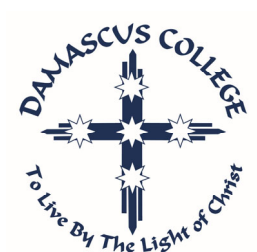


ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



DAMASCUS COLLEGE
1412 GEELONG ROAD
MT CLEAR



SCHOOL REGISTRATION NUMBER: 0265

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Minimum Standards Attestation

I, Matthew Byrne, attest that Damascus College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

9th May 2019

Our College Vision

Damascus College is a dynamic Christ-centred learning community that values each member and is committed to inspiring and challenging students to reach their potential and contribute confidently to the global community.

College Overview

Damascus College is Ballarat's only Catholic co-educational Secondary College providing education for the whole family. Damascus is co-sponsored by the Institute of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG) and the Parishes of Greater Ballarat to serve the community and surrounding areas.

Damascus College was established in 1995, from the amalgamation of its three predecessor Colleges; Sacred Heart College, St Martin's in the Pines and St Paul's College.

At Damascus College, our Catholic faith tradition is at the core of who we are and is reflected in our motto, 'To live by the light of Christ'. Our school is a Christ-centred learning community committed to a culture of excellence that values each member. We are committed to inspiring and challenging our students to reach their potential and to contribute confidently to the world around them.

Damascus College has a shared vision and values inspired by the Catholic tradition, and there are numerous opportunities to explore your faith, whatever that may be. We are proud of our Mercy heritage and traditions, and are mindful of our place in the global community, and we will continue our commitment to helping people less fortunate.

We offer progressive and innovative learning that maximises educational outcomes. Our students are inspired by high expectations to become self-directed and motivated global citizens. Our diverse curriculum caters for various post-secondary pathways, providing young people with a solid foundation on which to build their lives, by providing high quality, well-rounded education that focuses on the development of the whole person.

Our students and staff enjoy modern facilities in an inspiring 20 hectare bush setting, only 7km from the Ballarat CBD and we are committed to providing a safe and sustainable environment, cared for by all.

The Damascus community is a strong and vibrant one, where the contribution of all is optimised. We genuinely nurture respectful relationships that value all members in an inclusive and welcoming community. We have great commitment and pride in contributing to our College, and we celebrate diversity in a safe and supportive school.

Our parents are engaged in College life, and they contribute confidently to the growth of the College, our students and the broader community.

We are confident of a bright future for all the young people of Damascus College, and we will continue to inspire our Damascus community to reach our potential and place in the world.

Students graduate from Damascus with a clear sense of their own identity and worth, and an appreciation of Christianity in the Catholic tradition.

Learning & Teaching at Damascus College

Damascus College strives to provide a learning environment for its students that is dynamic, engaging, challenging and supportive. We understand that each student has individual learning needs and we aim to provide classroom activities that differentiate the abilities and learning styles of our students.

At Damascus College, we encourage our young people to become flexible, creative and analytical thinkers. Our central goal is for students to reach their full academic, emotional and social potential and we do this by providing them with the tools and support they need to achieve this outcome.

Damascus College students progress to a wide range of post-secondary pathways and, as such, the curriculum opportunities offered reflect this diversity. Commencing in Years 7 and 8, the academic program exposes students to an extensive variety of subject matter. In these junior years, students will study Religious Education, English, Mathematics, Humanities, Health & Physical Education, Science and Languages (French or Indonesian) for the entire school year. They will also undertake a semester of Food Technology, Textiles, Wood, Metal, Art, Visual Communication, Drama and Music in both Years 7 and 8.

When students' progress to Years 9 and 10, they continue to follow the core subjects of Religious Education, English, Mathematics, Humanities, Science and Health & Physical Education alongside a range of pathway choices. In addition, students have the opportunity to enrol in vocational courses that link to and enhance employment opportunities.

In the senior year levels of 11 and 12, students can choose to complete the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) in conjunction with Vocational Education and Training in Schools (VETiS) courses or School-Based Apprenticeships and Traineeships (SBATs).

Principal's Report

Damascus College in 2018 has continued to be a dynamic Christ centred learning community supporting the students and families of greater Ballarat in quality catholic co-education. This year, Damascus College had 145 staff and has educated 1062 students and the theme throughout 2018 was "Never become tired of doing good" from the second letter of St Paul to the Thessalonians 3:13.

This year we have rolled up our sleeves to bring the Strategic Directions of the College to life. Sr Berenice Kerr and Fr Adrian McInerney have been exceptional leaders in their vision for our College. This vision is enacted by the Damascus College Board and the school community thanks Board Chair Michael Myers, Deputy Chair; Paulene Barton and Board directors for their generous voluntary contribution to the development of Damascus College.

The Damascus community acknowledges Fr Adrian McInerney who retired in June for his outstanding contribution. He has been Co-Governor of our College since the foundation. For 23 years, Adrian has attended Board executive meetings monthly, maintained regular visibility with Board directors and led many of the liturgical celebrations across the College.

Adrian contributed strongly to the planning of our facilities including the Our Lady of Mercy Chapel. Adrian's most significant gift has been in ensuring that our College is a place where the image of God is seen in each individual in the school. Adrian has always wanted the best elements of our Catholic faith tradition to underpin an exceptional learning experience for every student. He has expressed right throughout his ministry his enormous pride in our College. As a community, we are grateful for Fr Adrian's leadership over the past 23 years. Thank you, Fr Adrian!

Alongside Fr Adrian's retirement sits Bill Slatter's retirement from the Board following 11 years of service including many years chairing the Finance, Facilities and Risk subcommittee. Bill has supported the last two principals and this community in a particularly generous way, and I think he has had a soft spot for us following his years on the staff of St Pauls'. Thank you, Bill. The College also acknowledges Stephen Carey who concludes six years' service on the Damascus College Board and nearly 20 years' service on the learning and teaching subcommittee. A remarkable effort. We also thank Fr Peter Sherman for his contribution as a director of the College over the past two years. Amanda Western also finished up as a director throughout 2018 concluding two years' service to the Board, and we thank Amanda for her service.

There have been many highlights to 2018. We began the year with 205 new Year 7 students bringing the Damascus enrolment to one of the largest cohorts in our history. Damascus College students have experienced an assorted range of learning activities this year, and they have engaged in them positively. It has been great to academically see students classroom results improve. We can look at data collected over several years and see some positive growth in student achievement.

A professional and committed staff team work hard to support student achievement across the full range of College offerings. The school community acknowledges the commitment and dedication of the staff team and thanks them for their efforts.

Academically seeing students whose classroom results have improved. It was with pride that we could look at data collected over several years and see some positive growth.

Some highlights of student achievement in 2019 include the fantastic success at the Energy Breakthrough team in Maryborough. The immersion experience for our French students in France and Switzerland was another great highlight. Damascus also welcomed twelve French students from Angers who spent three weeks in our College community.

Our senior VCE and VCAL programs were great strengths of our educational offerings. The VCAL students Business enterprises and Courageous Conversations evening were great learning activities. College Captain Sean O'Beirne achieved an extraordinary ATAR of 99.9. Sean's achievements mirrored the many student successes within the VCE and VCAL program enabling graduates to leave Damascus as capable and considerate contributors to our global community.

2018 was the first year of the ESTEEM Program at Year 8 where our students undertook a project-based learning approach to the content of Maths, Science and Technology. Jennifer Henderson was a great leader of this initiative, and she was well supported by a committed team.

Sports Coordinator, Nikki Hexter has supported Damascus students in raising the profile of sporting achievement over 2018. Throughout 2018 Damascus teams won five BAS premierships and on three occasions Damascus students were individual BAS Champions. Damascus rowers performed strongly in the Head of the Lake, and the senior girls did a great job at the Rowing Nationals in Sydney making the A final.

Rice House were the Ron Mathews Shield Champions again in 2018, in a fiercely contested competition. Congratulations Rice!

The production of 'Joseph and his Amazing Technicolour Dream Coat' was mesmerising this year, and it was easy to forget that you were watching adolescents performing a musical grounded in the biblical tradition. Congratulations to all those who were involved in any way.

In the visual arts domain, the school community again appreciated the complexity of senior work at VCE exhibition in November. Damascus had multiple students selected for the next Gen exhibition, and it is pleasing to see Damascus pieces shortlisted for the TopArts exhibitions.

Our relationship with Timor Leste remains strong, with the Damascus community again raising over \$14,000 to disperse to health and education projects. Our students and staff were again great ambassadors for our College as they lived amongst the people of Timor Lest in June.

Strategically significant time was spent preparing the next phase of the masterplan. The College was able to secure \$1,000,000 of government funding towards the renovation and reconstruction of the music facility. These works commenced in December.

Work was done to address a significant beetle infestation of the oval and climate control was implemented for the Mercy Administration and St Martin's Resource Centre. Refurnishing of the St Martin Resource Centre was also undertaken to bring the library review to completion.

Deputy Principal, Chris Grant joined the Damascus staff in 2018. The redesigned role saw Chris leading and supporting the staff team, and his work in this space was invaluable. Lynda Calistro joined the Damascus staff team as the Human Resource Manager. Lynda immediately added value to the staffing structures across the College.

A significant body of work was undertaken to review the Position of Leadership structure throughout 2018, and the Consultative Committee worked hard with Human Resource Manager, Lynda Calistro to design, and appoint to this new structure.

The Damascus College Board maintained an absolute focus on child safety in 2018, reiterating the importance of strong employment practices. The Board worked through a process of responding to the findings of the Royal Commission, and this led to the name change from O'Collins House to St Martin's House. Daniel Jans, as House Leader, with Tony Haintz as Assistant Principal of Faith and Catholic Identity were critical to the success of this process. The students and student leaders were wonderful in appreciating their Christian responsibility in this space.

Ellie Carroll and Sean O'Beirne were excellent captains of the College in 2018. Each inspiring young leaders, confident public speakers and proud students of Damascus College. It is great to have such positive young leaders in the student population as role models and advocates. The College community thanks them for their contribution.

Damascus celebrated the retirement of several very significant contributors to the Damascus staff at the conclusion of 2018. Joanne Kennedy as Assistant Principal-Student Wellbeing was one of those retirees. Jo began at Sacred Heart College in 1985 having taught at CRC Melton before that. Following her ten years at Sacred Heart, she joined the amalgamated Damascus staff and moved into the newly established Assistant Principal of Student Wellbeing role in 2012. Her 33 years' service to Damascus and Sacred Heart is a remarkable effort!! Jo was recognised as the Catherine King Community Shield recipient in 2018.

Mark Maclean concluded his time at Damascus at the end of 2018 to explore exciting opportunities in Queensland. Mark is a former student of St Paul's College, and he began his career in Catholic Education at St Paul's College in 1983 in Lydiard Street. Mark moved with the St Paul's staff to Victoria Street in 1990 and also became a part of the amalgamated staff team in 1995. Mark's contribution as a teacher to the College has been extraordinary, and his leadership of the EBT program is quite remarkable. His 35 years of service to this school community is remarkable, and the EBT sub-community celebrated Mark's contribution at a reunion at Bray Raceway on 20th October. The success of the 2018 EBT team was another reflection of Mark's contribution to the College.

Greg Dow is another long-standing member of staff who retired at the conclusion of 2018. Greg has engaged hundreds of young men and women in a love of English and Legal Studies across

over 30 years in this community. Greg has held leadership roles most recently in Professional Practice, but before that he was VCE Coordinator and fulfilled various other responsibilities throughout his time. Many of the elements of our exam preparation processes and graduation events were founded under Greg's leadership. Greg's Damascus journey began at St Martin's in the Pines in 1989, which made 2018 his 30th year of Catholic Education in Ballarat. Greg also taught at Therry College in Broadmeadows for (1981-83), St Leo's College in Box Hill (1984-86) and CLC in Eltham (1987 and 1988). Thirty-seven years of Catholic Education is a great achievement!

Maureen (Min) Myers also finished at Damascus at the end of 2018. Min has been a stalwart of the languages Department throughout her time at the College. She has led the English and Languages team amongst her many other contributions. She has always had a great affinity for her colleagues and a wonderful care of those around her. The French Immersion Trip has been an enormous contribution by Min over the past decade. Min joined the St Martin's in the Pines staff in 1992 before becoming part of the amalgamated Damascus staff in 1995. Min's career has seen her teach from prep to Year 12; she began her Catholic teaching at St Mary's in Sale in 1977 and over her 40 years has worked at St Francis Xavier, St Alipius and St Columba's. Her 26-year contribution to Damascus has been extraordinary, and I know Min is still looking at education opportunities beyond her Damascus experience.

Rhonda Metcalfe also finished up at the end of 2018. Rhonda has been a face of welcome and warmth in the St Martin's Resource Centre since she joined the team in 2001 at Victoria Street before coming out to Mount Clear in 2011. Rhonda previously worked within libraries in state education. Rhonda's seventeen years at Damascus have been a great gift to this community.

Jane McKendrick also indicated that she would take long service leave with the intention to retire from the end of 2018. Jane has been a member of the Damascus staff for the past 12 years and has been a key contributor to Damascus English mainly in the senior years. She has been a committed and hard-working educator. Jane has had 21 years in education including 8 Years at MacKillop College in Swan Hill. Damascus thanks and acknowledges these significant contributions from these long-serving staff and the community wishes them well in retirement.

A number of continuing staff concluded their term in leadership roles and the College acknowledges their contribution and dedication; Deb Larsen as O'Collins Assistant House leader, Georgia Shillito as Xavier Assistant House Leader, Maria Russell as Learning Area Leader of the Arts, Cathy Prunty as Special Needs Coordinator, Glenn Jessup as Health and PE Learning Area Leader, Andrew Robertson as Rice House Leader, Angela Hoban as Teacher Advisor Leader, Rebecca Anderson as Professional Practice Team member, and Isabelle O'Dea who has had responsibility for the SRC and peer mentoring.

This year we welcomed to the staff team; Chris Grant, Lynda Calistro, Dan Cook, Marcus Probert, Catherine Richardson, Sarah McKnight, Beth Carroll, Daniel Conway, Sarah Lamanna, Ryan Leaney, Stephanie Macdonald and Tamzin Perkins.

The Year 12 class of 2018 were an awesome group of young men and women, the College thanks them for all that they have been to our community. Hopefully, each student takes life-long

friendships and an appreciation of a loving God and welcoming church from their secondary education. Damascus thanks and acknowledges those families who conclude their time with Damascus College for being a part of our community.

2018 has been an excellent year for Damascus College, and that success was grounded in the commitment of students, their families and staff!

Thank You!

Catholic School Culture

Goals & Intended Outcomes

In the area of Catholic Identity the Strategic Directions of the College 2016-2020 state that:

At Damascus College, we are committed to a shared vision and values inspired by biblical and Damascus College traditions, demonstrated by:

- providing leadership-in-faith opportunities for students, staff and the broader community;
- ensuring that the Gospel and Catholic traditions are understood as guidance and support for life;
- personal and community responses to God's call in today's world expressed as social justice.

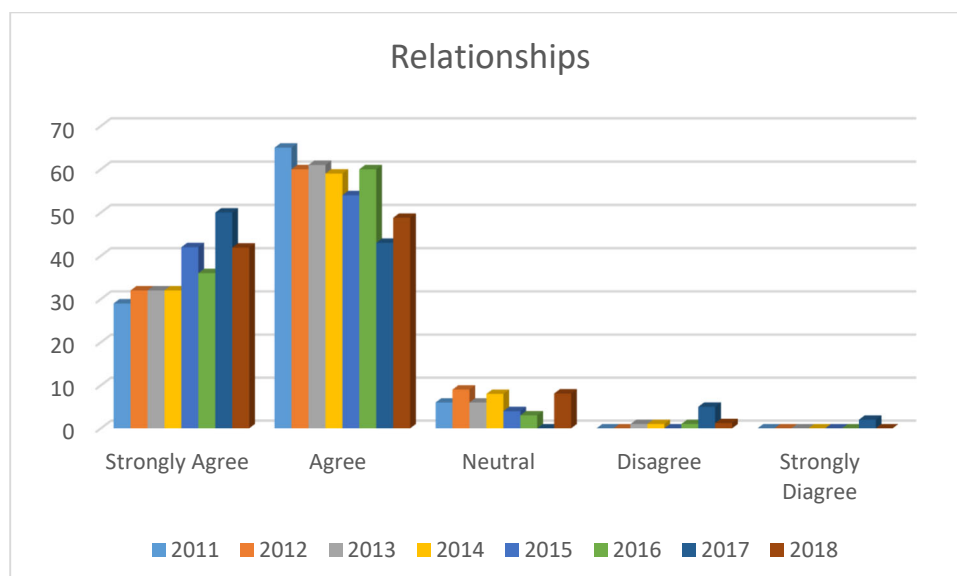
In 2018 the idea of providing leadership-in-faith opportunities for students, staff and the broader community remained central to the strategic direction and rhetoric of the Catholic School Culture teams.

Shared Vision and Values inspired by biblical and Damascus College traditions

The vision of the College and the values that underpin it are critical to the life of the College and need to be named, proclaimed, understood and strategically worked toward. The evaluation of this is not easy. Some of the system-wide tools already spoken of may offer the best way forward in this process.

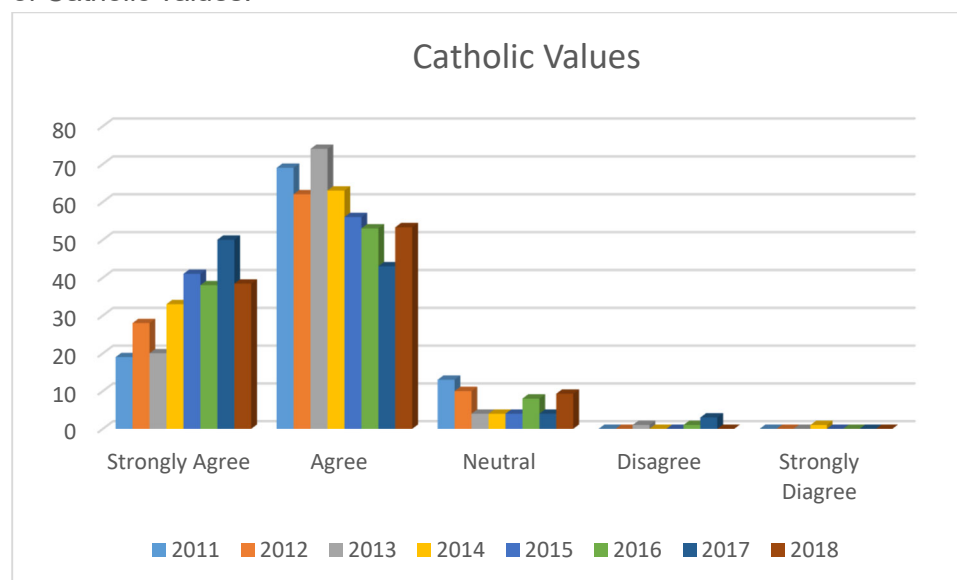
Fostering Relationships

Our data from the Year 7 Parent Survey continues to be positive about the core values of the College. Parents are asked to rate the College on how well it fosters relationships based on respect, responsibility, honesty, truth and inclusion.



Authentic In Teaching of Catholic Values.

The Year 7 Parents are able to acknowledge that Damascus College is authentic in its teaching of Catholic values.



Goal 1: Providing Leadership-In-Faith Opportunities for Students, Staff and the Broader Community

Toward Youth Ministry in Schools

In the Year of Youth, the College chose to invest in research into Youth Ministry in Schools processes. To this end, Religious Education Faculty members attended Catholic Schools Youth Ministry Australia (CSYMA) workshops in Canberra on 17th August. The investigation continues, but the College is making plans for this introduction of a program in the near future. Australian Catholic Bishops Conference (ACBC) youth programming as well as in Australian Catholic University Catholic school staff development initiatives and CSYMA offer ideas and models for considering leadership-in-faith opportunities for students, staff and the broader community. Encountering Christ, Growing Spirituality and Encountering the Other, appear to be well-attested elements of these models. The journey in faith begins in experiences that require depth understanding before truth and goodness and beauty can be affirmed and realised in the person. The experiences, the understanding, the judging and the deciding are embedded in the Christian journey that we call discipleship. This provisional model can be used to imagine a future in leadership-in-faith inside a Youth Ministry in Schools program. We are hopeful that a Youth Ministry in Schools program can evolve in this space and that it will have an impact on staff and the broader community as well.

- Encountering Christ (Retreat experiences; pilgrimage; encounter groups; scripture groups)
- Growing Spirituality (Prayer in Daily life; Meditation; Short and long courses; Prayer groups)
- Responding in Mission (Mission; Outreach; Works of Mercy)

Eucharistic and non-Eucharistic Prayer experiences

Our Lady of Mercy Chapel was blessed by Bishop Paul Bird at the conclusion of the opening Mass on Friday 14th February 2014, and since then the chapel has become a focus for significant liturgy and prayer experiences. This includes Staff prayer on Thursday mornings in the chapel

using the Lectio Divina prayer form based on the gospel reading for the following Sunday. This saw growth in attendance in 2018. More staff were involved in Year Level Mass experiences in 2018, but there is more that might be done in this area. It is planned that the College theme for 2019 will be the focus of all liturgical celebrations.

Morning Mass was celebrated for both Mother's Day and Father's Day. Both events were followed by breakfast saw increased support in 2018. On Tuesday 13th March at 10:00 am Fr Kevin Maloney invited parishioners from St Aloysius Redan and St James Sebastopol Parishes to tour the college, have some morning tea and to pray the *Station of the Cross* in Our Lady of Mercy Chapel. This provided a positive and new experience of Catholic Secondary Education for those who attended. Led by Tony Haintz, Assistant Principal for Catholic School Culture, the group, caught up with some of the story of the college that can be discerned by noting the signage on the College buildings.

Christian Prayer and Leadership-in-Faith

In 2018 we asked the question: How are we assisting our young people and ourselves to be prayerful people? **TA Prayer Candles** were offered as a resource for prayer in TA time and to be lit for the TA prayer each morning. It is a simple act that reflects on the College motto *To Live by the Light of Christ*. **The Damascus College Prayer Book** was produced for all staff members and offered as a resource to support prayer in the Catholic Christian Tradition. The Prayer Book was used to enhance staff gatherings and especially useful in TA times. At Damascus College, all meetings begin with a prayer that reflects the faith underpinnings of the College. The Prayer Book supports this.

In 2018 we asked TA teachers to be proactive about having **students lead the prayer** in TA time. By introducing a weekly prayer cycle to model prayer from the biblical and other prayer traditions, we hoped to offer a richer daily experience. The TA Prayer Candle and the Prayer Book become important features of TA life for many. The general pattern was as follows:

- Monday: Weekly Prayer Theme: Forgiveness; Gratitude; Grit; Praise (On the Bulletin)
- Tuesday: From the Damascus Prayer Book (Chosen by TA)
- Wednesday: From the Psalms (on the Bulletin)
- Thursday: Prayers of Intercession based on Five Finger Prayer (see Prayer Book)
- Friday: Prayer from the Lectionary – Sunday's Reading (On the Bulletin)

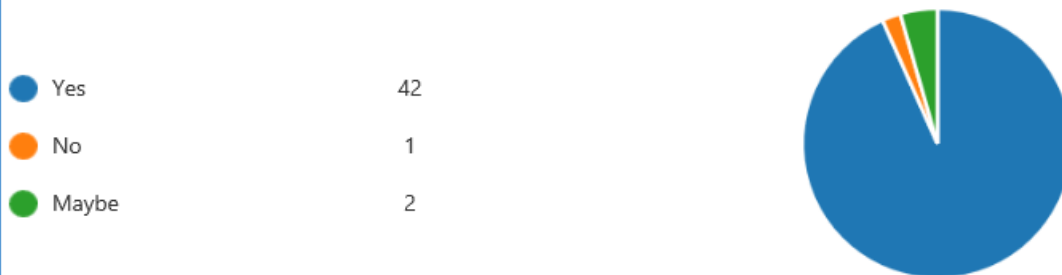
The evaluation was positive.

Did you think that the prayer book assisted you in supporting leadership in faith?

Yes	32
No	5
Maybe	8



Would you support the ongoing availability of a prayer book for Damascus College?



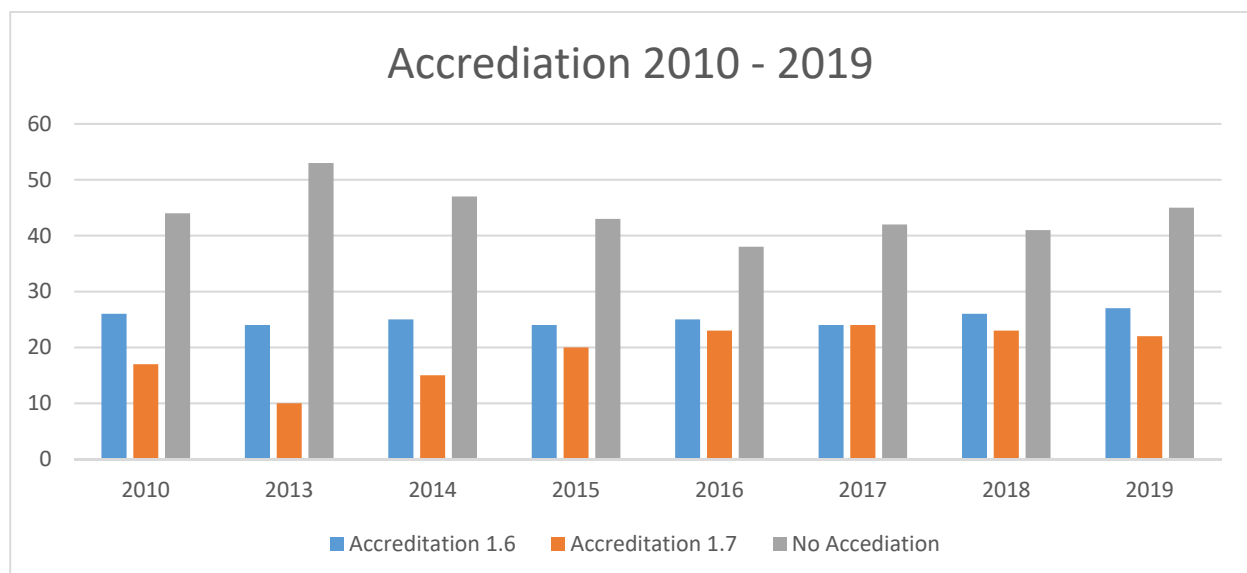
Mercy Ethos

The Mercy ethos office closed at the end of 2017. In 2018 an *Executive Leader Mission Integration* was appointed, and the College is connected with the new office.

Accreditation

The last two years have seen the intake of teachers new to Catholic education and the retirement of some longer-term staff members. The requirement that teachers become accredited to Teach in a Catholic School (CECV Policy 1.6) is ordinarily achieved in the first five years in the Catholic system. Some have taken up locally available accreditation courses, but further internal offerings are needed to make a difference.

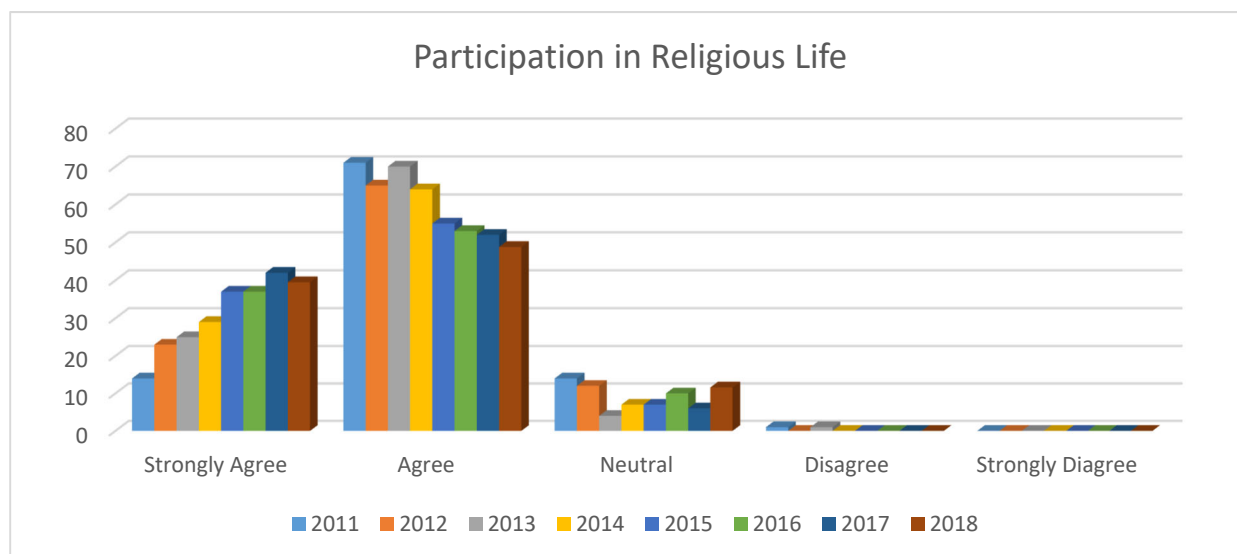
Accreditation to Teach Religious Education (CECV Policy 1.7) saw a current staff member complete external study through the Religious Education Accreditation Program (REAP) program.



Goal 2: Ensuring That the Gospel and Catholic Traditions Are Understood As Guidance and Support for Life

Participation in the life, prayer and ritual of the Catholic Church

Our Year 7 parents continue to be certain that Damascus College provides sufficient opportunities for participation in the life, prayer and ritual of the Catholic Church.



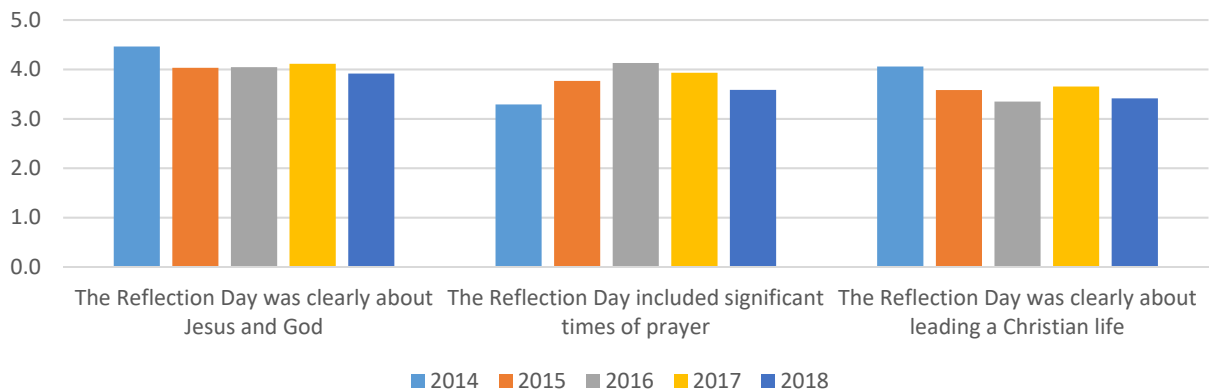
Retreat / Reflection Day program

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.

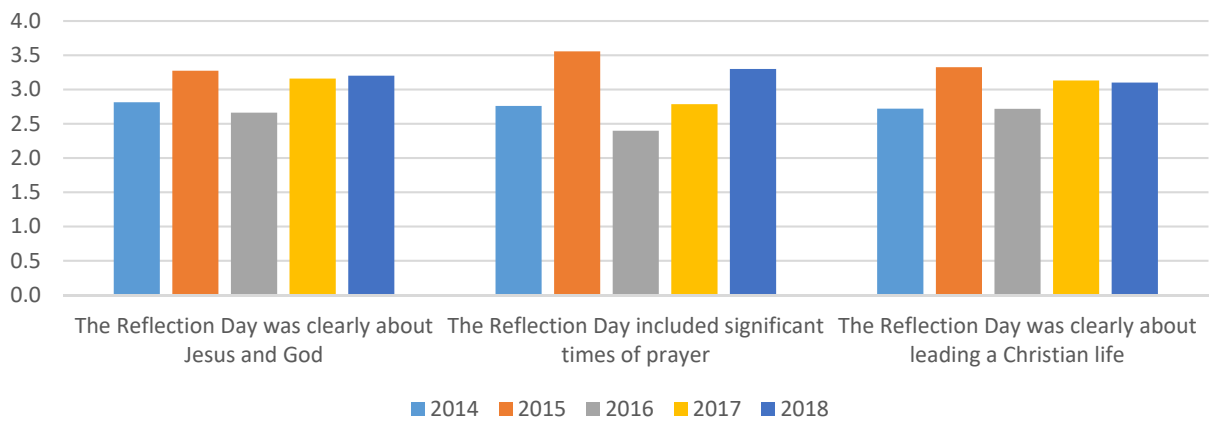
- The retreat/reflection day was clearly about Jesus and God
- The retreat/reflection day included significant times of prayer
- The retreat/reflection day was clearly about leading a Christian life

The longitudinal data is demonstrating positive return in these intentions that are so central of the retreat and reflection day process. There is a need to reflect on the Year 11 data for 2018. The statistics are given to the year level teams as part of the planning process so that they can consider the possibilities that are at their disposal to make specific and explicit the intended outcomes of the day.

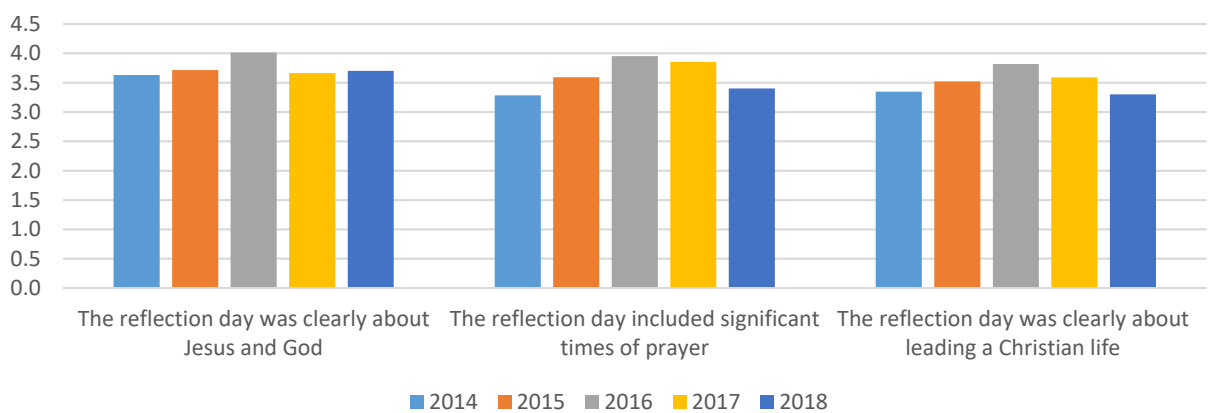
Year 7 Reflection Days 2014-18



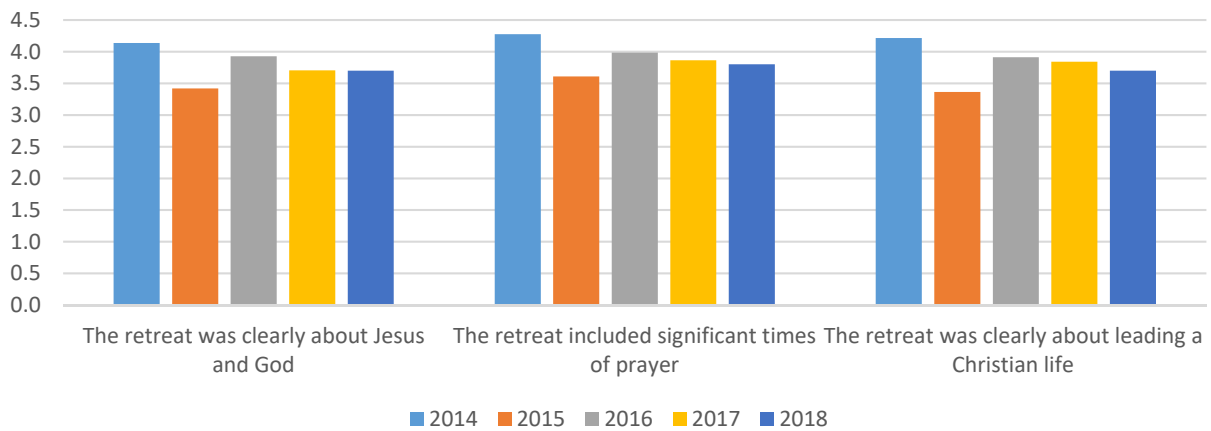
Year 8 Reflection Days 2014-18



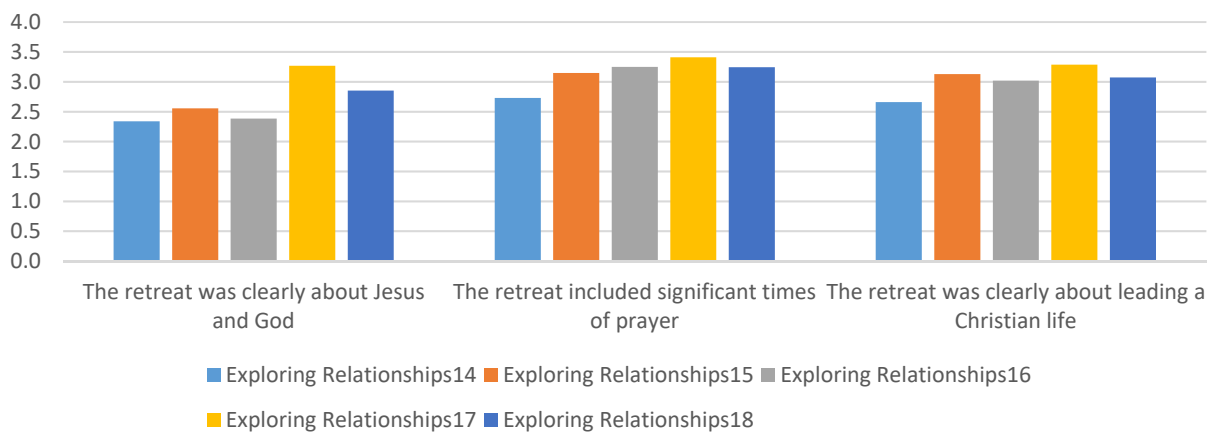
Year 9 Reflection Days 2014-18



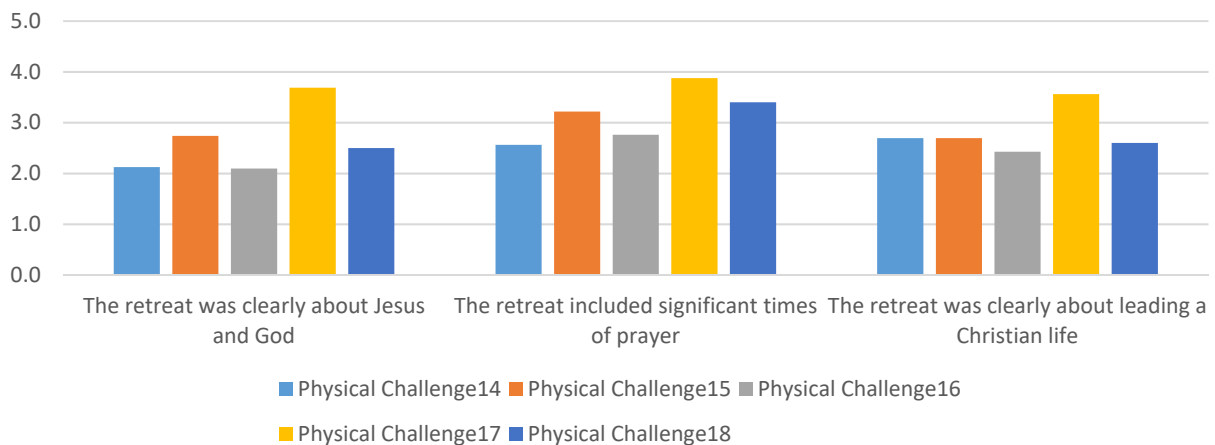
Year 10 CPDA Retreat 2014 - 2018

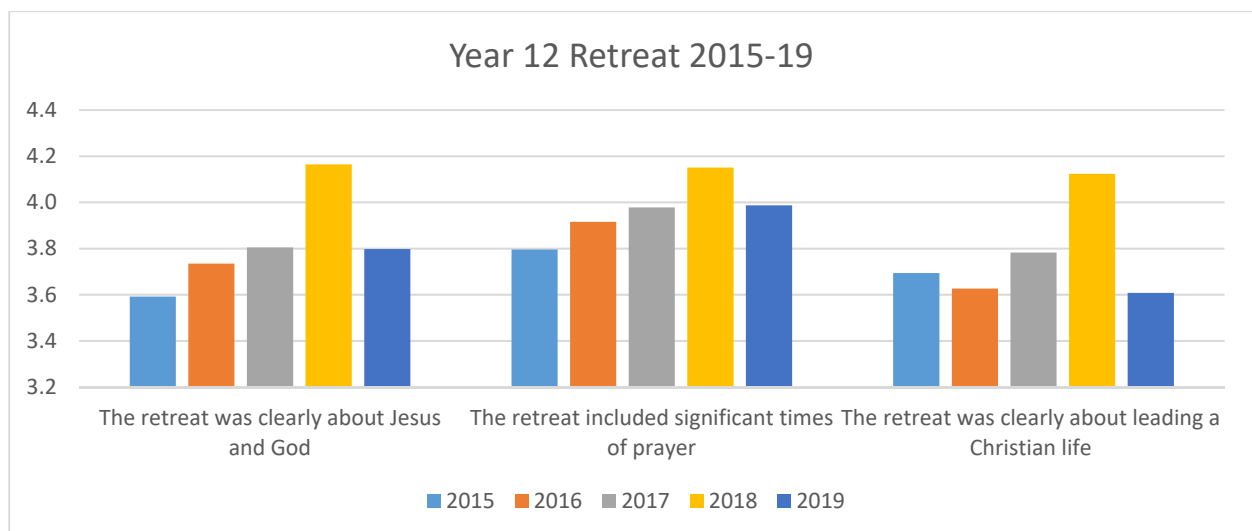
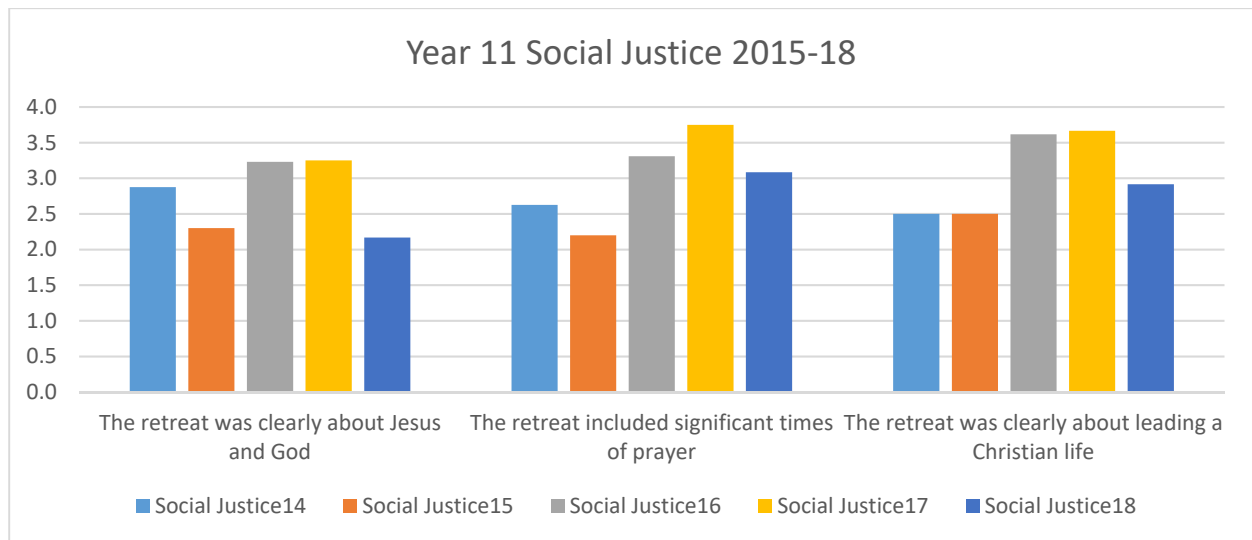


Year 11 Exploring Relationships 2014-18



Year 11 Physical Challenge 2014-18





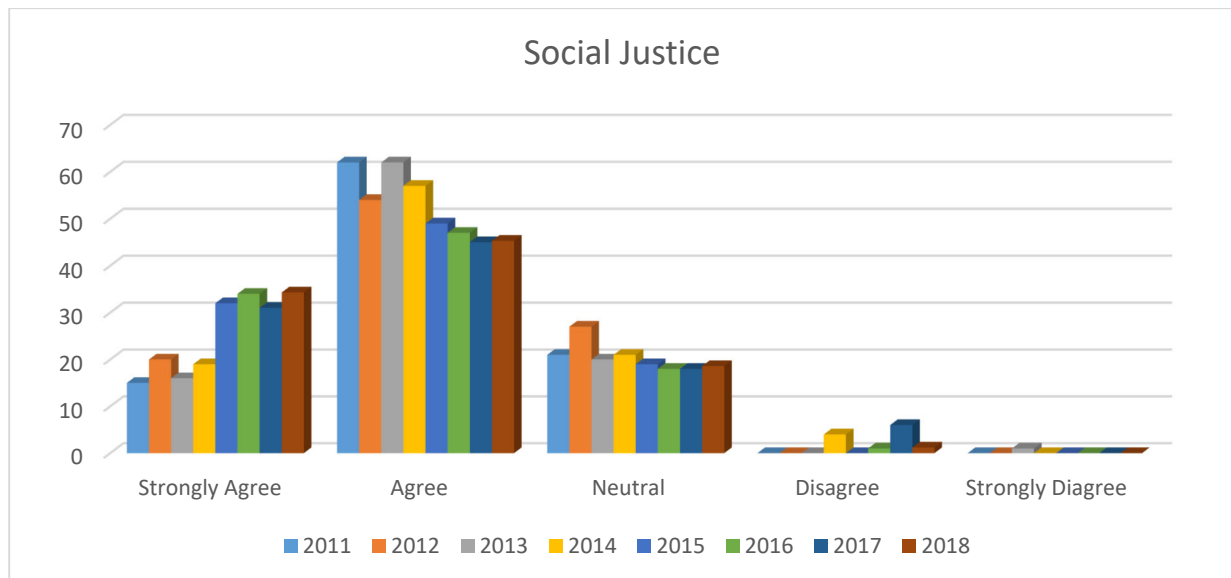
Goal 3: Personal And Community Responses to God's Call in Today's World Expressed as Social Justice.

Damascus Day Mass

For 23 years the College has held this major event that is a primary expression of our heritage. Under the significant leadership of Mr Adrian Newman and with the College theme "Never become tired of doing good" well at the fore, this was the most significant liturgy of the year.

College's Commitment to Social Justice

Similarly, Year 7 parents are very clear about the College's commitment to social justice and when asked if the College's program is effective, they have a strong sense that this is a positive aspect of College life.



Year 7 Mercy and Eucharist Program Year 8 Justice and Eucharist Program

Following the success of the Year 7 Mercy and Eucharist Program and the Justice and Eucharist Program at Year 8 Level in association with St Vincent de Paul Society. The programs take Year 7 and 8 Religious Education classes respectively to the Sisters of Mercy and the St Vincent de Paul Service Centre in the Cathedral Precinct on a day that the centre is not open to the public. Students learn about the founder of the Sisters of Mercy and the work of the St Vincent de Paul Society before the students attend the 12:05 Mass at St Patrick's Cathedral. Investigations are underway for a similar Year 9 Program.

Supporting our friends and neighbours in Timor-Leste

Over the past thirteen years, Damascus has been building and nurturing a relationship with the people of Timor-Leste and in particular with the people of Ainaro, a small town located 115km from the capital Dili.

The district of Ainaro, to which the town of Ainaro belongs, shares a special relationship with the Ballarat community more broadly. In July 2005 the Ballarat City Council formally established the Ballarat Friends of Ainaro Community Committee (BFACC), providing funding and support to develop further the friendship with the Ainaro District which had commenced less formally in 1999. It was through BFACC's Sister School Program that Damascus College established a sister school relationship with Santa Maria College in Ainaro in 2005.

In the early years of this relationship, direct communication with Santa Maria was made difficult by the lack of infrastructure in Timor-Leste. Damascus College students sent letters and donations of educational items from time to time during this period, but it was not until 2010 that the first Damascus College staff member had an opportunity to visit Ainaro. Tony Haintz, Assistant Principal of Catholic School Culture (then Religious Education Coordinator), travelled with St Joseph's College Echuca on their first immersion experience to Timor-Leste in 2010. Loretta Kaval was also in Timor Leste at that time and was keen to investigate in a student immersion by Damascus College. Their negotiations and deliberations led directly to the formation of the Damascus College Timor-Leste Immersion Program for Year 11 students.

In line with the College's Christian values and teachings, the immersion program sets out to provide an experience for students which will allow them to consider the principles of human dignity, community and the common good, rights and responsibilities, options for the poor and vulnerable, solidarity and the promotion of peace. The immersion experience is now an integral part of the College's social justice program.

Planning is already underway for the ninth group of Damascus students to visit Ainaro in June 2019. The seventeen members (13 students and 4 staff) of the group were brought before the Damascus College Assembly on Damascus Day.

Seeds of Justice Program

Ongoing involvement with the Seeds of Justice Project is a part of the Mercy Ethos family of activities. The May session in 2018 held at Templestowe had the theme, 'Stories of reconciliation and mercy.' The theme at Camp Araluen at Anglesea in August 2018 was 'Building Bridges of Mercy – Welcoming Refugees and Asylum seekers.' Damascus College was represented at both conferences.

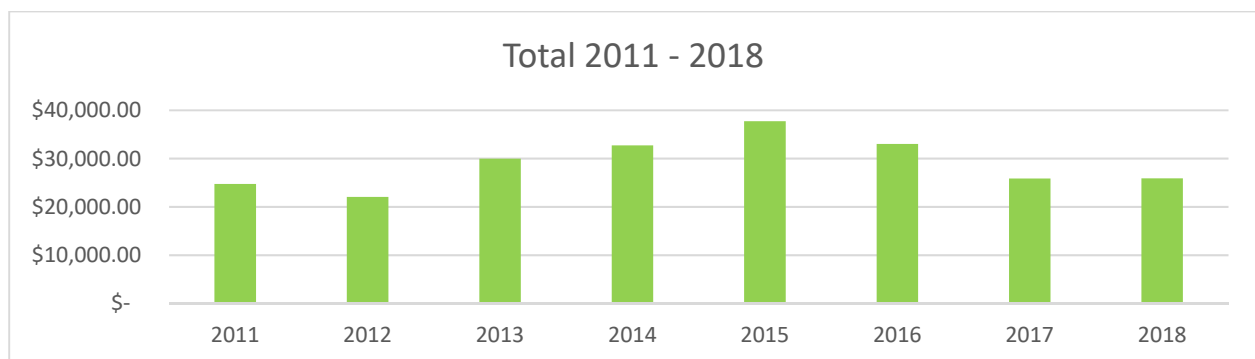
Annual Collections for Social Justice and Mercy

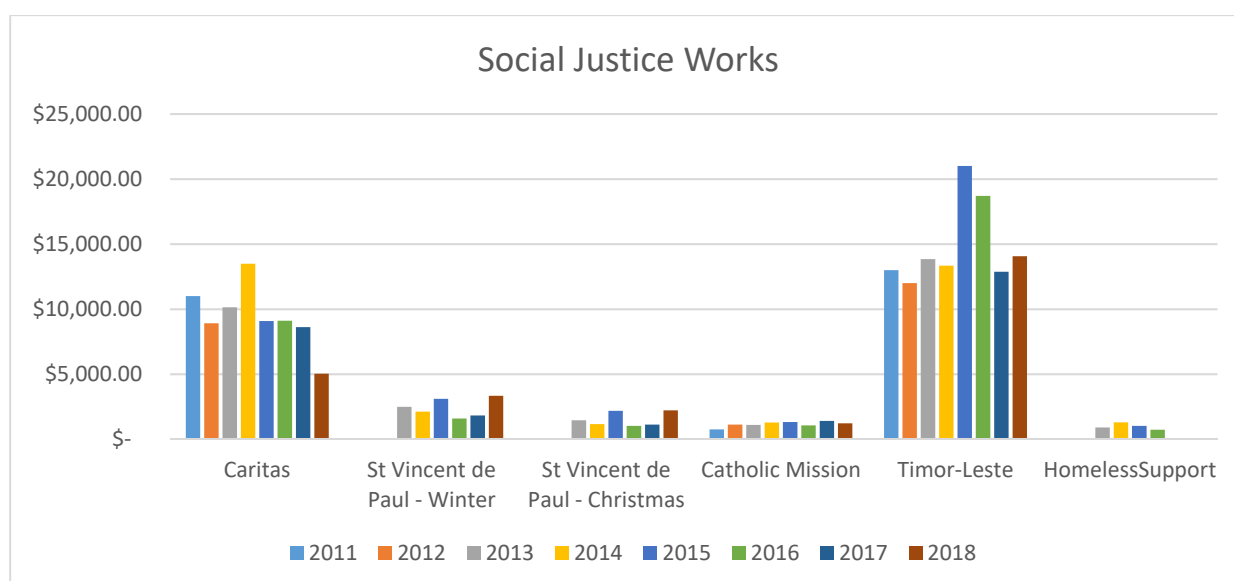
In 2018 the Lenten Project Compassion appeal for Caritas Australia was down significantly compared to recent years. The winter collection of 2018 again focused on blankets for distribution by the local St. Vincent de Paul Society and saw the best result ever raising \$3348. There were 20 new queens size 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 St. Vincent de Paul Christmas collection on behalf of drought-affected farmers struck a chord with the community raising more than all other years on record.

The Timor-Leste Immersion team raised more than \$14000. A new approach to the scheduling of a sleepover to support the homeless of Ballarat, perhaps in second term, is needed as the early start program has altered possibilities later in the year.

In total, almost \$26000 was raised and distributed by the College Community under the banner of social justice.





Christian Personal Development Award

The Christian Personal Development Award (CPDA) began at Damascus College in May 2003. The 32nd Year 10 CPDA Introductory Program concluded in November 2018. 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 the physical potential for sporting activities and an experience of volunteering.

In November, the Year 12 class of 2018; the fourteenth group of graduating students, had 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-curricular experience in the senior school. The Awards were presented at the Year 12 Graduation ceremony.

School Community

Goals

Goal 1: Confident and clear communication processes giving voice to the wisdom of all

- Implement the DC Marketing & Communications Plan
- Introduce new online advertising for Info Evenings and Open Mornings
- Improve communication processes across the College
- Reinforce the Damascus brand with staff, enforcing the Communication Style Guide
- Improve communication to parents re use of PAM
- Update photo suite with a photoshoot. Use these photos in a marketing campaign across all mediums
- Communicate with local media to promote events, achievements and activities on an on-going basis
- Regular posts and engagement on Damascus College and Alumni Facebook pages and Twitter
- Coordinate the Digital Student Ambassador Program
- Follow up Info Session, Open Morning & Campus Tour attendees and Enrolment Pack email requests
- Communicate regularly to DC Alumni, e.g. Facebook, advertisements, emails, newsletter
- Introduce Instagram to a suite of communications via social media
- Host Reunion events earlier in 2018 and promote Friday Welcome Reception
- Increase Alumni engagement and events throughout the year – host a St Pauls Reunion
- Develop a new Prospectus to be used until 2020 to attract the community to choose Damascus College
- Update templates in the Communication Style Guide
- Develop a TV campaign to promote Open Mornings and Information sessions throughout the year. Be. My. Best. Campaign
- Manage the organisation of College archives

Achievements

Throughout 2018 Damascus College was promoted in line with the Strategic Directions 2016 – 2020, where the key strategic directions were promoted consistently as key messages, including the creation of a new campaign – Be. My. Best. The main messages in this campaign that align with the strategic directions were:

- Be the best I can be
- I'm ready to take on anything
- Find my calling
- It's what I have inside...and what's around me
- I'm part of something greater
- I'm supported
- Be. My. Best.

Reinforcing our key messages and tagline consistently throughout the year in all forms of promotion to the community aims to improve and strengthen the overall perception of Damascus by the wider community. All marketing promotion undertaken within this campaign has been clear and confident, to build a strong, confident and easily recognisable brand in the community.

The Be. My. Best. Campaign has gained momentum towards the end of 2018, with it being extended to the internal culture of Damascus College, particularly with the Human Resource department, where we encourage and promote staff to Be. Their. Best, so that we can all Be. Our. Best.

Throughout 2018 the Damascus College brand was further developed including the introduction of new templates and amendments to the Communications Style Guide (CSG). Giving staff access to more templates gives the brand greater professionalism and consistency at every possible opportunity. The CSG was launched and implemented to staff in March 2017 and continues to be updated and refined to allow staff the best opportunity to use the templates that are consistent with the Damascus College brand into the future.

The CSG is to be used by ALL staff and suppliers as an essential resource that outlines the design specifications for the Damascus College brand in all forms of communication. It helps maintain a consistent and professional look and feel when creating new marketing material, and all forms of communication external to Damascus. A CSG is integral to keeping communication and branding consistent across a variety of media channels, including, websites, emails, letters, advertisements, powerpoints, social media and other publications.

Our brand is the message we are sending to the community telling them who we are, what we stand for and what our personality and style is. Each time consumers come across our brand, they get an impression, and first impressions do count. All staff and students of Damascus are in fact brand ambassadors. When we engage with others in the community as staff or students, or we are seen wearing branded uniforms in the supermarket, this is an opportunity (whether we realise it or not) where we are promoting the Damascus College brand, and this impression we build, resulting in word of mouth is extremely powerful. The community connects with our brand by recognising who we are and what we can offer, where they build an emotional connection (either good or bad) and an attitude toward our brand, which establishes brand reputation and value in the minds of the community. We all play an important role as brand ambassadors, and it is imperative that the Damascus College brand is promoted in a positive, consistent and professional way at all times.

The Damascus College brand was further enhanced throughout 2018 with the refinement of the CSG, the development of new templates for staff to use, and the development and introduction of the Be. My. Best. Campaign. This campaign included promotions in the following mediums:

- TV advertisements
- Regent Cinema advertisements
- Newspaper advertisements
- Facebook advertising
- Instagram advertising – new for 2018
- General online advertising – new for 2018
- Website
- Road sign
- Printed collateral
- Facebook, Instagram and Twitter accounts

For the first time in 2018 Damascus conducted general online advertising on websites that have a traffic interest in education services. This extra online promotion, along with the above promotions helped to develop the Damascus brand and promote events to a broader audience. Online advertising is a relatively cheap but very successful form of advertising that reaches the Damascus target market. The full statistics of this online advertising can be seen in the below table.

To build the Damascus brand within the community, it is important to provide consistent, clear and constant communication to local media, building those local community links. 13 media releases were developed throughout 2018 that generated media coverage throughout the year. This is 10 less than 2017, but coverage was still excellent, thus concluding that the media are coming to Damascus for stories rather than the other way around. The relationship between the College and the media is strong, and is a very important one, and these relationships have been nurtured throughout the year, to ensure that Damascus College is front of mind, and responsive to the media's needs and wants.

It is just as important to build and maintain strong relationships with the local Catholic media, including Our Diocesan Community and Just Mercy, who distribute regular newsletters and publications. Damascus has had strong coverage in both Catholic newsletters, thus strengthening our brand within the Catholic community.

Media coverage:

- Ballarat Courier – 28 articles
- WIN News and 9 News
- ABC Radio
- Our Diocesan Community – 10 articles
- Just Mercy – 5 articles

Some notable coverage throughout 2018 have been:

- Consistent coverage in Our Diocesan Community and Just Mercy newsletters
- Numerous stories on Sam Rizzo and his wheelchair racing achievements

To complement our advertising strategy as listed above, for the first time this year, Damascus advertised via Instagram and other general online websites for key events throughout the year. This widening of our advertising spend and reach has proven successful in raising the profile of the College within the community, and boosting attendance numbers for key events.

Every two years a photoshoot is conducted with current students to replenish the marketing photos used for promotions each year. The 2018 photo shoot was held in February with more than 50 students involved, from a range of personalities, genders, abilities and backgrounds. The photos taken represent a wide cross-section of the Damascus community, including staff. These photos are used in numerous promotional items including website, brochures, social media and advertisements in multiple mediums.

As part of the Be. My. Best. Campaign a TV commercial was filmed on Friday 13th July 2018 and ten students were actively involved in this production. Using current students in all promotions is extremely important as it is real and adds to our believability, rather than using actors to promote

the College. This engaging video formed the basis of all promotions for the 2018 events and student recruitment, for 2020 commencement. It will also be used for 2019 promotions.

A new College Prospectus was developed throughout 2018 and was released to prospective families in late 2018. This 32-page publication is a glossy and professional publication utilising the new photos taken in February and is distributed to prospective families at school tours, enrolment information evenings, open mornings and is contained in the enrolment pack that is emailed and posted to prospective families. This publication now includes key messages from the 2016-2020 strategic directions, as well as adding other points of difference to attract families to Damascus College.

In 2018 Instagram was introduced to the Damascus suite of social media communications. It has been an excellent tool to interact and engage with the students of Damascus College and wider community. Anecdotally Instagram engages with youth (students), and Facebook engages with parents and youth.

The aim of all online advertising was to promote key events, recruit students to the College, seek event registrations, drive traffic to the College website, and also to increase the number of likes and follows to the Damascus Facebook and Instagram pages. The engagement was positive, as per below:

2018 Facebook and Instagram Advertising Analysis

Campaign	Period	Impressions	Reach	Page engagement	Comments	Reactions	Click link	Shares	Video plays
Sep Info Session & Open mornings	1st Aug – 13 Sep	61,551	162,528	26,885	39	280	470	58	102,919
St Pauls Reunion	15 th Aug – 30 Sep	73,650	27,920	9,312	6	30	158		
Oct Info Session & Open mornings	1 st Oct – 1 Nov	76,988	20,162	9,896	13	98	462	18	50,504

2018 General Online Advertising Analysis

Campaign	Period	Impressions	Avg Cost per click	Click Through Rate	Click link	Cost
Info Session & Open mornings	15th Aug – 13 Sep	233,360	\$1.24	0.17%	391	\$483.41
Oct Info Session & Open mornings	1 Oct – 1 Nov	288,864	\$1.13	0.16%	458	\$518.18


Below are the ads used to promote Info Evenings/Open Mornings via general online advertising on websites



Experience Damascus College
INFORMATION EVENING
5 September 2018

www.damascus.vic.edu.au


LEARN MORE



Experience Damascus College
INFORMATION EVENING
25 October 2018

www.damascus.vic.edu.au

DON'T MISS OUT



Experience Damascus College
OPEN MORNING
1 November 2018
9.00am to 10.30am

www.damascus.vic.edu.au

LEARN MORE



Experience Damascus College
OPEN MORNING
13 September 2018
9.00am to 10.30am

www.damascus.vic.edu.au

LEARN MORE




Below are some of the Facebook and Instagram ads used to promote key events throughout 2018:

Ad Preview 1 of 1 Ad

Desktop News Feed 3 of 12

Damascus College, Ballarat
Sponsored

You are invited to the St Paul's Technical College All Years Reunion
Saturday 20 October, noon to 4pm at Damascus College, Ballarat
An afternoon for Damascus Alumni and Community to catch up and
reconnect with St Paul's staff and students as we celebrate and remember
their contributions as a foundation school of Damascus College.
Book your free tickets at www.damascus.vic.edu.au



Learn More

1 View


Like Comment Share

Ad Preview 1 of 1 Ad

Desktop News Feed 3 of 12

Damascus College, Ballarat
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You are invited to the St Paul's Technical College All Years Reunion
Saturday 20 October, noon to 4pm at Damascus College, Ballarat
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their contributions as a foundation school of Damascus College.
Book your free tickets at www.damascus.vic.edu.au



Learn More

1 View

Like Comment Share

Damascus College, Ballarat
Sponsored

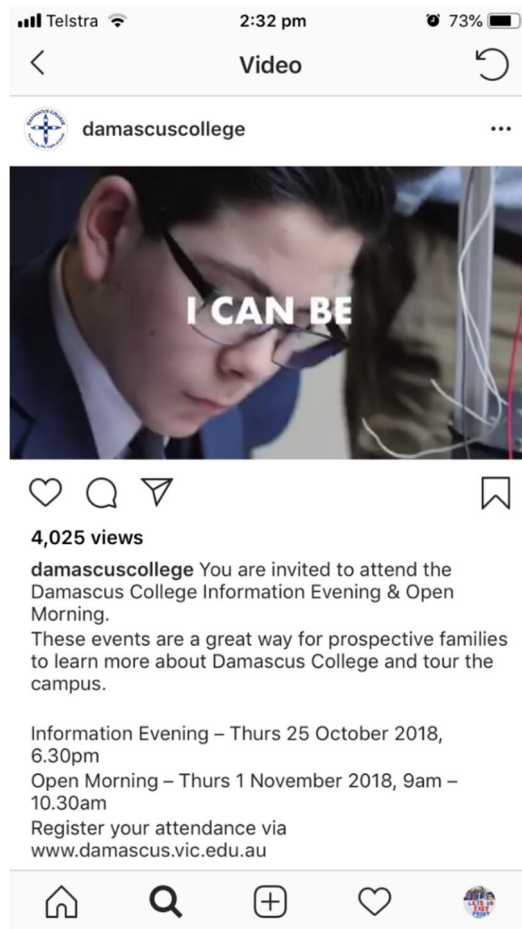
Explore Damascus College at the upcoming Information Evening and Open Morning. This is your chance to tour the College and learn more about Damascus College.



Info Evening, Wed 5 Sept

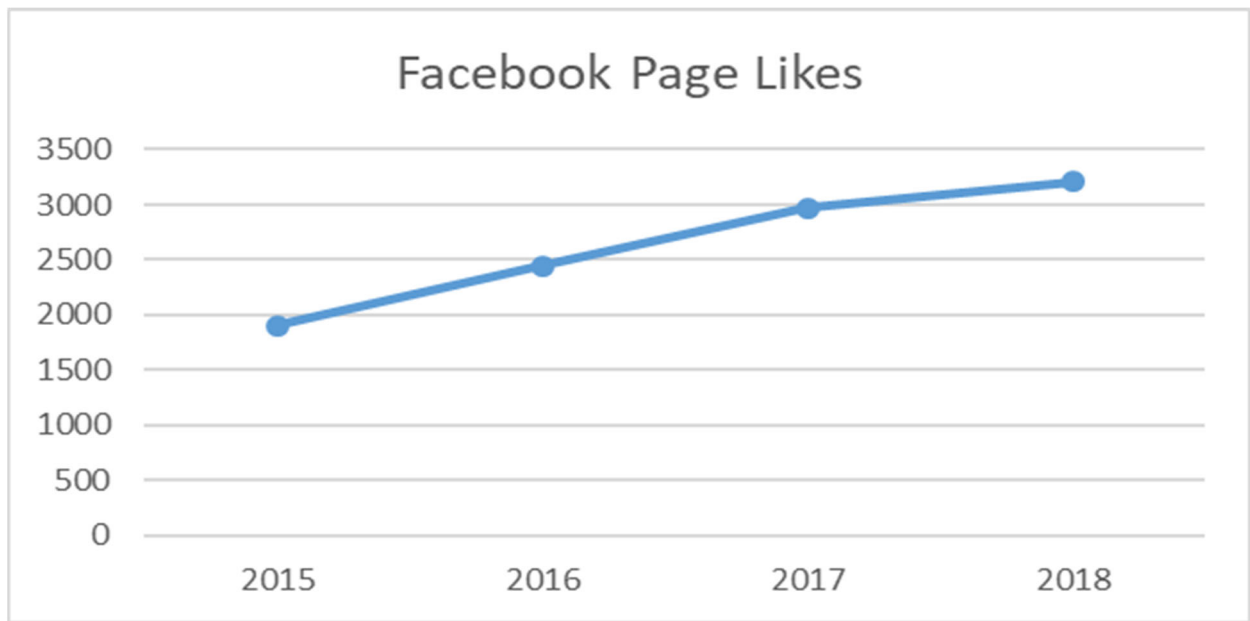
Learn More

Like Comment Share



The Damascus Facebook page has been updated regularly throughout 2018; all updates are also linked to the Damascus Twitter page. At the end of 2018, there were 3,206 followers of the Damascus Facebook page, compared to 2,969 at the end of 2017, which is a healthy annual increase of 7.98% (237 followers). The below graph shows consistent growth in Facebook likes throughout the year. The below second graph shows the growth in Facebook page likes from 2015 to 2018. There has been steady growth throughout each year which is important.





Throughout 2018 the total reach (no of activity, posts, comments, likes, mentions) on Facebook was excellent, with a spike in post reach in September (8,682) due to the paid ads for the Information Evenings/Open Mornings, thus a great result.



The following posts generating 3,000+ in reach:


Post	Date	Reach
Tribute to Jack Brownlee – Past student RIP	22/3/2018 at 2.30pm	17,969
Good luck to Sam Rizzo for Commonwealth Games 2018	7/4/2018 at 4.39pm	7,319
Sam Rizzo results at Commonwealth Games	10/4/2018 at 8.58pm	5,411
Year 12 Final Assembly. Students singing 'The Prayer'	24/10/2018 at 3.20pm	5,200
2018 College Dux – Sean O'Beirne	14/12/2018 at 11.43am	4,795
Joseph announcement – drama production	4/6/2018 at 4.30pm	4,090
Athletics Carnival	19/4/2018 at 2.10pm	3,173
Head of the Lake Rowing - good luck	24/2/2018 at 9.18am	3,067

In 2018 the two highest posts for reach were:

22nd March 2018 – A tribute to a former student elicited a 17,969 reach

7th April 2018 – Good luck to Sam Rizzo for 2018 Commonwealth Games with 7,319 reach

Post Details





Damascus College, Ballarat
Published by Development Officer (P) · April 7, 2018 ·

#DamascusCollege #DamascusPride Gold Coast 2018 Commonwealth Games

Good luck to Year 12 student Sam Rizzo, he will compete on Monday at the Commonwealth Games at the Gold Coast, in the T54 1500 metre track event on Monday at 12pm.

The whole Damascus community is behind you Sam.

Get More Likes, Comments and Shares
Boost this post for \$42 to reach up to 27,000 people.

7,319 People Reached 2,571 Engagements [Boost Post](#)

Performance for Your Post

7,319 People Reached

1,013 Reactions, Comments & Shares

802 Like	544 On Post	258 On Shares
86 Love	60 On Post	26 On Shares
8 Wow	8 On Post	0 On Shares
1 Sad	1 On Post	0 On Shares
85 Comments	55 On Post	30 On Shares
32 Shares	32 On Post	0 On Shares

1,558 Post Clicks

415 Photo Views	0 Link Clicks	1,143 Other Clicks
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NEGATIVE FEEDBACK

1 Hide Post 1 Hide All Posts

0 Report as Spam 0 Unlike Page

Reported stats may be delayed from what appears on posts

2018 TV advertisements

One TV advertisement was developed for use throughout 2018 to promote Information Sessions and Open Mornings, which were broken up into 30 sec and 15-sec advertisements. The ad contained the video footage that was filmed for the Be. My. Best. Campaign. This footage also formulated the content for the Regent Cinema and online advertisements.

The TV advertisements were placed with Prime 7 and Channel 9, and the demographic for these ads were defined as Grocery Buyers throughout Western Victoria. These TV ads were successful in raising the profile of Damascus College, as well as promoting the events to increase attendance. The TV advertisements concentrated on the following key messages from the Strategic Directions:

- Be the best I can be – empowering students to reach their potential. Helping each individual student become their best. Students owning their own path/achievements. Self-directed students.
- I'm ready to take on anything – students are ready to achieve. Striving for excellence, no barriers. Challenging and engaging students. Confidence and preparing students for life after school.
- Find my calling – students recognise their own strengths. Every student is different and has individual interests and strengths – we celebrate them all, no matter what they are. Students can be whatever they want to be, and Damascus will help them get there
- It's what I have inside...and what's around me – no matter who the student is or their level of ability, they matter. Every student is important. Contemporary facilities and bush setting to aid learning.
- I'm part of something greater – social justice commitment and being part of helping others in the world. Being environmentally responsible. Being an active part of the Damascus community.
- I'm supported – staff and family support to students. Teacher advisor relationship with students. House structure. Respectful relationships. Restorative justice.

Total attendance numbers for the Information Evenings were slightly lower in 2018 than in 2017. The September event was down by 31.93%, and the October event was up by 4.31%, with an overall decrease of 14.04%. The October 2018 event had a record number of attendees, with 121 groups in attendance.

Below is attendance statistics for Information Evenings throughout the years:

	Sept	Oct/Nov	Total attendance	Sep %	Oct/Nov % increase/decrease	Year to Year Increase/decrease
2018	81	121	202	-31.93%	4.31%	-14.04%
2017	119	116	235	40%	18%	28%
2016	85	98	183	-13.2%	3.15%	-5%
2015	98	95	193	38%	31.9%	35%
2014	71	72	143	12.7%	-15.3%	-3%
2013	63	85	148			
2012		105	105			
2011		111	111			

Open Morning Attendance Comparison

Open Mornings								
	First Sep/Nov event	Second Nov event	First Feb event	Second Feb event	Total attendanc e	Sep/Nov % increase/decrea se	Feb % increase/decrea se	Year to Year Increase/decrea se
2018/19 for 2020 start	40	33	21	51	145	7.35%	47%	23.93%
2017/18 for 2019 start	33	35	16	33	117	134.5%	-26.80%	21.87%
2016/17 for 2018 start	6	23	27	40	96	-9.0%	36.70%	18.50%
2015/16 for 2017 start	17	15	19	30	81			

In 2018/19 the above statistics show that the change to a September and a November Open Morning instead of two November Open Mornings was successful, as it generated a record of 40 groups to the September event which is a 21% increase from 2017 first November event. Overall the September/November events attracted 7.35% growth in attendees. The February event attendance has grown considerably when compared to the same events in the previous year. Overall attendance for the February Open Morning tours has grown by 23.93%, with a significant 47% growth for the second February event in particular. This growth for the second February event can also be attributed to the fact that it is the last event available to prospective parents, before enrolments closing the next day. In addition, this year we introduced Enquiry Tracker which enables us to be able to have electronic registrations that we could analyse, of those attending and their intentions, being a cross between 2020, 2021 and 2022 enrolment commencement. This reinforces the notion that prospective parents are very well researched and are doing their research early, with the aim of wanting to apply years in advance, to secure a position.

At each student recruitment event (Info Session, Open Morning and Campus Tours) these contacts are followed up with an email to thank them for their attendance and asking if there is anything further, we can assist them with. This increased contact after an event is aimed at increasing engagement, communication, and ultimately enrolments.

To give voice to the student body, a Digital Student Ambassador Program was continued throughout 2018, which saw two junior and two senior members of the SRC from each of the four Houses become Digital Student Ambassadors, where they regularly contribute weekly posts on Facebook about Damascus student life.

Alumni



In 2018 the Damascus College alumni identity was solidified with the development of the connecting@Damascus logo, as above. It was created using the Sacred Heart, St Paul's and Damascus College logo's so that all past students and staff of Damascus or its foundation colleges would have a visual representation that they could identify with and grow connections. The Damascus College alumni data was improved throughout 2018 as evidenced by the table below. Alumni engagement in 2018 included various alumni events, communications, publications and advertising that sought contact information. Alumni with contact information has grown from 5,145 in 2015 to 7,452 at the end of 2018, an impressive growth of 45%. 51% of Alumni contained within the Damascus College Alumni database now have a verified email address. Of alumni listed in the database over 64% now have provided contact information, this is a massive 45% increase from 2015.

The accuracy and relevance of the data for alumni continues to be improved in 2018 as shown in the bottom four sets of information in the below table. The sustained marketing and communication efforts with the alumni community are successfully shown in these numbers.

Type of Data	2015	2016	2017	2018	2015/16 Improvement	2016/17 Improvement	2017/18
Unique records in database	10,827	11,272	10,261	11,574	4%	Reduced by 9%, but increased accuracy	13%
Alumni with contact information	5,145	5,428	6,287	7,452	5.5%	16%	18.5%
Alumni triggered edit to data	78	302	647	1,313	287%	114%	103%
With Email Address	2,527	3,078	4,667	5,980	22%	51%	28%
With Mailing Address only	4,621	3,717	2,978	2,671	Reduced by 20%	Reduced by 20%	Reduced by 10%
Record with Student Name Only	802	604	305	0	Reduced by 25%	Reduced by 50%	Reduced by 100%
Record with only Name, School & Last Year attended	4,381	3,745	3,123	2,971	Reduced by 14.5%	Reduced by 17%	Reduced by 5%
Duplicate Name, Inconsistent Data	1,206	784	602	512	Reduced by 35%	Reduced by 23%	Reduced by 15%

The 2018 Class reunions were hosted in March and April and were very well attended. The class reunions welcome reception is held on the Damascus College campus, which helps establish the connection between students from before 1995 (Sacred Heart, St Paul's and St Martin's) and the current Damascus College. The welcome reception includes; registration, mingling and a chance to chat with a welcome speech, group photo, school tour and weather/time of day permitting, the

opportunity to visit the Commemorative Walk. Formalities at the Class reunions are kept to a minimum and go for about two hours.

Class Reunion	2016 Attendance	2017 Attendance	2018 Attendance
10 Year	30	60	51
20 Year	40	42	27
30 Year	40	40	83
40 Year	4	44	59
50 Year	NA	36	15
Total Attendees	114	222	235

Overall attendance increased by 6% compared to 2017 and 106% versus 2016.

Additional reunions were held in 2018 to connect with students who don't typically attend their class reunion. A St Paul's Technical College, All Years Reunion was held on the 20th October 2018 to establish a relationship between past students and staff of St Paul's with Damascus College, and to allow them to reconnect with each other. Reunions for St Paul's had been held in the past, but never on this campus and not since 2005. The event, a BBQ and other activities, was enjoyed by 75 guests. Attendee's included a student from its inaugural class of 1948 right through to the final St Paul's cohort in 1994. Also in attendance at this event were 30+ current Damascus College staff and students. This reunion was a great success; the feedback was glowing, and the date for the next reunion was requested. It is anticipated that we will host the next St Paul's, All Years Reunion in 2020.

The second special reunion held on the 20th October 2018, was to celebrate 20 Years of EBT and the contributions of Mark McLean, Damascus College long term teacher, due to his retirement. Almost 60 people attended, made up of past students, volunteers, family, current students and staff. This reunion was especially successful as many who attended had never participated in a reunion event before. This event re-engaged them with Damascus College and helped them reconnect with each other. The success of this reunion for a select group versus a class year has encouraged us to host a Performing Arts production reunion in 2019 to engage with alumni who identify with that select group but who may not have attended a reunion in the past or be in the Damascus College alumni database.

Thirty-four past students and staff from Sacred Heart 1960 – 1966 also attended a lunchtime get together in 2018 at the Golden City Hotel. The College was able to support this get together with contact information for many in attendance from our database, advertising it in publications and to our Alumni Facebook Group.

The Damascus College Alumni Facebook Closed Group grew in 2018. It is a way to re-connect with past students of Sacred Heart, St Paul's, St Martin's in the Pines and Damascus College. It is another avenue that we can share information relevant to our alumni as well as stay connected and form new connections. In 2018 through some changes at the Mercy Archives in Ballarat we were able to gain access to begin the process of scanning pictures, yearbooks and other documents related to Damascus College or its foundation College, Sacred Heart.

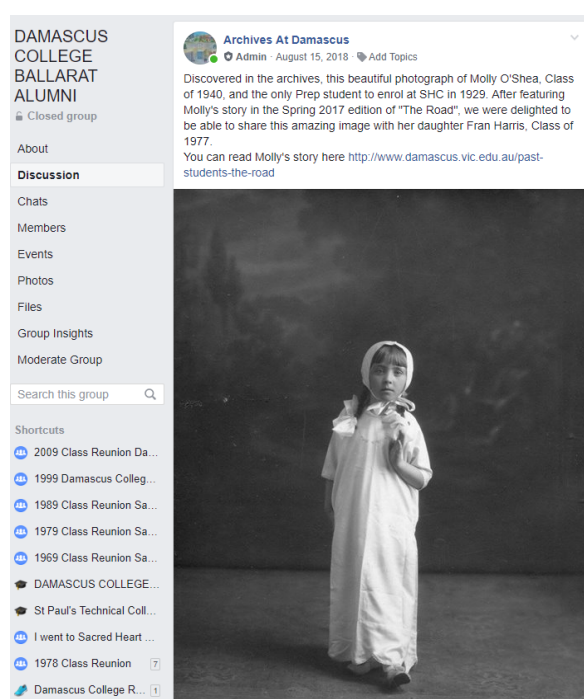
In 2018 the St Paul's Facebook Closed Group continued to grow in members. Many St Paul's alumni do not currently identify with Damascus College, and this dedicated Facebook group allows for communication with them. It is an excellent avenue for us to share pictures and stories from the archives as a way to engage these past students and staff of St Paul's and to connect them to Damascus College by educating them on the relationship between the two schools.

Below are the engagement statistics for the two Facebook closed groups; Damascus College Alumni and St Paul's Closed Group:

Facebook Group	2015	2016	2017	2018	2015/16 Growth	2016/17 Growth	2017/18 Growth
Damascus College Alumni	302	780	1,202	1,298	158%	54%	8%
St Paul's Technical College	n/a	n/a	92	110			19.5%

The Damascus alumni Facebook group members continue to grow each year, with 8% growth for the Damascus College Alumni group and 19.5% for the St Paul's group. The increase in members is related to the number and variety of alumni events, communications, publications and advertising that took place throughout the year. Alumni actively sought out ways to stay connected and have found the Facebook groups offer a variety of information to them. Posts throughout 2018 included notice of upcoming events and activities, death notices, alumni in the news and regular posts, including pictures, from items uncovered in the archives.

On 15th August a picture was posted of young Molly O'Shea (Class of 1940). The picture was unearthed in the Sacred Heart archives and related to a story that had been published in the Spring 2017 edition of The Road. It had wonderful alumni engagement (over 50 likes and comments), but it was also a picture that Molly's family had never seen.



The Friends of the Bush group that commenced in 2017 continued to gain momentum throughout 2018 and held an event that was attended by 40 guests, including Sisters of Mercy, Mercy Associates, Damascus College alumni and community members. The group walked the Murnong Trail, listened to a presentation on the trail and enjoyed an afternoon tea overlooking our beautiful bush campus. The organising group met numerous times throughout 2018, and the group looks forward to developing more exciting events that engage our alumni and community, in the cry of the earth, in particular developing and celebrating our bush setting at Damascus College.

The Alumni Art Project seeks to engage Damascus College Alumni (including past students or staff from Sacred Heart College, St Paul's College and St Martin's in the Pines) in the life and community of Damascus College through producing a piece of art that explores the school's motto 'To Live By the Light of Christ'. Launched in 2014, the College commissions the services of an alumni each year to create a piece of artwork to be displayed in the Visitor Reception area of the College for 12 months. At the end of the initial 12 month period, the College will retain the artwork for display or storage in another location within the College.

In 2018 we welcomed the painting that was commissioned in 2017 by past student Seona Murnane, Class of 1995.



In 2018 the Alumni Art Project process was changed to increase alumni engagement. Instead of the artist being chosen based on staff recommendations, we sought expressions of interest from alumni earlier in the year and then developed a much more robust process for selecting the chosen artist, including submissions and a discernment process for selection undertaken by the Leadership Team. The submissions were of a strong calibre with Class of 2017 Amelia Johnson being chosen in 2018 for display during the 2019 school year. Her piece can be seen hanging in the Mercy Wing Administration Building.



After much planning in November 2018, the Shining Light Award for Inspiring Alumni was launched to the Damascus community. Damascus College and its foundation colleges, Sacred Heart, St Paul's and St Martin's in the Pines value the contributions and achievements of all its alumni. The Shining Light Award for Inspiring Alumni will be bestowed upon two alumni biennially to recognise alumni who have contributed significantly through their chosen field to Damascus College and our global community, and who will be an inspiration to current and future students. Nominations will close Friday 31 May 2019 at 4:00 pm.

Anyone can submit a nominee for The Shining Light Award based on the following criteria:

- The recipient must be a Damascus College Alumni, living or dead.
Alumni at Damascus College are defined as past students and staff of Damascus College and its foundation colleges, Sacred Heart, St Paul's and St Martin's in the Pines.
- Be successful in their chosen field as demonstrated by positions held, achievements, qualifications, awards/prizes/scholarships and length of service.
- The work/actions of their chosen field support and uphold Social Justice and Christian Values.
- The alumni has made contributions or supported the College and global community in ways that are inspirational or motivational.
- Categories for selection are:
 - Service to the global community
 - Science/Technology
 - Arts
 - Sport
 - Business
 - Academia
 - Faith Development

The winners will be notified by July 2019, and the production of the video will commence. The recipients will be informed of the induction date.

The winners will receive:

- A 3-5 minute inspirational Biopic/Documentary video that will be made/filmed by the College
- Award trophy and certificate for display
- Name and award category listed on Honour Board displayed at Damascus College
- A gift from the College
- Formally inducted and celebrated at a Damascus College event

In June we were lucky enough to be visited by St Martin's in the Pines former Principal Dr Deirdre Duncan (1979 - 1981). Dr Duncan continues her amazing career in education while also making time to play golf three times per week. She is located in Sydney, but still enjoys visiting Ballarat to catch up with friends. Her visit to Damascus College on Monday was the first time she had been back since leaving in 1981. She was happy to see the foundation of St Martin's but impressed with how Damascus College had grown and been developed in the space.

Archives

The College archives management is progressing well, with the overall goal of minimising the number of archives stored, in readiness for the move to a new site in mid-2019. Throughout 2018 the following was achieved:

- Cleaning and tidying the archives area to be more workable
- Updating the Damascus College Records Retention Schedule to be in line with the new edition of the Australian Society of Archivists (ASA) for Non-Government Schools, and with the new recommendations following the Royal Commission into Institutional Responses to Child Sexual Abuse. This mostly entailed extending the sentences for records involving the activities of young people and in particular indigenous students and those in out of home care.
- Disposal of material in line with the retention schedule, using nine secure disposal bins.
- Reviewed and updated the Damascus Archives and Records Management policy for the Community Sub-Committee.
- Archivist posts regularly on the Damascus and St Paul's Alumni Facebook pages, with photos and stories from the archives. This engaged with our past students and keeps the groups current and interesting.
- The addition of numerous historical items to the Hall of Fame, photographs now accompany many of the trophies to tell the story of each trophy.
- Access was gained to the Sacred Heart archives located at the Sisters of Mercy in Ballarat East. This was a great achievement, as this has not been done before. The archivist now spends one day per week, where possible, at the Sisters of Mercy where she scans all archives so that Damascus College has a copy of all items in storage. This has significantly added to our archives of Sacred Heart College and allowed better response to enquiries and reunions from Sacred Heart past students.
- Archivist sourced photos, lists and memorabilia for all reunions throughout 2018. This enhanced each reunion as past students could further connect at each event
- In 2018 the St Pauls reunion was held, where the archivist discovered numerous items to showcase at this reunion, in particular, the exam register (1948-1987) was very popular. Since the reunion several attendees have been in contact requesting photographs, information and school results.
- Converted old St Paul's videos to MP3 format, so that we can use to promote St Pauls reunions

Year 7 Enrolment data analysis

Below is an analysis of the 2010-2020 Year 7 enrolment data including applications received, Catholic (baptism and sacraments) applications, sibling applications, interviews held, offers sent and offers accepted.

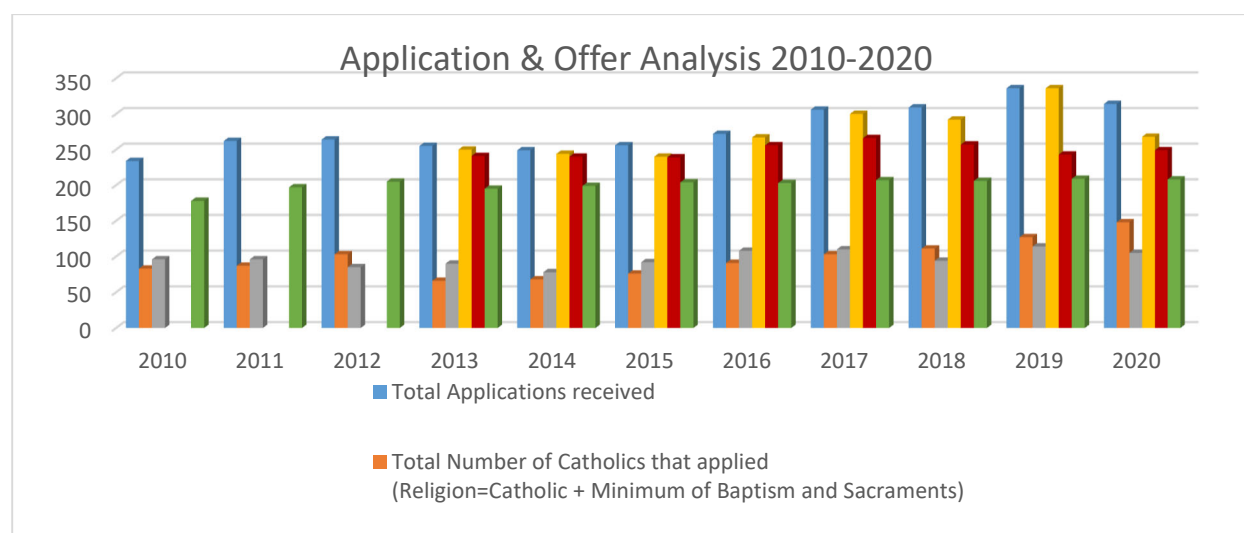
It is important to understand that Damascus College engages in promotion two years in advance of the Year 7 enrolment year. So the work performed in 2018 affects the application and enrolment data for the 2020 Year 7 Enrolment year.

An overall goal for Damascus College each year is to increase Catholic applications and enrolments from year to year.

Total application numbers have been consistently around 250 from 2010 to 2015, and from 2016 to 2020 total application numbers have been growing closer to and above 300 per enrolment year. In 2018, for 2020 commencement we had 314 total applications, decreasing by 6.77% from the previous year of 336 applications.

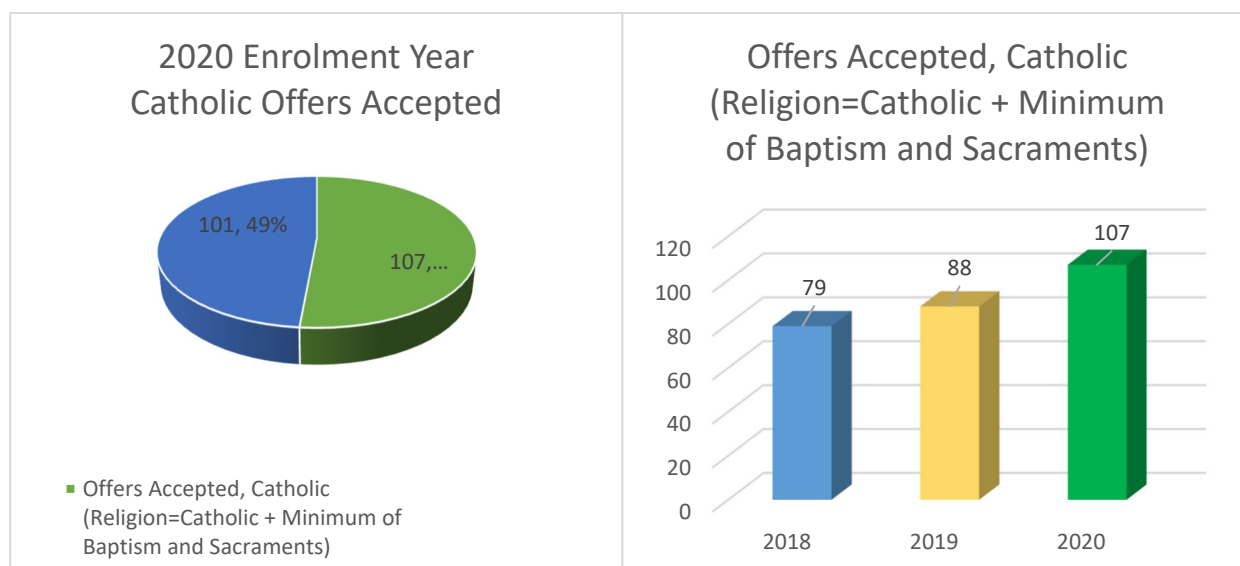
The total number of Catholic (baptism and sacraments) applications is the highest it has ever been, at 148, increasing by 15.27% from 2019 intake, which is an excellent result, equating to 47% of total applications being Catholic for 2020 commencement. Due to the high number of applications, the College decided not to interview all applications initially as done in previous years. Instead, 255 of 314 applicants were interviewed, equating to 81% of total applications.

Applications and Offers - Year 7	Year 7 Enrolment Year										
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total Applications received	234	262	264	255	249	256	272	306	309	336	314
Total Number of Catholics that applied (Religion=Catholic + Minimum of Baptism and Sacraments)	83	87	103	66	68	76	91	103	111	127	148
Total Number of Siblings (current students) that applied	96	96	85	90	78	92	108	110	94	114	105
Interviews held				250	244	240	267	300	292	336	268
Offers Sent				241	240	239	256	266	257	243	249
Offers Accepted	178	197	205	195	199	204	203	207	206	209	208



Two hundred forty-nine offers were sent out in 2018 for 2020 commencement. Of these 208 offers were accepted, 107 (51%) of the 208 accepted offers are Catholic (baptism and sacraments), which is up from last year's 88 (44%) of the 209 offers or the 2019 enrolment year. This is a shift in the right direction, achieving our aim of increasing Catholic enrolments.

	Enrolment Year				
	2018	2019	Growth	2020	Growth
Offers Accepted, Catholic (Religion=Catholic + Minimum of Baptism and Sacraments)	79	88	11%	107	22%
Offers Accepted - Non Catholic	127	121	-5%	101	-17%
Total Offers Accepted	206	209		208	



An overall goal for Damascus College is to grow our Catholic enrolments, and it is pleasing to see that our Catholic enrolments have increased at an excellent rate when comparing the last three years. As seen above, there was an 11% growth from 2018 to 2019 and 22% in 2020. In 2018 (2020 commencement) Catholic enrolments (51%) now outnumber the number of non-Catholic (49%), which is an excellent result.

Goal 2: Engaged parents who contribute to the growth of students, the College and broader community

- Engage parents in established school events and ensure opportunities for participation are communicated via a range of methods, e.g. Guest Speaker, Mother's and Father's Day liturgies, Morning Teas, Academic Assembly
- Communicate regularly with current and prospective parents through the College Facebook page, Twitter, College Newsletter and SMS messages
- Communicate volunteer opportunities to parents and grow the volunteer database
- Communicate to current parents to join the Damascus College Alumni via email, Facebook, Twitter, newsletter, LinkedIn

- Conduct an online survey with parents about parental engagement, e.g. do they feel they're engaged, what do they participate in, what would they like to participate in, how could improvements be made etc.
- Respond to parent enquiries in a timely manner, e.g. within 24 hours
- Increase alumni activities and ensure current parents are invited, as they are also past students
- Communicate effectively with parents regarding upcoming College event opportunities

Achievements

Throughout 2018 Damascus College continued to strengthen engagement levels with its parent community. Parents were engaged in established College events with strong attendance at events such as the Guest Speaker, Awards & Achievement Evening, Mother's & Father's Day Liturgies, Year 7 new parents morning teas, TA interviews, Orientation Day morning tea and Meet the Teachers evening.

The year commenced with the Academic Assembly (launched in 2017), which was successful in achieving its aim of inspiring the student body to achieve academic excellence by celebrating the academic achievements of Damascus students, in front of the whole school cohort. This event invited parents and families to the College to celebrate student achievement, with a total of 79 (89 previous) award recipients, families and special guests in attendance, as well as the whole Damascus College student body. In total, we recognised 38 (29 previous) students for their academic achievement throughout 2017, and numerous students received multiple awards, totalling 62 (41 previous) awards.

The annual Guest Speaker event decreased in attendance by -25.58% compared to 2017 attendance figures. The fluctuation in attendance figures throughout the years for this event can be attributed to the relevant presenters and their attractiveness to the community. The overall aim of this event is to host a FREE community event that engages parents and the community, to contribute to the growth of their student.

Mother's Day and Father's Day liturgy and breakfasts' had record attendances in 2018, with a 3.18% and 25.2% increase respectively. The increased promotion of this event is resulting in improved attendance and engagement with the parent community.

Attendance figures for annual events:

Events	2013	2014	2015	2016	2017	2018
Guest Speaker	376	453	364	259	387	288
Mother's Day Liturgy & Breakfast		67	107	124	157	162
Father's Day Liturgy & Breakfast		48	78	100	123	154
Awards & Achievement Evening		462	469	613	518	477
Academic Assembly					89	79

The Awards & Achievement Evening dropped in attendance in 2018, due to the change in venue, being the Regent Cinema, which had limited capacity. It was a wonderful professional event celebrating student achievement and endeavour throughout the year.

The mediums used to communicate to parents in 2018, included the College Facebook, Instagram and Twitter pages, College newsletter and website, letters via mail, email and SMS messages. SMS and emails remain the most common form of communication to parents, with the front office and Office Manager coordinating these for the majority of staff.

Volunteer opportunities were communicated to parents via the newsletter and the College Facebook site. Parental volunteering is particularly strong in the areas of Rowing, EBT and camps, which create a wonderful sense of community amongst these groups.

The alumni database has grown from 10,261 to 11,574 by 13% in 2018 where current families have been encouraged to join and register their details via the alumni section on the website or through the Damascus or St Paul's alumni Facebook groups. In 2018 there were five class reunions and a St Paul's all year's reunion, where current families were encouraged to attend if they were a past student.

The SAS database and alumni database were utilised in 2018 to tap into parent expertise for the annual Science Careers Expo, and there was good attendance from alumni as well as the parent body. An approach was made to parents regarding work experience and Gap year job opportunities for graduates, which brought numerous new work experience and gap year opportunities for graduates, through local and Melbourne organisations.

An online parent survey was conducted by Year 8 parents, reflecting on their experience as a Year 7 parent the previous year. This data is compiled and used to improve processes at Damascus College continually.

It is the Damascus College philosophy to respond to parent enquiries in a timely manner, which is generally completed as soon as possible, but no later than 24 hours after the enquiry has been made.

Student attendance at College events is extremely important, and in 2018 we regularly communicated to parents the importance to encourage participation. In 2018 attendance at the Swimming Carnival and Lap of the Lake increased when compared to 2017. However attendance at Damascus Day dropped slightly and attendance at the Athletics Day dropped significantly, but this may be attributable to recording mechanisms on the day. Increased attendance, results in a decrease in absences. For Damascus Day and Athletics Day it was noted that there was an increase in Parent Notified Absence and a decrease in Absence – Followed up, which is encouraging and means if students must be absent they are now notifying the College instead of simply not attending. It is a challenge to reduce the number of absences at these key events, but we continually communicate the importance of these events to parents.

Event Student Attendance Comparison

Event	Present	Parent Notified Absence	Absent Without Reason	Absent - Followed Up	School Related Absence (VETiS/SBA)	Total	Unmarked
2012 - Swimming	926	33	52	15	21	1047	
2013 - Swimming	846	42	73	8	21	990	
2014 - Swimming	932	52	46	15	8	1053	
2015 - Swimming	876	71	45	27	3	1022	
2016 - Swimming	888	93	46	25	2	1054	
2017 - Swimming	917	84	46	7	1	1055	
2018 - Swimming	935	84	41	9	8	1077	
2012 - Athletics	832	54	102	20	0	1008	
2013 - Athletics	819	45	82	11	0	957	
2014 - Athletics	829	86	60	57	3	1035	
2015 - Athletics	821	86	73	17	17	1014	
2016 - Athletics	770	101	86	82	2	1041	
2017 - Athletics	909	71	44	9	19	1052	
2018 - Athletics	706	85	31	15	2	839	234 (1073)
2012 - Lap of the Lake	800	66	114	30	23	1033	
2013 - Lap of the Lake	774	74	95	20	23	986	
2014 - Lap of the Lake	805	71	66	23	52	1017	
2015 - Lap of the Lake	829	89	34	26	20	998	
2016 - Lap of the Lake	776	56	30	7	32	901	
2017 - Lap of the Lake	901	88	18	18	25	1050	
2018 - Lap of the Lake	908	62	40	13	56	1079	
2012 - Damascus Day	685	124	143	42	24	1018	
2013 - Damascus Day	787	87	53	34	23	984	
2014 - Damascus Day	769	102	75	27	42	1015	
2015 - Damascus Day	788	99	70	37	41	1035	
2016 - Damascus Day	774	35	58	84	71	1022	
2017 - Damascus Day	865	73	55	16	27	1036	
2018 - Damascus Day	849	93	77	4	36	1059	1(1060)

Parent Access Module (PAM), TA interviews and Meet the Teacher Evenings are other forms of communication to parents about student progress. Parent numbers attending TA interviews in 2018 is similar to figures in 2017. There are four opportunities for parents to attend a TA interview and for 2018 there was good growth in Term 3. A gradual decline in attendance throughout the year is consistent amongst previous years, but overall attendance rates were reasonable, but there is always room for improvement.

TA Interview analysis, 2011 - 2018:

	2011			2012		
	Interviews	Students	Percentage	Interviews	Students	Percentage
TAA	824	1037	79%	869	1040	84%
TA1	772	1021	76%	696	1031	68%
TA2	671	1011	66%	918	1032	89%
TA3	558	1004	56%	524	1027	51%
TA4	548	868	63	615	869	70%
	2013			2014		
	Interviews	Students	Percentage	Interviews	Students	Percentage
TAA	871	1024	85%	952	1058	89%
TA1	798	1010	79%	798	1050	76%
TA2	696	997	70%	753	1041	72%
TA3	787	992	79%	713	1034	68%
TA4	576	876	66%	589	862	68%
	2015			2016		
	Interviews	Students	Percentage	Interviews	Students	Percentage
TA1	698	1037	67%	934	1060	88%
TA2	523	1039	50%	686	1041	65%
TA3	461	1007	46%	546	1032	53%
TA4	388	1009	38%	521	1027	50%
	2017			2018		
	Interviews	Students	Percentage	Interviews	Students	Percentage
TA1	910	1064	85%	895	1075	83%
TA2	711	1044	68%	702	1071	65%
TA3	649	1042	62%	754	1062	71%
TA4	522*	1020	51%			
	*Based on bookings made as interviews did not take place due to the passing of Bill O'Loughlin					

Goal 3: Strong links to the global community

- Host all 17 Catholic primary schools for a transition visit
- Conduct a Maths Games Day for Grade 4 students from key Catholic primary schools - St Alipius, SFX and Emmaus
- Host a Guest Speaker event in March and invite Catholic primary staff, parents and local community
- Host five Sacred Heart/Damascus College class reunions as well as a whole school reunion for St Paul's Technical College. Build engagement with St Paul's alumni
- Communicate College events and activities regularly to Catholic newsletters, such as Catholic Diocese of Ballarat - Our Diocesan Community and Sisters of Mercy – Just Mercy e-newsletter
- Host more outside events at Damascus, inviting the community
- Invite Grade 5 students from target Catholic Primary School's to Performing Arts production, limited space available at the venue
- Maintain positive relationships with key local media personnel
- Represent Damascus College at the Catholic Development Network
- Engage Alumni artist each year for the Alumni Art Project
- Regularly promote the Damascus College commitment to social justice and helping people less fortunate

Damascus College has continued to consolidate its relationships with local parishes and parish primary schools throughout 2018. 15 of the 17 parish primary schools undertook a transition visit to the College with their Grade 5 students in 2018, and St Alipius Primary School had their Grade 3 and 4 students also visit for a Science workshop. This totals 16 visits from the Catholic primary schools and 519 students, from the region.

The Damascus College Transition Co-ordinator also visits parish primary school to assist with the transition of incoming Damascus students; in 2018, 12 parish primary schools were visited. This practice builds on the relationship with the primary school, as well as helps the student to better transition to secondary college. For those single students from Skipton, Meredith, Magpie and Warrenheip primary schools, they attended the preliminary orientation day because they were the only student from their school and the transition coordinator met and worked with them on the day and phoned the teacher for further discussion.

The College's transition program continues to receive extremely positive feedback from primary school staff as a highly engaging experience for their students, and we know of several instances where students have returned with their parents to participate in a school tour or an Information Evening following an enjoyable transition visit. Primary school teachers continue to provide positive comments in the way the transition day is well organised, how beautiful our campus is and how welcoming everyone is at Damascus College. Over the years there has been a definite shift away from Damascus College being a second choice with more now saying they are coming to Damascus as a first choice.

In addition to the transition program, the College hosts a Maths Games Day for Grade 4 students and in 2018 during Numeracy week in August the Primary Schools that were invited were Emmaus Primary School, St Francis Xavier Primary School and Lumen Christi Primary School.

This event, now in its fifth year, was a highly successful day with 155 Grade 4 students in attendance, who were mentored by Damascus Year 10 students. This event provides a great opportunity for community building between the four schools within the Ballarat East parish and showcases Damascus not only to the students who attend but also to the primary school staff and volunteers present on the day.

Each year Damascus College holds a school production, and in 2018 it was Joseph and the Amazing Technicolour Dreamcoat. Grade 5 students from Emmaus Catholic Primary School, St Alipius and St Francis Xavier primary schools attended, with a total of 136 students in attendance. Students enjoyed the performance immensely as it was high energy and entertaining. These events are a great way for students to see and experience the facilities of Damascus College, be entertained, enjoy the experience and then they will hopefully want to attend Damascus in Year 7. It is also a great way to connect to the greater Ballarat community, showcasing our commitment to performing arts.

The annual guest speaker event at Damascus is a great way to engage with parents, but also the wider community. This event gives an open invitation to all members of the community to attend and experience this FREE event. It showcases our facilities to prospective families who may not have considered Damascus but also is a positive way to use our facilities that engages and reinforces our relationship with the local community. The 2018 guest speaker event was presented by Luke McKenna on 'Thriving with Grit', and we welcomed 288 attendees from within and outside the Damascus community. The important element of this event is that the topic presented is general enough to attract a wide audience from the local community and that it continues to be a FREE event. We received much positive feedback following this event, particularly as the guest speaker presented to the student body and staff throughout the day, and then the parents/community that night, allowing student and parents to consolidate the learnings together at home.

Throughout 2018 the College continued to nurture a strong and positive relationship with local media, as a result increasing the Damascus College reach and links to the global community. 13 media releases were developed and distributed to media, showcasing Damascus, and reinforcing this relationship, resulting in 28 media articles. The College also regularly communicates to Catholic media and regularly contributes to Catholic newsletters including Our Diocesan Community and Just Mercy e-newsletters, featuring 15 times throughout 2018. This ongoing connection strengthens the College profile and relationship with other Catholic ministries and organisations, thus increasing reach to the global community.

Damascus College continued to distribute a newsletter to parish primary schools four times per year, or one every Term. This regular communication and information sharing assists in building closer links with the parish community. Promotional flyers were also distributed to each parish primary school inviting their communities to Information Evenings and Open Mornings, thus reinforcing relationships within the local community.

Additional events that were held throughout 2018 that connected with the broader community included:

- the St Paul's All Years reunions, where we welcomed 110 past students.

- The Friends of the Bush group event that hosted 40 attendees including Sisters of Mercy, Mercy Affiliates, Damascus College alumni and community members.
- Partnerships with the Shower Bus, Caritas, St Vincent de Paul, Soup bus, Timor Leste community
- Speed date a Scientist – engaged with past students and members of the community in Science related fields of employment
- Visual Arts Exhibition – Next Gen exhibition at the Art Gallery of Ballarat
- Rowing regattas in the local community, throughout the state of Victoria and Sydney for the International Rowing Regatta
- EBT sponsorship and engagement in the local community
- Ballarat Associated School participation – after school sports where Damascus College students compete against other local schools
- Special events that engaged the community – commemorative walk, anniversaries, special staff farewells

Throughout 2018 Damascus continued to regularly attend the Catholic Development Network (CDN) meetings in Melbourne, helping to strengthen the Damascus profile in the wider Catholic community throughout Victoria, and these events assist in learning from others to improve outcomes at Damascus.

Throughout 2018 the Damascus brand was promoted using our key messages from the Strategic Directions 2016-2020, with the development of the Be. My. Best. Campaign. This consistent and targeted promotion was aimed at connecting with our community, developing strong links between Damascus and prospective families and building a positive profile of Damascus College to the wider community. Strong branding defines to the community who and what Damascus is, and portrays to the community what we want to be known for and what Damascus stands for, essentially it is our point of difference. This type of branding and key messaging will remain consistent throughout the next two years until 2020, in line with the Strategic Directions of the College.

Learning & Teaching

Preface

By building and maximising the learning potential of each learner so that they know their place and worth within this global community as an instrument of God's work to care for this planet and to understand that they are the future stewards and assume their place as young men and women of this increasingly globalised community.

Goals & Intended Outcomes

Goals

- Consistency of Documentation (Naming of files, folders, SIMON, comments/feedback and assessment tasks)
- Consistency of providing effective 'formative/ summative' feedback
- Undertake a review of the Special Needs Structure
- Improving student achievement by using what we already know about our learners and supporting them to improve literacy and numeracy outcomes through the process of learning and transferring of Higher Order Thinking Skills and Processes.

Intended Outcomes

IF WE	BY	THIS WILL RESULT IN	AND THIS WILL LEAD TO
Empower students to learn across cognitive social-emotional, physical and spiritual domain	Embracing the principles of positive psychology as reflected in positive education and continuously using positive behaviours to proactively increase mental resilience and wellbeing, so that they become habits of learning.	Learners who strive to be: <ul style="list-style-type: none"> • Respectful • Knowledgeable • Empowered • Inquisitive • Collaborative • Committed to excellence • Innovative and creative • Resilient • Merciful • Balanced • Open-minded global thinkers • Adaptable 	Developing lifelong habits that cultivate caring, compassionate, responsible and independent young men and women with a fullness of life.

<p>Provide a curriculum that:</p> <ul style="list-style-type: none"> • Prepare learners to become independent thinkers, problem solvers, communicators, and decision makers. • Increases the learner's ability to think critically and creatively, problem solve and implement digital technology solutions, • Increases the learner's capacity and confidence to be informed consumers and make decisions on complex issues that impact on their lives, all which are essential in all 21st-century occupations. 	<ul style="list-style-type: none"> • Improving student outcomes by using what we already know about our learners and supporting them to maximise their learning • Developing students' intrinsic motivation by providing situations requiring a deeper level of student inquiry. • Emphasising skill development and competencies <ul style="list-style-type: none"> - Articulating the importance of acquiring Higher Order Thinking Skills for 21st Century Learners and what it means for 21st Century Occupations - Identifying the areas for Higher Order literacy and numeracy growth within each Year level. • Providing opportunities for acquisition of skills, knowledge and attitudes to enable learners to make informed choices regarding senior pathways and pathways to work and further education. • Using technology to enhance learning • Providing opportunities for collaboration and ownership of learning 	<p>Learning that is based on real, authentic problems, outcomes and opportunities</p> <p>Learners who are successful in their decision-making processes.</p> <p>Learners are required to think critically and creatively to develop a solution.</p> <p>Learners who can confidently articulate their reasoning.</p> <p>Learners who are focused and driven to achieve their goal.</p>	<p>Highly capable learners who can:</p> <ul style="list-style-type: none"> • self motivate • self regulate • self-monitor <p>Learners who make sound decisions and exercise reasoned judgment.</p> <p>Learning opportunities that are diverse and unique to each year.</p> <p>Learners who are effective communicators.</p> <p>Celebrating students' achievement</p>
<p>Drive consistent teacher quality in their areas of responsibility through, leadership, data analysis to identify and accommodate learners needs, lesson observations, direct instruction and fostering safe and</p>	<p>Engaging in professional learning and practice:</p> <ul style="list-style-type: none"> • Through the creation of Professional Learning Communities to differentiate for the learning needs of individual teachers • To anchor highly effective teaching practices and strategies 	<p>Staff and students co-creating learning opportunities where staff are designers of learning, and our girls are active partners in the journey</p>	<p>Collaborative learning and improved student outcomes.</p>

inclusive relationships	into our learning programs. <ul style="list-style-type: none"> • So that teachers engage actively Collaboration and Sharing through evidence-based conversations on highly effective teaching practices and strategies 		
Build and upgrade existing facilities so that they facilitate 21st-century learning	<ul style="list-style-type: none"> • SMRC Update • STEM Building • Performing Arts Building • Examination Building 	Actively built learning spaces that encourage innovation, collaboration and design and that encourage student wellness and assist them in creating balance in their lives The contribution to students' academic achievement and success; strong attendance; positive relationships between students, staff, and their peers; and minimal engagement in risky behaviours.	Learners who feel safe, engaged, connected and supported in their classrooms

Achievements

In the Strategic Directions document, the Learning and Teaching focus for 2016 to 2020 is for “Progressive and innovative learning and teaching that maximises student outcomes.” In line with this direction, the College understands that learning is an ongoing process, and each year level/unit is connected to the next. The inherent goal for 2018 focused on improving student outcomes by using what we already know about our learners and supporting them to maximise their learning.

Key Achievements

- Creating and recreating files, folder structures in both SIMON, network drives (Microsoft Teams) and consistency of naming of assessment tasks within subject areas. This action promoted consistency, clarity of practice and coherency for all students and staff in accessing all relevant documentation within and between learning areas.
- Targeted feedback through the introduction of criteria based assessments on SIMON facilitated more consistent, equitable and efficient grading. Further, the introduction of criteria

based assessments (along with a hard copy) used as part of a student-centred approach to assessment, allowed a more robust practice for communicating expectations. The diagnostic information gained from using rubrics allowed identification of what our students are or are not mastering, and drive intervention opportunities to enhance their learning.

- Using data from multiple sources enriches decisions about professional learning that can lead to increased results for every student. Numerous sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments (On-Demand, Tests and Exams), observations, work samples, performance metrics (NAPLAN, Secondary Placement Testing, PAT-R and PAT-M, VCE Analysis). The use of these multiple sources of data offers a balanced and more comprehensive analysis of student, teacher, and system performance than any single type or source of data can. However, data alone does little to inform decision-making and increase effectiveness. The Professional Practice Team with the use of data engaged in dialogue and practice with Teachers, Learning Area Leaders, House Leaders and Leadership on factors that contribute to student success. These include:
 - Implementation of professional learning through Professional Learning Communities in 2019. These included engaging teams of teachers and leaders in analysing and interpreting data that provided a more holistic view of the complexity of student improvement and fostering a collective responsibility and accountability for student results.
 - Using data to inform Year 9 students' decision in accelerating into a VCE or VET subject in Year 10. The process involved a panel interview with students using semester one reports, NAPLAN, On Demand and Student Placement Testing data.
 - Using data for intervention for Year 10 students focusing on students' pathway options (VCE, VCAL).
- Leonie Saundry (External consultant) was commissioned by the College to undertake a review of the Special Needs structure and role, which was deemed too large for an individual to carry. The Principal recognised that the structural change was required and a steering committee was commissioned to work with Leonie in putting forward a proposal that focused on providing a high level of care to all students, especially the most vulnerable, in line with the Damascus College Strategic Directions 2016-20. A proposal was put forward to the Principal in December after a 10-week investigation and was considered as part of the POL review for 2019.

Other Key Achievements of the year include:

- Developing and Introducing a STEM-based subject at Year 8 which aims to provide a challenging learning environment that not only covers the essential components of scientific, mathematical and technological knowledge but importantly provides context for students to apply their skills in a number of scenario-based learning activities to develop problem-solving and critical thinking skills. The program focuses on developing students' intrinsic motivation by providing situations requiring a deeper level of student inquiry and higher order thinking processes, replacing more traditional learning models that in the past have largely encompassed textbook-based questions. This new approach seeks to enable students to apply their science, mathematical and technological skills in context with the challenge at hand, rather than a sequential method of learning, applying, and moving to the next task.

- VCE and NAPLAN results see below.

VCE Analysis of Data 2018

2018 ATAR Statistics Breakdown

	Males	Females	Combined
Median	55.25	61.90	57.60
Mean	56.58	61.45	59.64
Highest ATAR	99.90	98.15	99.90
Lowest ATAR	22.05	27.25	22.05
Range	77.85	70.90	77.85

Five Year Comparison

	2014	2015	2016	2017	2018
	94.05	97.25	94.80	96.80	99.90
Lowest ATAR	9.55	7.60	22.55	19.85	22.05
Median	49.85	52.20	57.35	57.15	57.60
Mean	52.33	51.59	58.74	58.72	59.64
Range	84.50	89.65	72.25	76.95	77.85

Study Score Statistics

Breakdown

	Amount
Subjects offered at Damascus	30
Subject completed externally	7
Total subjects completed	575
Subjects with a 40+ (Internal & External)	17
% of Subject with a 40+ (Internal & External)	45.95
Subjects with a 40+ (Internal)	16
% of Subject with a 40+ (Internal)	53.33
Subject completed externally with 40+	1
Average Study Score	28.38
Median	28.00

Study Score Frequency Summary

Study Score	Frequency	%
40+	34	5.91%
35-39	74	12.87%
30-34	120	20.87%
25-29	168	29.22%
20-24	130	22.78%
<20	42	8.35%
Total	568	100

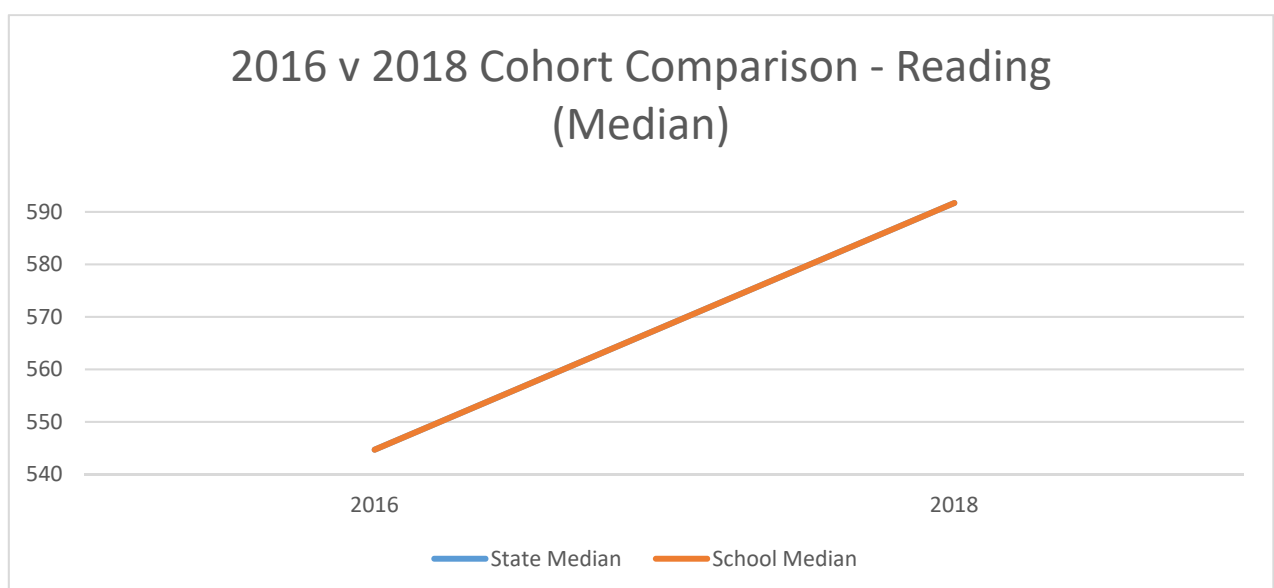
NAPLAN Cohort Analysis: 2016-2018

Taking the view that one year's work should equate to one year's growth as a minimum and comparing this to state data, Damascus College has much to celebrate about 'Value Adding'.

READING

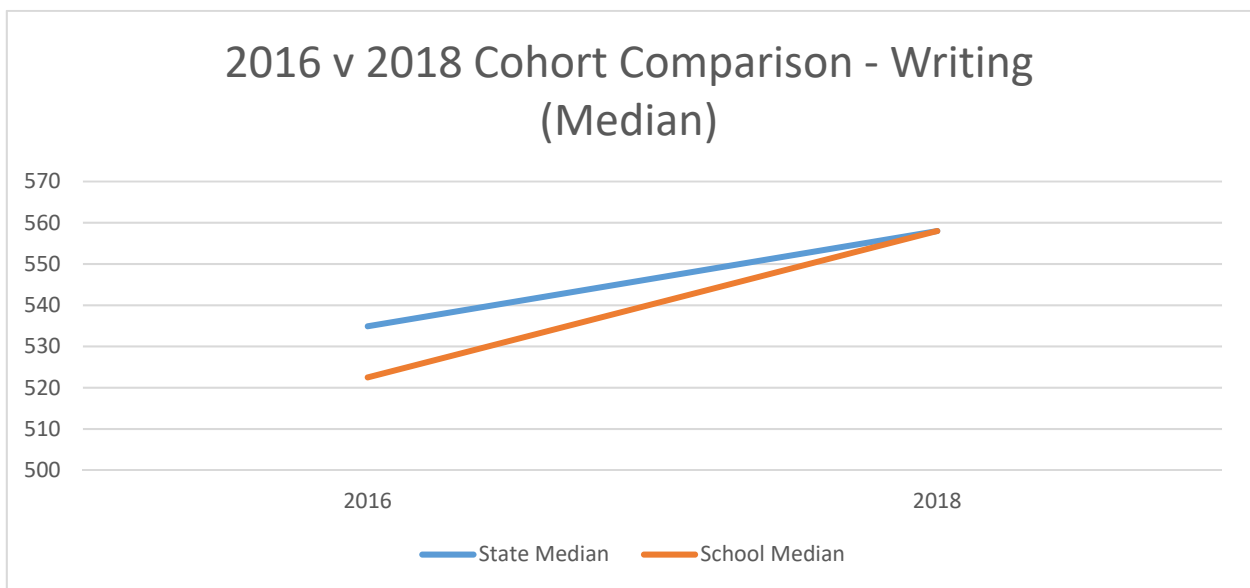
Median

	READING	READING	
	2016	2018	%Difference
State Median	544.71	591.7	8.63
School Median	544.7	591.7	8.63

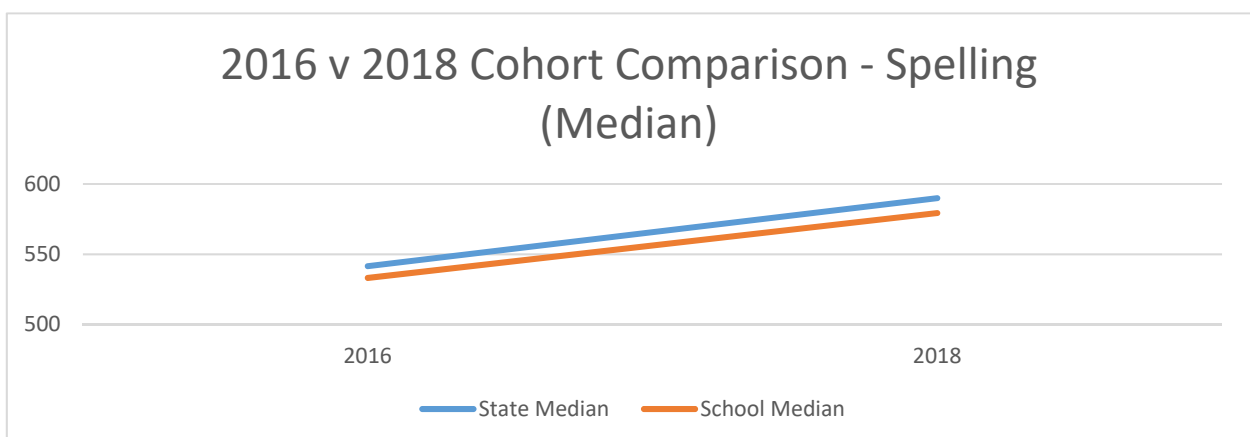


WRITING**Median**

	WRITING	WRITING	
	2016	2018	%Difference
State Median	534.9	558	4.32
School Median	522.5	558	6.79

**SPELLING****Median**

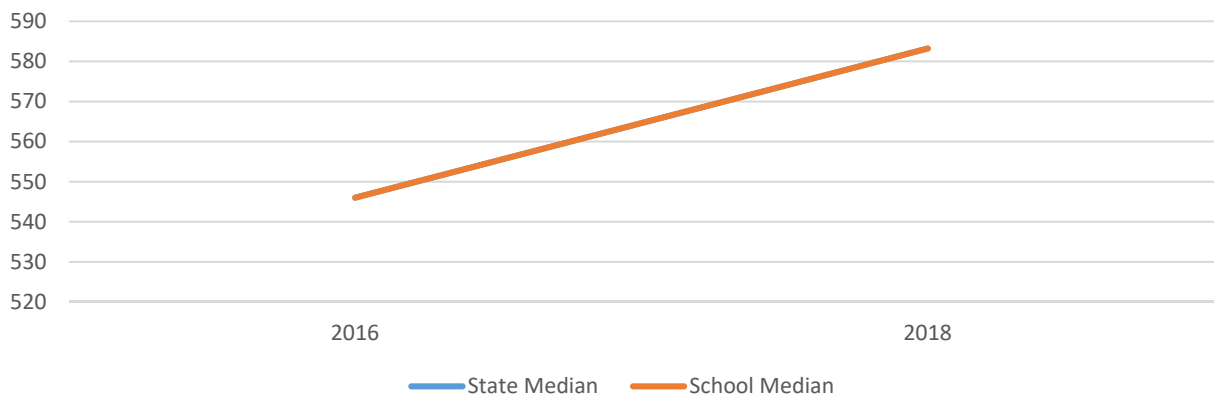
	SPELLING	SPELLING	
	2016	2018	%Difference
State Median	541.56	589.9	8.93
School Median	533.2	579.3	8.65



GRAMMAR AND PUNCTUATION**Median**

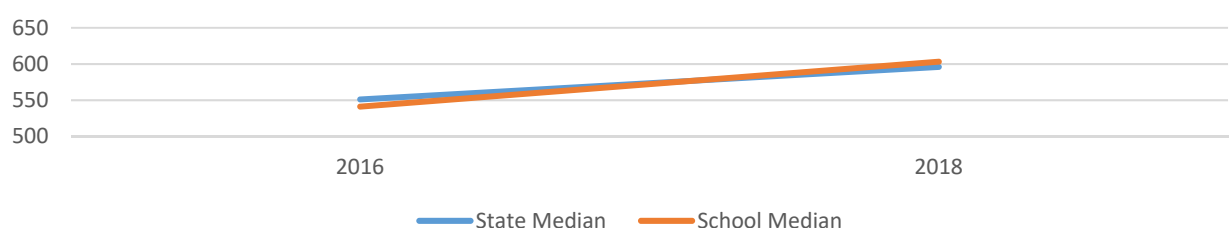
	GRAMMAR & PUNCTUATION	GRAMMAR & PUNCTUATION	
	2016	2018	%Difference
State Median	546.01	583.2	6.81
School Median	546	583.2	6.81

2016 v 2018 Cohort Comparison - Grammar & Punctuation (Median)

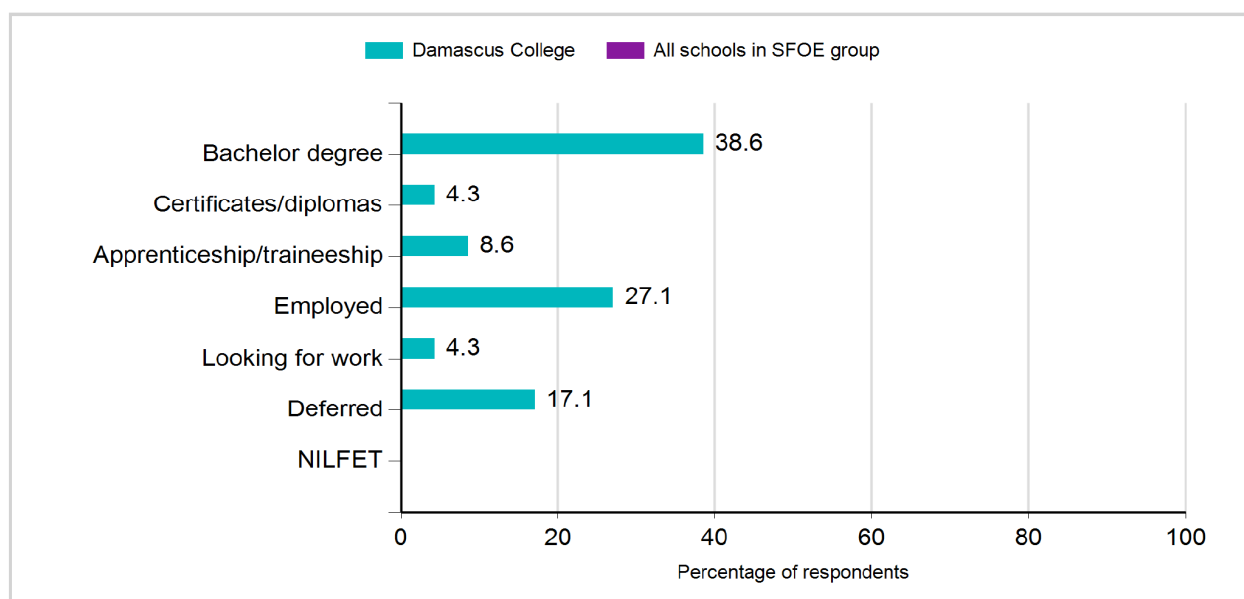
**NUMERACY****Median**

	NUMERACY	NUMERACY	
	2016	2018	%Difference
State Median	551.08	596	8.15
School Median	541.2	603.2	11.46

2016 v 2018 Cohort Comparison - Numeracy (Median)



Post School Destinations



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Professional Practice Days
 Faith development Day
 Learning Area specific training
 Autism awareness & response

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

91

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2518.00

Wellbeing

Another busy year has passed, and once again lots has been going on in the student wellbeing area. 2018 saw the end of our current staff Position of Leadership (POL) structure.

During 2018 we saw the opening of the new Student Wellbeing Centre located within the refurbished St Martin's Resource Centre. This area has two student counselling spaces, a workspace for the counsellors and a waiting area for students who have an appointment with the counsellors. This new area has been well received by the students as they no longer have to walk through the main office area to go to their counsellor appointments.

2018 saw Christie Stevens (Counsellor) move onto another employment opportunity and I would like to thank her for her work with our students over the years.

During Term 4 we had Marcus Probert join our counselling team, Marcus comes to us from private practice and is a qualified Psychologist. It was great to see Marcus very quickly involve himself in the life of the school and develop a strategic plan for the counselling team moving into 2019.

In this report, I would like to touch on some of the staff and student initiatives that have been put in place throughout 2018.

Friends Program

The FRIENDS program was once again run by our counsellors Jessica Dunstan and Christie Stevens during Term 2 of 2018. This was the second time the program had been run, and the program consisted of 10 students from Years 7 and 8, both male and female. The FRIENDS program is a group-based program that equips participants with the necessary tools to overcome new challenges that are commonly experienced by 12- to 15-year olds. This program empowers early-teens to deal with stressful situations by normalising the state of anxiety and teaching self-regulation by the "Emotion Thermometer" concept. It also develops self-confidence by arming participants with positive and creative strategies to problem solve challenges and setbacks in every area of their lives.

The students met weekly and enjoyed being part of the group; they challenged themselves to think of different situations and events and then work through how they might react to these situations. Together they looked at identifying feelings, exploring their thoughts and building a plan as to how they might respond to these. At each session, they practised mindfulness and gratitude which the students enjoyed participating in and sharing with the group. The students built trust and understanding amongst each other and encouraged and helped each other to work through the program content. Their final session was a celebration of what they had learnt and of the supportive group that the students had created. In the future, the counsellors hope to run this program with a different student group to compare the outcomes and success of the program.

First Aid report 2018

Simon, our First Aid officer, certainly had another busy year in the office treating students who presented with physical illness or after having accidents. These figures do not include students

who presented for minor things, e.g. Band-aids. During 2018 the team looked at the numbers of students presenting with physical symptoms who were dealing with mental health issues, this was an area identified by Simon where he saw a need to liaise closely with the school counsellors. He found approximately 10% of students presenting were dealing with mental health issues and many of these students presented regularly. These students were then given an appointment with one of the counsellors.

Presentations	Year	Yearly Total
	2014	1578
	2015	1674
	2016	1631
	2017	1578
	2018	1801

2018 Guest Speaker - Luke McKenna

Our guest speaker this year was Luke McKenna, who spoke to all students, staff and parents on “Building Grit and Achievement”. Luke said that “People who are gritty are more resilient in the face of adversity and are able to bounce back after failure and disappointment, and persist when progress is slow, boring, tedious or difficult.

Gritty individuals are distinguished by their propensity to maintain “effort and interest over the years despite failure, adversity and plateaus in progress.”

By the end of each session the students were able to:

- understand what grit was
- link grit to their performance
- understand the Target, Action, Obstacle, Process (T.A.O.P)
- have a written T.A.O.P process for top priority individual learning target of their own
- consider how their behaviour is the major influence on attaining their own goals

Once again the community/parent session in the evening was particularly popular with over 300 people attending the 2-hour session. It is great to see that our community events attract such a large and diverse section of the Damascus and Ballarat community.

Social Media cyber safety program year 7 and 8

In response to the increasing numbers of students involving themselves in unsafe practices on social media such as sexting, the House Leaders provided training for the students on staying safe online. Year 7's were given an 80-minute session which was taught to class groups by their own House Leader and Assistant and the Year 8 sessions were an extension of sessions taken in 2017 and were taken in House groups, led by the House Leader.

Students were taught how to:

- identify what sexting is
- identify that sexting can be a form of cyberbullying
- understand the potential social and legal consequences of sexting

- identify strategies to manage sexting issues to protect themselves and others
- understand the long term impact of sexting on their digital footprint develop an understanding of using digital technologies responsibly in relationships

This is an area which requires constant reminders for students as cyberbullying issues arise often.

Mental Health First Aid training for House Leaders and Assistants

In the final week of 2018, all House Leaders and Assistant House Leaders were provided with a two-day training course in Mental Health First Aid which was in response to the number of students presenting with mental health issues to the House Leader team. This course was provided by Rebecca Petrie, a past teacher and counsellor at the college and I would like to thank St Patricks College for allowing Rebecca the time off from her duties at St Pat's to provide the training to our staff.

Mental Health First Aid is the help provided to someone who is developing a mental health problem, has a worsening of an existing mental health problem or is in a mental health crisis. The first aid is given until appropriate professional help is received or the crisis resolves.

The course teaches adults how to assist adolescents who are developing a mental health problem or in a mental health crisis. Course participants learn about adolescent development, the signs and symptoms of the common and disabling mental health problems in young people, where and how to get help when a young person is developing a mental illness, what sort of help has been shown by research to be effective, and how to provide first aid in a crisis situation.

Developing mental health problems covered were:

- Depression
- Anxiety problems
- Psychosis
- Substance use problems
- Eating disorders

Mental health crisis situations covered were:

- Suicidal thoughts and behaviours
- Non-suicidal self-injury (sometimes called deliberate self-harm)
- Panic attacks
- Traumatic events
- Severe effects of drug or alcohol use
- Severe psychotic states
- Aggressive behaviours

ASIST suicide prevention training for 2019 House Leaders and Assistants.

The House Leaders were also given a two-day training course in suicide prevention called ASIST.

ASIST is a workshop designed for members of all caregiving groups including teachers. Teachers may be the first to talk with a person at risk but have little or no training. ASIST can provide those informal helping roles with professional development to ensure that they are prepared to provide suicide first aid help as part of the care they provide.

This training will enable the House Leaders to:

- Recognise that caregivers and persons at risk are affected by personal and societal attitudes about suicide.
- Directly discuss suicide with someone at risk.
- Identify risk alerts and develop related safe plans.
- Demonstrate the skills required to intervene with a person at risk of suicide.
- List the types of resources available to a person at risk, including themselves.
- Commit to improving community resources.

- Recognise that suicide prevention is broader than suicide first-aid and includes life promotion and self-care for caregivers.

The emphasis is on teaching suicide first-aid to help a person at risk stay safe and seek further help as needed. Participants learn to use a suicide intervention model to identify persons with thoughts of suicide, seek a shared understanding of reasons for dying and living, develop a safe plan based upon a review of risk, be prepared to do follow-up, and become involved in suicide-safer community networks.

Registrar

In 2018 a newly created Registrar role was implemented and enrolment processes were refined.

Counselling strategic plan for 2019

With the employment of Marcus Probert as College Psychologist he very soon, with the assistance of Jessica Dunston, developed a strategic plan for the counselling service at the school. I want to thank Marcus and Jess for developing the plan as it provides an excellent framework for counselling services to move forward.

Counselling Service Strategic Plan

Introduction

The purpose of this document is to outline the strategic direction of the Counselling Service, effective from 2019. This document will form the foundation of all work performed by staff within the Counselling Service and will strongly align with The Australian Student Wellbeing Framework.

The Australian Student Wellbeing Framework consists of an overarching vision, key elements, guiding principles and effective practices to support the whole school community to build and maintain safety, positive relationships and wellbeing.

The Damascus College Counselling Service strategic plan will identify service level practices, activities, and measures which will demonstrate alignment to the framework and will contribute to a systemic whole school approach to wellbeing.

The framework highlights that students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. It also identifies that educators who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.

The **Australian Student Wellbeing Framework vision** clearly states that:

Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

As a key service, contributing to the whole school approach to wellbeing, the staff within the Counselling Service are strongly committed to achieving the following Mission Statement.

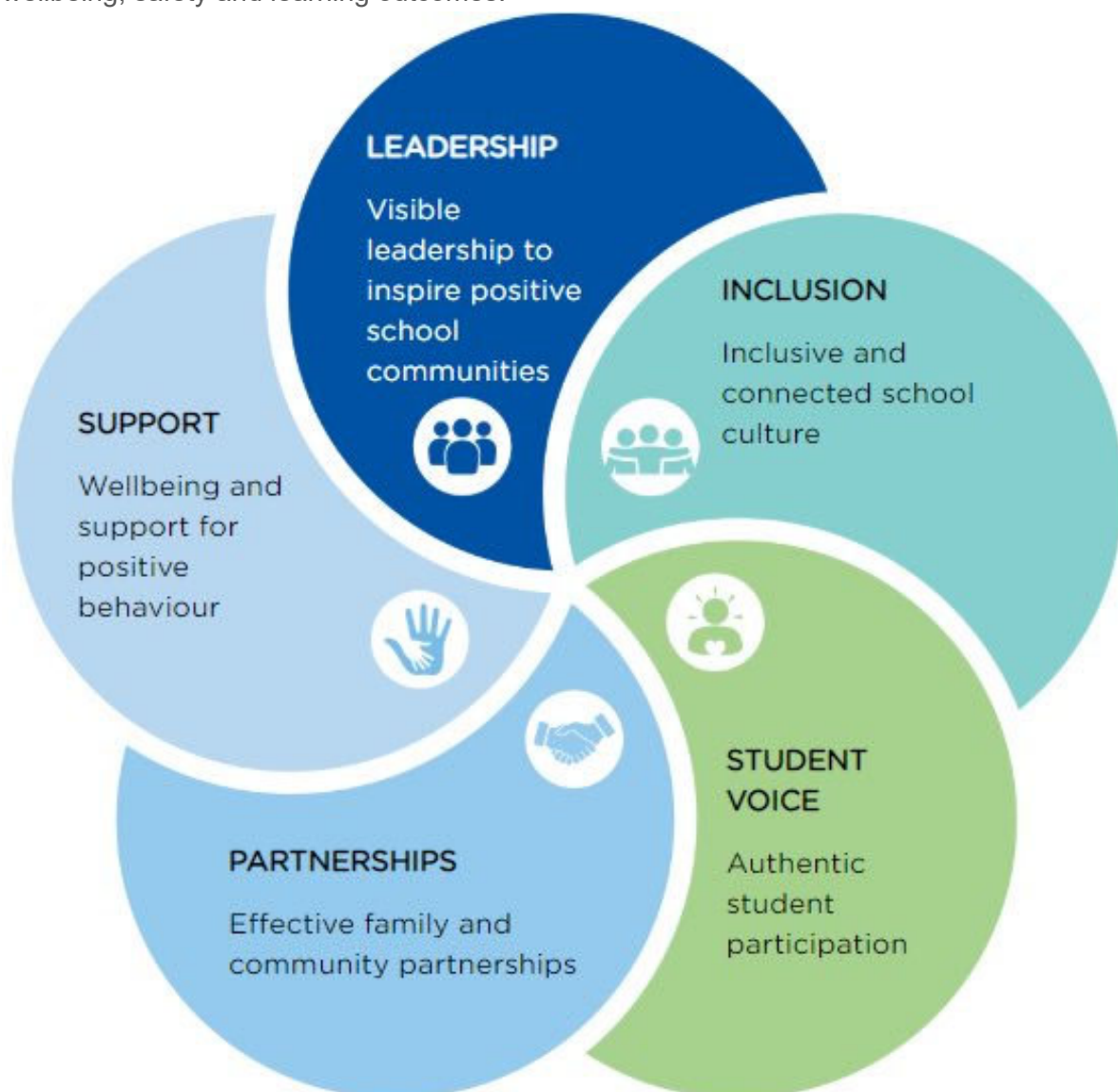
Damascus College Counselling Service: Mission Statement

To provide high-quality counselling and programs with a focus on supporting students, families and staff to achieve academic success, good mental health, and positive social and emotional wellbeing.

The mission statement will be assessed about the achievement of strategic actions aligned with the key elements of the framework.

The Framework: Elements

The framework identifies the five elements of leadership, inclusion, student voice, partnerships and support that provide the foundation for the whole school community to promote student wellbeing, safety and learning outcomes.



Leadership: Visible leadership to inspire positive school communities

Principle: Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

Effective Practices	Strategic Actions
<p>Develop the school's vision and values, building on existing strengths, to enhance student learning and sustain the safety and wellbeing of the whole school community</p>	
<p>Actively seek and incorporate students' perspectives about safety and wellbeing to promote positive learning outcomes</p>	<p>1.1 The development of a Student Wellbeing portfolio leader on the Student Representative Council.</p> <p>1.2 The development of an active and engaged Student Wellbeing Group.</p> <p>1.3 The development of an action plan for the Student Wellbeing Group for 2019</p>
<p>Communicate the priorities for student learning, safety and wellbeing and encourage collaborative partnerships to enact the school's vision and values</p>	<p>1.4 Actively engage in appropriate collaborative partnerships across the school to enact the school's vision and values (E.g., working effectively with House Leaders; engagement with the TA program).</p>

Collaboratively develop whole school policies, plans and structures for protecting the safety and promoting the wellbeing of staff, students and families.	<p>1.5 Contribute to the development of policies and plans by having a presence on, alternatively, providing feedback to, working parties or planning groups when appropriate.</p> <p>1.6 Counselling staff to have a role on the Student Wellbeing Sub-Committee meetings (when appropriate or requested).</p>
Regularly monitor and review school capacity to address the safety and wellbeing of the whole school community to identify areas of strength and those requiring improvement.	<p>1.7 Undertake annual service level evaluations.</p> <p>1.8 Regularly monitor counsellor caseload versus capacity and provide feedback to the Assistant Principal of Wellbeing if caseload exceeds capacity.</p>

Inclusion: Inclusive and connected school culture

Principle: All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

Effective Practices	Strategic Actions
Recognise and value the role and contribution of staff, students, and families in building and sustaining school connectedness.	<p>1.9 Promote connectedness to community and the school as a key component of individual counselling (e.g., where appropriate, encourage engagement in extra curricular activities).</p>
Respect the diversity of the school community and implement proactive strategies to build a cohesive and culturally safe school.	<p>1.10 Counselling staff to attend appropriate diversity professional development (e.g., LGBTIQ, cultural, disability).</p> <p>1.11 The development, delivery and evaluation of engaging diversity education sessions for students and staff (e.g., LGBTIQ diversity training).</p>

Teach, model and promote values and behaviour to create and maintain supportive and safe learning environments.	<p>1.12 Role model behaviours of acceptance, non-judgement, and respect in one-on-one counselling sessions.</p> <p>1.13 See Strategic Action 2.3</p>
Foster and maintain positive, caring and respectful student-peer, student-teacher, teacher-parent, and teacher-teacher relationships.	<p>1.14 Role model behaviours of acceptance, tolerance, and respect in one-on-one counselling sessions.</p>
Engage in professional learning to build capacity for enhancing the social, emotional and learning outcomes of all students and to promote staff wellbeing.	<p>1.15 See Strategic Action 2.2.</p> <p>1.16 See Strategic Action 2.3.</p>

Student Voice: Authentic student participation

Principle: Students are active participants in their learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

Effective Practice	Strategic Action
Provide opportunities for authentic student decision-making over matters that affect them.	<p>1.17 See Strategic Action 1.1.</p> <p>1.18 See Strategic Action 1.2.</p> <p>1.19 See Strategic Action 1.3.</p> <p>1.20 Promote the concepts of self-determination when providing one-on-one counselling and programs.</p>
Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness.	<p>1.21 Counselling staff presence and input (where appropriate) on Diverse Learning Team case management meetings.</p> <p>1.22 The development of a vibrant and inviting counselling service environment, including developing signage, improving the look of the waiting area and counselling rooms.</p> <p>1.23 Develop and implement strategies to reduce the stigma associated with attending counselling.</p>

Actively engage students through the use of evidence-informed, strengths-based approaches to enhance their learning and wellbeing.	1.24 Ensure that one-on-one counselling sessions apply a Solution-Focused Therapy approach to counselling (when appropriate).
Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum.	1.25 The development, implementation and evaluation of engaging personal development and wellbeing programs for students (E.g., Cyber-safety, Understanding mental health, study/life balance). 1.26 The provision of high-quality one-on-one counselling for clients of the Counselling Service.
Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter-violence, bullying abuse in all online and physical spaces.	1.27 Actively engage with Student Wellbeing Group when developing, implementing and evaluating specific personal development programs (cyber-safety, bullying and harassment).

Partnerships: Effective family and community partnerships.

Principle: Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

Effective Practices	Strategic Action
Proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.	1.28 Provide regular Wellbeing updates, information, or holistic health strategies on the Damascus College Facebook page (wellbeing Wednesday). 1.29 Counselling staff to be actively engaged in the Year 7 transition program for students and families. 1.30 Develop an appropriate marketing plan for the counselling service targeting students, staff and families of students to bridge the gap between student issues and parent and/or parent concern.
Develop strategies to sustain culturally respectful partnerships with families	1.31 Develop effective working links with internal supports, i.e. the Cultural and Indigenous Support Worker to

and communities that are welcoming and inclusive.	develop respectful relationships with families and communities that are consistent, respectful and appropriately informed.
Build partnerships with Aboriginal and Torres Strait Islander families and community organisations to ensure a culturally safe environment and a two-way reciprocal exchange of knowledge on wellbeing issues.	<p>1.32 Develop effective working links with community organisations such as The Centre for Multicultural Youth with a focus on developing a greater understanding of the wellbeing needs of students from a refugee/migrant or culturally diverse background.</p> <p>1.33 Develop effective working links with community organisations such as the Ballarat and District Aboriginal Co-operative with a focus on developing a greater understanding of the wellbeing needs of students from an Aboriginal or Torres Strait Islander background.</p> <p>1.34 Assist indigenous students in developing a relationship with the Ballarat Australian Indigenous Mentoring Experience (AIME) to support indigenous students to successfully achieve positive academic and personal development outcomes (when applicable).</p>
Build links with community organisations, services and agencies to assist schools in the early identification of need and to collaboratively plan targeted support for all students and families, including those from vulnerable groups.	<p>1.35 Counselling staff active participation on appropriate community networks such as the Secondary Schools Wellbeing network and the Highlands LLEN network.</p>

Support: Wellbeing and support for positive behaviour

Principle: School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.

Effective Practices	Strategic Action
Regularly monitor and review school capacity to respond to specific instances of student and family need to protect their safety and wellbeing within the context of the school's regional location.	1.36 Develop a comprehensive list of regional mental health and specialist services to assist students, families and staff in referring to the most appropriate service to meet their safety and wellbeing needs.

Effective Practices	Strategic Actions
Actively seek the involvement of staff, students and families in the promotion and recognition of positive behaviour.	<p>1.37 The development of awards for student members of the Student Wellbeing Group who have demonstrated an active commitment to the Health and Wellbeing of the campus community.</p> <p>1.38 The use of appropriate student art or photography works to decorate counselling areas – to be selected by the Counselling staff on an annual basis and used with the student's permission for 12 months.</p>
Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community.	<p>1.39 The implementation of an appropriate and effective counselling database that can begin to accurately inform wellbeing focus, program development, and counsellor professional development.</p> <p>1.40 See Strategic Action 3.10.</p>
Implement a whole school systematic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, student and families.	<p>1.41 See Strategic Action 3.5.</p> <p>1.42 The continued development, implementation and evaluation of the strategic approach to the delivery of counselling and wellbeing services and programs by the counselling service staff.</p>
Engage in professional learning to support the consistent implementation	1.43 Counselling staff to develop and complete annual personal, professional development and learning plans in line

of the school's plan for wellbeing and support for positive behaviour.	with student wellbeing needs and areas of personal growth and interest. 1.44 Counselling staff to engage in regular external and peer supervision to ensure that effective provision of counselling to students, and to ensure self-care of the counsellor.
Critically analyse and evaluate school data to inform decision making to effectively respond to the changing needs of student and families.	1.45 See Strategic Action 5.3 1.46 See Strategic Action 1.6

I would like to thank Deborah Larsen (O'Collins) and Georgia Shillito (Xavier) for their work in student wellbeing, both have certainly given outstanding support to the students and staff in their respective houses. I want to thank David Myers for his work as McAuley Assistant House Leader and wish him well as he launches into his new House Leader role in Rice House. I want to thank Isabelle O'Dea for her work with the SRC and Peer Mentoring and wish her well as she moves into the role of Assistant House Leader of McAuley House. I want to congratulate Karen Goonan (St Martin) and Karen Hocking (Xavier) on taking Assistant House Leader positions for the next POL cycle; I am sure that they will both do exceptionally well as they are both passionate about student wellbeing.

Finally, I would like to thank the whole staff House team whom I have had the privilege of working with over the past six years while I have been Assistant Principal, you have always had the student's needs as number one. In particular, I would like to thank Andrew Robertson for his work with Rice House as their Leader over many years; it has been fantastic to work with you throughout this time. I wish Andy the best of luck as he takes on the Assistant Principal-Student Wellbeing position.

Moreover, as for me, this is the last report! The last six years as Assistant Principal have had times of joy, laughter, enthusiasm, excitement, optimism, shock, challenges, disappointment and tears but I have enjoyed every minute of it. It has been an absolute privilege to work with the staff, students and parents at Damascus College to make sure that every student is welcomed into our school while feeling happy and safe to come to school every day. I want to thank Matt Byrne and Sr Marie Davey for giving me the opportunity six years ago and thank you to the leadership team for your support.

STUDENT ATTENDANCE

All students are expected to attend Damascus College during regular school hours. In the event of an absence from school parents/ guardians must provide an explanation to the College on the day their child is absent. Any unexplained absences of students will be followed up with parents/guardians by the relevant Teacher Advisor or House Leader/ House Leader Assistants where an explanation is required. Extended periods of unexplained absences will be followed up by the Assistant Principal Student wellbeing. If there are concerns about a student's record of attendance, the matter may be referred to a government Attendance Officer who has extensive powers of inquiry to investigate extended absences from school without a reasonable excuse.

Child Safe Standards

Goals and Intended Outcomes

Damascus College supports the CECV commitment to providing a safe and nurturing culture for all children and young people in Victorian Catholic schools through:

- Upholding the primacy of the safety and wellbeing of children and young people;
- Empowering families, children, young people and staff to have a voice and raise concerns; and
- Implementing rigorous risk-management and employment practices.

The Damascus College, Child Safety policy, is readily available to the broader community through the College website.

Achievements

Central to the mission of Damascus College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

This Standard has a specific focus on safeguarding children and young people at Damascus College against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

It is the responsibility of all members of the Damascus community to work together to ensure the safety of all children and that the requirements of the Child Safe policy are followed.

All staff of Damascus College are required to undertake the Mandatory Reporting eLearning module and assessment. All staff of Damascus College are required under the mandatory reporting obligations to ensure all allegations, and suspected cases of child abuse are reported immediately or as soon as possible to the appropriate authorities. It is compulsory that all reported concerns are to be documented on the confidential contact record form and submitted in person to the Child Protection Officer (CPO).

All allegations are to be treated seriously and followed up as per the obligations of mandatory reporting (attachment 3) and that of the CPO role. Each case is to be treated with a sensitivity to the diversity characteristics of the school community, concerning all involved and the wider community. Outside of obligatory requirements, these are to be treated confidentially and with compliance to the privacy of those involved.

This policy is publically available for all members of the school community. The process and policy details are available for all staff and students.

All staff, volunteers, contractors, clergy and Board/sub-committee members are responsible for supporting the safety of children by;

- being aware of, and following, all relevant policies, guidelines and instructions about the safety of children and young people – in particular, mandatory reporting obligations;
- adhering to the school's child-safe policy and upholding the school's statement of commitment to the safety of children and young people in the strategic directions 2016-2020;
- taking all reasonable steps to protect children and young people from abuse;
- treating everyone in the school community with respect (modelling positive, restorative and respectful relationships and acting in a manner that sustains a safe, educational and pastoral environment);
- listening and responding to the views and concerns of children and young people, particularly if they are telling you that they or others have been abused or that they are worried about their safety/the safety of others;
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification);
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance policy towards discrimination);
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities);
- maintaining appropriate professional boundaries around their behaviour towards children and young people;
- ensuring as far as practicable that adults are not alone with a child;
- holding a current police check, professional registration and/or Working With Children Check (WWCC) card in accordance with applicable legislation;
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958 (Vic);
- reporting to the Principal or Board Chair inappropriate conduct or conduct which might reasonably be considered to be a breach of this Code or a breach of criminal law;
- reporting to the Police any conduct or concerns which might reasonably be considered to be illegal - such reporting would ideally be in conjunction with the Principal or Child Safe Officer or Board Chair, but this is not a requirement of this Code;
- reporting any allegations of child abuse to the school's leadership or child safety officer;
- reporting any child safety concerns to the school's leadership or child safety officer; and
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren)/ young person/young people are safe.

To minimise the risk of any Child Safety incidents occurring and in regards to the recruitment, selection and management of staff, Damascus College;

- have developed clear statements around job requirements, duties and responsibilities regarding child safety;
- ensures that all applicants for jobs involving child connected work are informed about the College's child safety procedures;
- keep records of Working with Children Checks or similar, proof of personal identity, history of work involving children and references regarding the suitability of employment;
- ensures that all new staff are inducted into the Colleges policies, roles, practices and procedures for ensuring child safety; and
- monitor and assess staff on an ongoing basis regarding their suitability for employment.

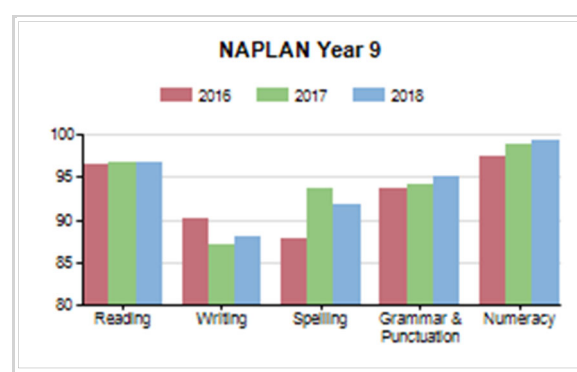
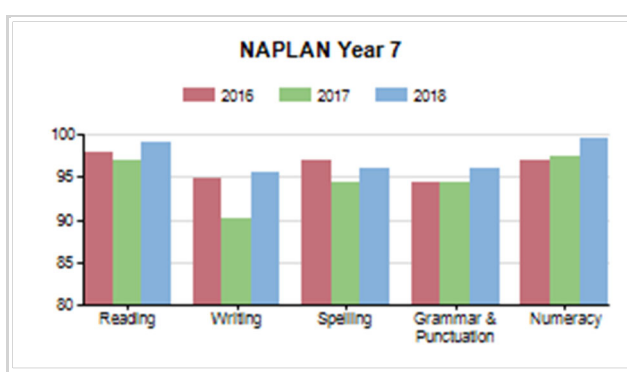
School Performance Data Summary

E2075

Damascus College, Mount Clear

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	94.3	94.3	0.0	96.0	1.7
YR 07 Numeracy	96.9	97.4	0.5	99.5	2.1
YR 07 Reading	97.9	96.9	-1.0	99.0	2.1
YR 07 Spelling	96.9	94.3	-2.6	96.0	1.7
YR 07 Writing	94.8	90.1	-4.7	95.5	5.4
YR 09 Grammar & Punctuation	93.6	94.2	0.6	95.1	0.9
YR 09 Numeracy	97.5	98.9	1.4	99.4	0.5
YR 09 Reading	96.5	96.8	0.3	96.7	-0.1
YR 09 Spelling	87.8	93.7	5.9	91.9	-1.8
YR 09 Writing	90.1	87.2	-2.9	88.0	0.8



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

73.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

%

Y07

93.8

Y08

91.7

Y09	90.3
Y10	89.4
Overall average attendance	91.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.6%

STAFF RETENTION RATE	
Staff Retention Rate	88.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.9%
Graduate	50.5%
Graduate Certificate	4.4%
Bachelor Degree	83.5%
Advanced Diploma	20.9%
No Qualifications Listed	3.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	102
Teaching Staff (FTE)	90.7
Non-Teaching Staff (Headcount)	53
Non-Teaching Staff (FTE)	44.4
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	603.2
Year 9 Reading	591.7
Year 9 Spelling	579.3
Year 9 Writing	558.0

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27
VCE Completion Rate	98%
VCAL Completion Rate	87%

POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	38.6%
TAFE / VET	4.3%
Apprenticeship / Traineeship	8.6%
Deferred	17.1%
Employment	27.1%
Other - The category of Other includes both students Looking for Work and those classed as Other	4.3%