

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



DAMASCUS COLLEGE
1412 GEELONG ROAD, MOUNT CLEAR

SCHOOL REGISTRATION NUMBER: 0265



Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview.....	3
Principal's Report.....	5
Catholic School Culture.....	9
Community Engagement	22
Goals & Intended Outcomes	22
Learning & Teaching	57
Wellbeing.....	66
Child Safe Standards	83
School Performance Data Summary	85

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Minimum Standards Attestation

I, Matthew Byrne, attest that <school> 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

24th June 2020

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 has continued to provide quality Catholic education founded in the College's motto "To live by the Light of Christ" again in 2019 for the families of greater Ballarat. This year, Damascus College had 147 staff and has educated 1102 students, and the theme throughout 2019 was Jesus question; "Who do you say I am". Jesus asks this question in Luke's Gospel. As a learning community, we drew on it throughout the year to support social, emotional, and cognitive development.

This year we continued to work hard to bring our Strategic Directions of the College to life. Sr Berenice Kerr and Fr Kevin Maloney 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. Michael concluded his term as Chair in 2019 and the College community acknowledges his exceptional leadership over 2018/19.

The Damascus community also acknowledges directors Ray Wright and Mark Amos who have concluded their service to the Board throughout 2020. Ray and Mark have made an exceptional contribution through the Learning and Teaching and Wellbeing sub-committees, respectively. Directors welcomed to the Board include; Dr Rob Davis, Senior Education Lecturer at Federation University and Ms Joanne Bond, Principal of Emmaus Catholic Primary school. Rob and Joanne bring rich educational leadership experience to our Board.

There have been many highlights to 2019. We began the year with 207 new Year 7 students bringing the Damascus enrolment to the largest in the College's 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 see students' classroom results improve academically, and the College was delighted to be amongst the top school nationally for student growth on learning outcomes through the National Assessment Program (NAPLAN). We can look at data collected over several years and see some real 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.

Some highlights of student achievement in 2019 include the wonderful success at the Energy Breakthrough event in Maryborough. This team recommitted throughout the year to the centrality of sustainability at Damascus College and became the Sustainable Racing Team under the leadership of Alan Strange and Rachel Beardall and had a wonderful year. The immersion experience for our Indonesian students was another great highlight, facilitated primarily by Brendan Bawden. Damascus also welcomed twelve French students from Angers who spent three weeks in our College community and the community acknowledges the work of Alysoun Smalley and the team that supported these visitors.

Our senior VCE and VCAL programs were great strengths of our educational offerings. The VCAL program has continued to expand to provide positive learning experiences for senior students. Our College Dux for 2018 was Imogen Brown with an ATAR of 96.95. Imogen'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.

2019 saw many functions of the College reviewed within the School review process facilitated in conjunction with the Catholic Education Office. This holistic review provided valuable material to springboard the next Strategic Plan for the College. Alongside the holistic review, the College was able to implement the new leadership structure through the POL cycle coming from the Diverse Learning Review. Damascus College also established a working party to action the findings of the careers education review and a leadership structure was developed and recruited to throughout 2019 for 2020 implementation.

Lynda Calistro and Chris Grant continued to develop the Human Resource structure, and strong advances were achieved in recruitment practices, the performance development framework for staff and ensuring improved support for those with leadership roles across the College.

Sports Coordinator, Nikki Hexter has continued to support Damascus student's success within sport over 2019. Throughout 2019 Damascus teams won 5 BAS premierships, and on four occasions Damascus students were individual BAS Champions. Damascus rowers performed strongly in the Head of the Lake with our senior boys' runners up in the Head of the Lake, and the senior boys did a great job at the rowing Nationals in Sydney.

The College was the beneficiary of the estate of the late Fr Brendan Davey, and this enabled the purchase of two new Wintech racing boats to enhance the program. The College acknowledges Fr Brendan's generosity.

McAuley were the Ron Mathews Shield Champions in 2019, in a fiercely contested competition. Congratulations McAuley!

The production of 'Around the World in 80 Days' proved to be an engaging success, and again a great showcase of the Damascus Performing Arts team being able to bring to life the extraordinary gifts of Damascus students. Congratulations to all those who were involved in any way.

Damascus continued to celebrate the true meaning of Easter through the production of the Final Hours in 2019. This 15th season, spanning 30 years is a wonderful tradition at the core of this community, and the community acknowledges the work of Andrew Seeary, Nicole Burness and all who support them.

The Music program continued to grow under the leadership of Maria Russell. Students represented the College through the Secondary School section Show Choir competitions at Royal South Street. Damascus students again took to the 'studio' to record a number of songs to accompany the Christmas art installation in Central Square for the City of Ballarat. Student's music experience was enhanced with the inaugural music camp at Rutherford Retreat, and this was to the benefit of all involved.

In the Visual Arts Learning Area, the school community again appreciated the complexity of senior work at the VCE exhibition in November. Damascus had multiple students selected for the Next Gen exhibition with two Damascus students receiving prizes.

Our relationship with Timor Leste remains strong, with the Damascus community again raising over \$10,000 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 Leste in June.

The College was able to make significant inroads to the next phase of the masterplan. With the refurbishment of the Science facilities to enable stronger project-based STEM learning and the building of a beautiful, purpose-built Music facility. This was achieved with the support of \$1,000,000 of government funding matched by the College. These works concluded in second semester.

A significant body of work was undertaken to review the Position of Leadership structure throughout 2018, and a committed team of leaders commenced in new or revised roles in 2019. This team have been critical to delivering on the College's strategic objectives.

Andrew Robertson commenced as Assistant Principal of Student Wellbeing at the start of 2019. Andrew continued the key work of keeping student wellbeing central to the learning experience at Damascus College.

The Damascus College Board and staff continued to maintain an absolute focus on child safety in 2019, reiterating the importance of strong employment practices, ensuring students were empowered to speak up and continuing to keep a focus on restorative practices as a means of respecting the inherent dignity of each person within this community. Staff completed training in mandatory reporting, anaphylaxis, first aid, and bullying and harassment.

Milly Frost and Matt Snibson were wonderful captains of the College in 2019. These leaders confidently represented the student voice and built strong relationships right across the school community. It is great to have such positive young leaders in the student population as role models and advocates. The College community thanks Matt and Milly for their contribution.

As acknowledged earlier, the College rowing program benefitted from the estate of the late Fr Brendan Davey. Fr Brendan also bequeathed an amount of money to support students' education. This gift, along with the gift of the late John Thirsk, administered by the Sisters of Mercy, allowed the College to establish the 'Bright Futures' Foundation. This foundation was established in 2019 and the criteria for awarding disbursements to future students of the College in financial or personal need. It is a great acknowledgement of the generosity and faith of the benefactors.

Damascus celebrated the retirement of a number of very significant contributors to the Damascus staff at the conclusion of 2019. Karen Simpkin retired throughout the year after 41 years of service and leadership at Damascus College and Sacred Heart College. 1000's of students have learnt from Karen in the classroom over four decades, and multiple school leaders have been supported by Karen in the strategic leadership of the College. She proved a committed and passionate educator in the Mercy tradition and the College community applauds her wonderful contribution as a teacher and school leader.

Loretta Kaval retired after 42 years in Catholic and state schools. Loretta was Teacher Librarian at Sacred Heart College and then Damascus College for 25 years, serving many of those years as Head of Library Services. Loretta has been a passionate Librarian, Mathematics teacher, and

she has facilitated many Damascus College students to progress as public speakers and debaters proudly. Damascus College acknowledges and thanks Loretta for her contribution over the past 25 years to this community.

Nancy Meiklejohn has been a teacher in Australia for 46 years working across Catholic and state schools. Nancy has worked at all three secondary Colleges in Ballarat, and she did a year at St Martin's in 1985 before joining the newly amalgamated Damascus College in 1995. Nancy's 25 years of service to this community has been characterised by her sense of fun and engagement with students and her absolute commitment to their best outcomes. Damascus College celebrates Nancy's contribution.

Noelene Ward, affectionately known as Bu Ward in recognition of her contribution to the languages department and her teaching of Indonesian also concluded her service at the close of 2019. Noelene taught in Catholic education for 35 years ago and was a valued member of the Damascus team for 16 years. Her love of Indonesian characterised her commitment to Damascus College, and as a community, we acknowledge and thank her for her service.

The Year 12 class of 2019 was an awesome group of young men and women, and the College thanks them for all that they have been to our community. We send them forth in the hope that they take life-long friendships and an appreciation of a loving God and welcoming church from their secondary education.

In 2019 the following staff became part of the Damascus community; Ally Forsyth joined the languages team; Brett Stone joined the College as Health and PE Learning Area Leader; Laura Quick and Emily Gray joined the Learning Support team; Kayla Robson returned to the Science team from maternity leave, Laura Kimm, also returned to the Health and PE Learning Area and Maths Learning Area from maternity leave, Andrew Curran joined the Maintenance team, Paul Blanchfield joined the Rowing Program, Angela Carr joined the St Martin's Resource Centre team, Shaun O'Loughlin joined the VCAL and PE team.

2019 was a great 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 the first years of the Strategic Directions for Damascus College 2016-20 focused on Leadership-in-faith, which is about the ongoing formation of our Christian faith community. Leadership-in-faith is about the joy of the Gospel, and it is our point of difference. Leadership-in-faith is about encountering Christ, growing spirituality and responding in mission.

In 2019 attention turned to encountering Christ as a first step *to ensuring that the Gospel and Catholic traditions are understood as guidance and support for life*. This was a response to the Enhancing Catholic School Identity (ESCI) data that appears to speak of growing secularisation and relativisation in our students. How can we claim to be presenting Jesus and the Gospel as guidance and support for life without clarity about the person of Jesus? In the gospels, the following question is placed on the lips of Jesus. "But who do you say that I am?" Luke 9:20. It is a question that was addressed to every member of the Damascus College community in 2019.

The College Review was completed in 2019 using the Characteristics of a Highly Effective Catholic School and a series of consultations with staff, using a web-based information deposit and data-collection model. The review included a thorough investigation of the values and vision underlying the Catholic nature of the College.

Achievements

The achievements of the College are listed under the appropriate element of the strategic directions.

1. Shared Vision and Values inspired by biblical and Damascus College traditions

The review process was a significant aspect of College reflection on the values underpinning the Catholic school. Review Helen Goode summarised her finding in this area as follows:

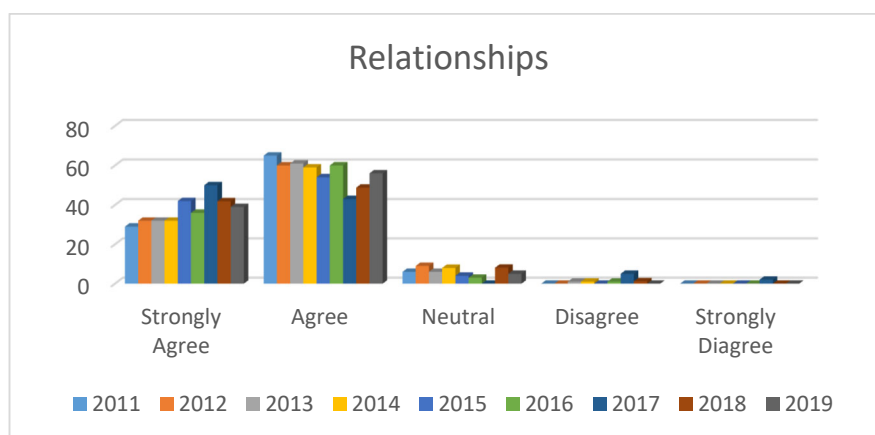
The Catholic faith tradition is at the core of all school practices and reflected both in the motto To Live by the Light of Christ and the mantra of Be. Your. Best. Both motto and mantra are clearly displayed around the school and named by students. The school vision and values are central to the culture of the school and to decision making processes. Each year a scripture-based theme is chosen to give life to the vision. This theme is displayed prominently in the foyers. Social action and justice feature strongly in the life of Damascus College. Feedback from parents suggested that social justice is a very positive aspect of life at Damascus. Students commented on the numerous opportunities they have to participate in a variety of

social justice activities and believe these give them an opportunity to make a difference in the world. Substantial amounts of money are raised each year, particularly for Caritas and Timor Leste. By contrast, student responses to the importance of their Catholic Culture (SIS data) have trended down. The school acknowledges that more explicit use of the language of recontextualisation will be an improvement strategy within the next Strategic Plan.

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. There is a longitudinal data collection process that supports these findings.

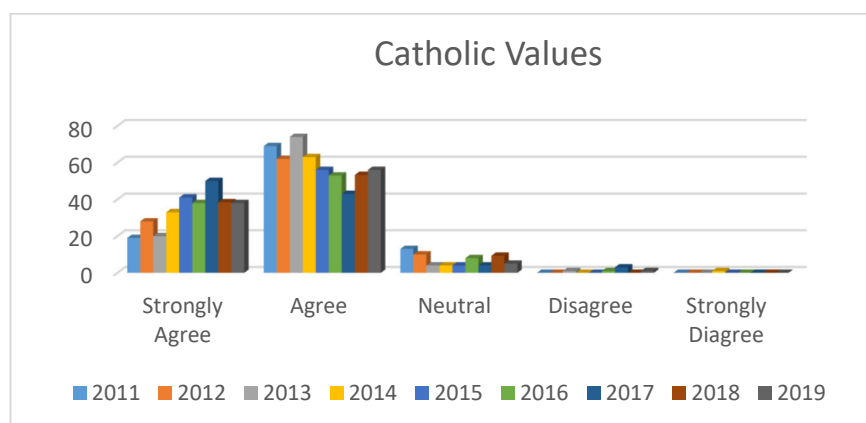
Fostering Relationships

Our data from the Year 7 Parent Survey continues to be positive in relation to 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.



2. Providing Leadership-In-Faith Opportunities for Students, Staff and the Broader Community

Toward Youth Ministry in Schools

In the Year of Youth 2018, the College chose to invest in research into Youth Ministry in Schools processes. 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. In 2019 a position description for a Youth Ministry Implementation Project Officer was developed and filled in readiness for the 2020 school year. The responsibilities include:

- Design a proposal for Catholic Youth Ministry at Damascus College, including goals and intended outcomes for the College in general, as well as for students who participate in the program. Considerations to include:
 - Ongoing consultation with students about the emerging ideas for the program
 - Ongoing consultation with key stakeholders
 - Young people supported in leadership-in-faith strategies supporting the College retreat and liturgy programs.
 - Recontextualising the expression of the Catholic faith for the contemporary youth context.
 - Dialogical youth spirituality that is ecumenical in focus
- Seek support for the implementation of an agreed program
- Prepare the College community for the implementation of the agreed program in readiness for the commencement of early start at the end of 2020.

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. 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 steady attendance in 2019. More staff were involved in Year Level Mass experiences in 2019, but there is more that might be done in this area. A plan to use the College theme at all Year Level Masses proved to be a great success.

Morning Mass was celebrated for both Mother's Day and Father's Day. Both events were followed by breakfast and saw increased support in 2019.

A full Liturgical Calendar for 2019 is included as an appendix.

Christian Prayer and Leadership-in-Faith

In 2019 TA Prayer Candles continued to be offered as a resource for prayer in TA time. It is a simple act that reflects on the College motto To Live by the Light of Christ. The Damascus College Prayer Book was made available for all staff members as a resource to support prayer in the Catholic Christian Tradition. The Prayer Book was used to enhance staff gatherings and 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 2019 TA teachers were asked to be proactive about having students lead the prayer in TA time.

By developing a weekly prayer cycle (modified for 2019 in light of teacher feedback) prayer was modelled from the biblical and liturgical prayer traditions. A richer daily prayer experience has been the result. The general pattern for TA prayer was as follows:

- a) Monday: Weekly Prayer Theme: Forgiveness; Gratitude; Grit; Praise (On the Bulletin; maybe from the Prayer Book)
- b) Tuesday: From the Damascus Prayer Book (Chosen by TA)
- c) Wednesday: From the Bible's Prayer Book, the Psalms (on the Bulletin)
- d) Thursday: Meditation (Strategy emailed to staff weekly)
- e) Friday: Prayer from the Lectionary or Missal – Sunday's Prayer at Mass (On the Bulletin)

Mercy Ethos

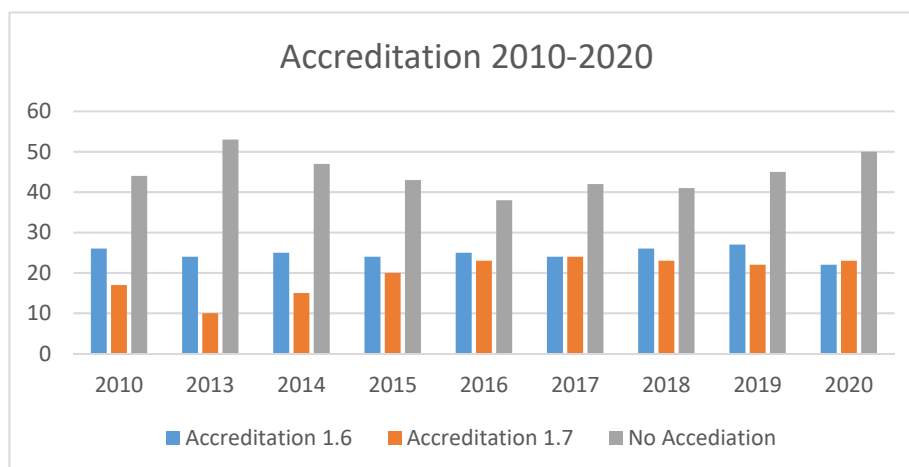
The Mercy ethos office closed at the end of 2017. In 2018 an Executive Leader Mission Integration was appointed, and the College is connected with the new office. In 2019 Faith, Life and Ministry Education (FLAME) Coordinator, was appointed and programs have emerged in 2020 for Damascus College staff to engage in. In 2019 Assistant Principal for Teaching and Learning, Ashwin Pillai, participated in the Mercy International Dublin Experience.

Accreditation

The last three years have seen a significant 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. In 2019 the study of the text "Jesus Today" allowed a number of staff to secure more hours toward their accreditation to teach in a catholic school.

Accreditation to Teach Religious Education (CECV Policy 1.7) saw one staff member take up study through the Religious Education Accreditation Program (REAP) program.

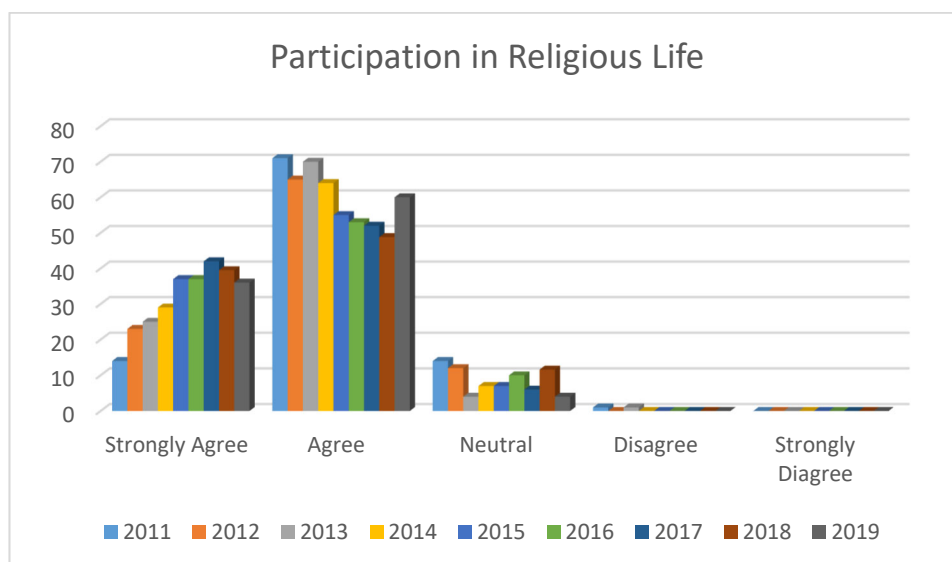
At the end of 2019, the College was advised that the accreditation policy was to be terminated in its current form and that a new approach was to be in place for the 2020 year. This will be called "Accreditation to Teach or Teach Religious Education or Lead in Catholic Schools in Victoria." The results in this table reflect the current situation at the commencement of 2020.



3. 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.



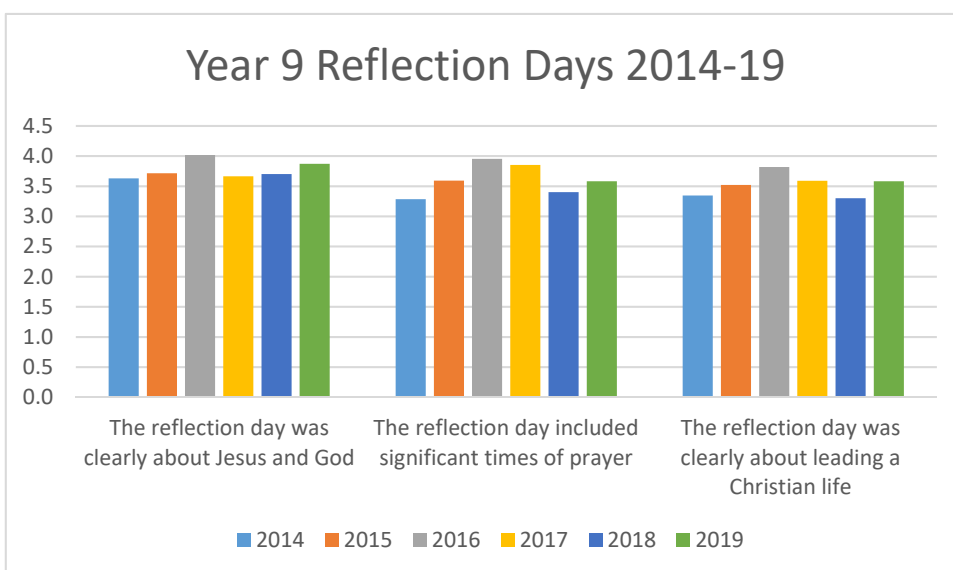
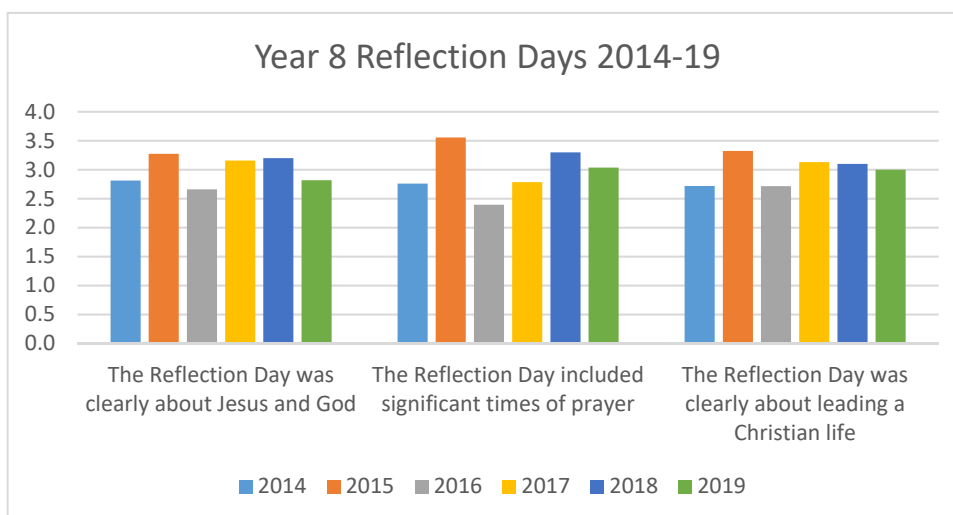
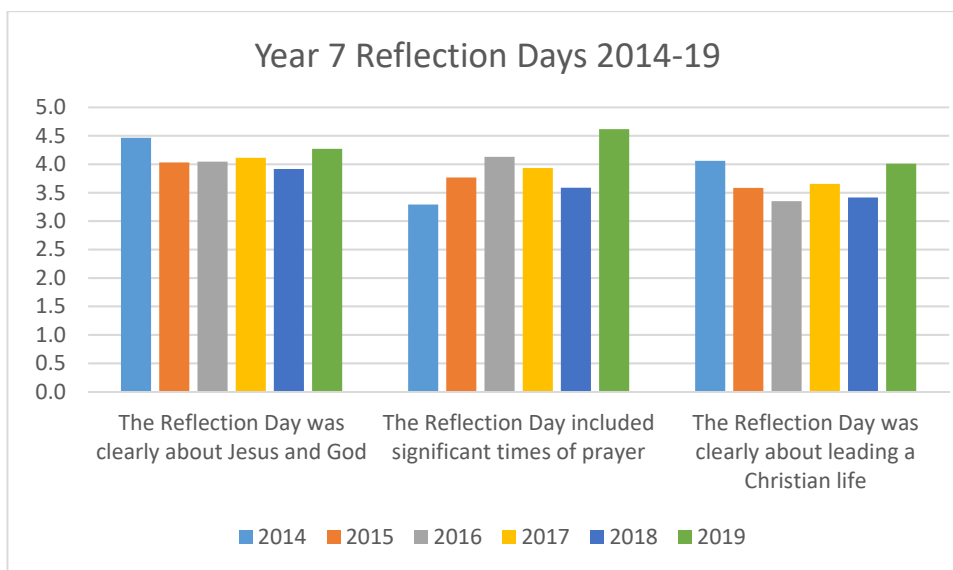
Retreat / Reflection Day program

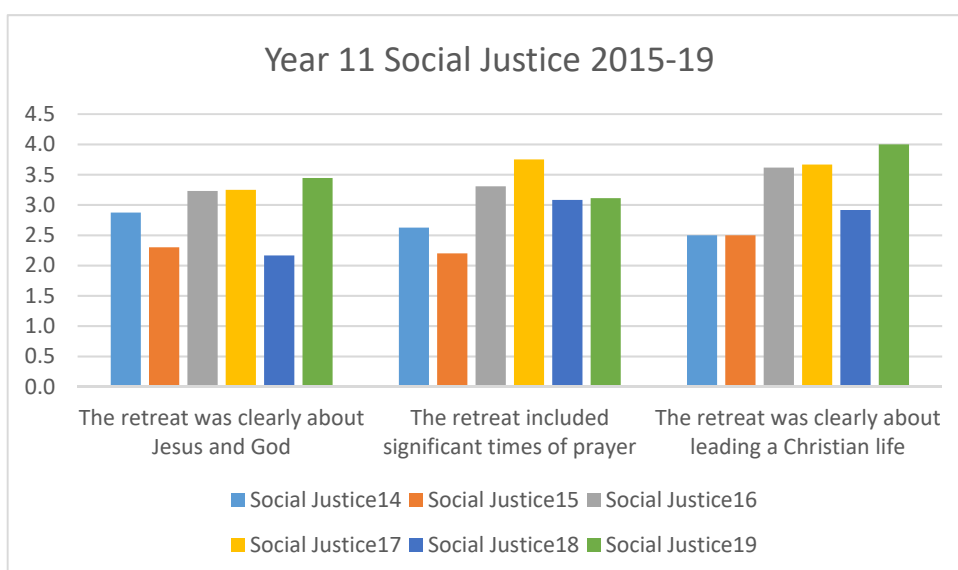
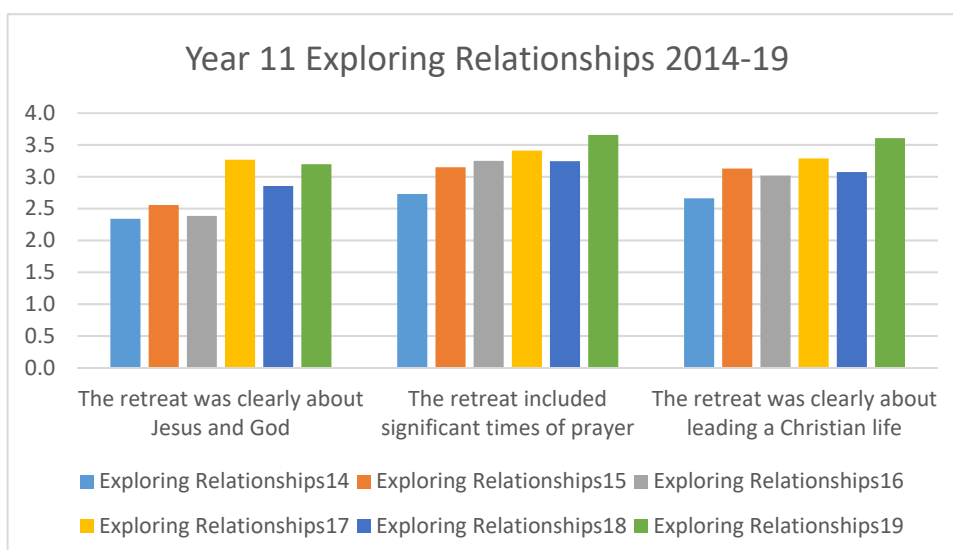
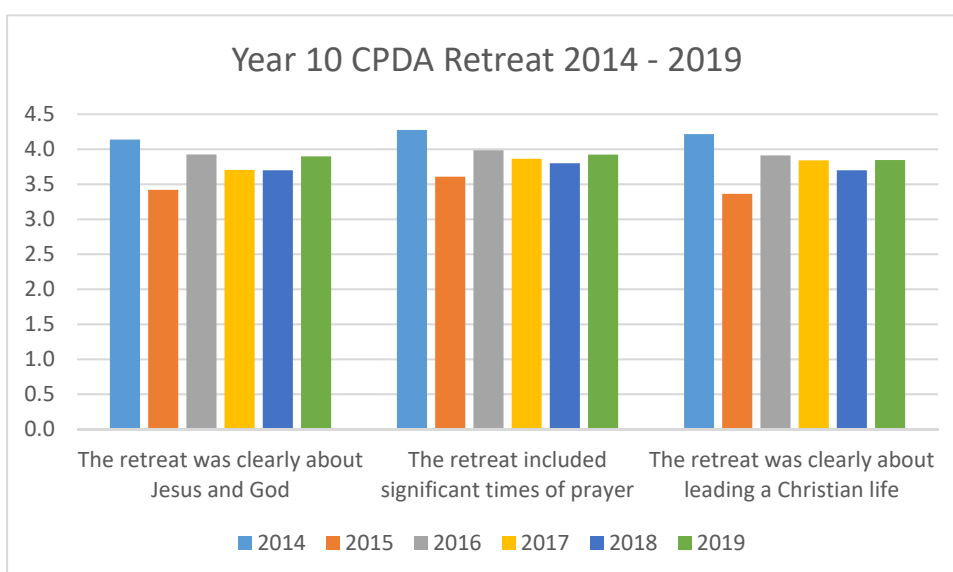
From early in 2014, student attitudes to the retreats and reflection days began to be evaluated using an online survey instrument along with some general questions about venue, process, outcomes and the presenter. The following three key content statements were put to students in each survey with a ranking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

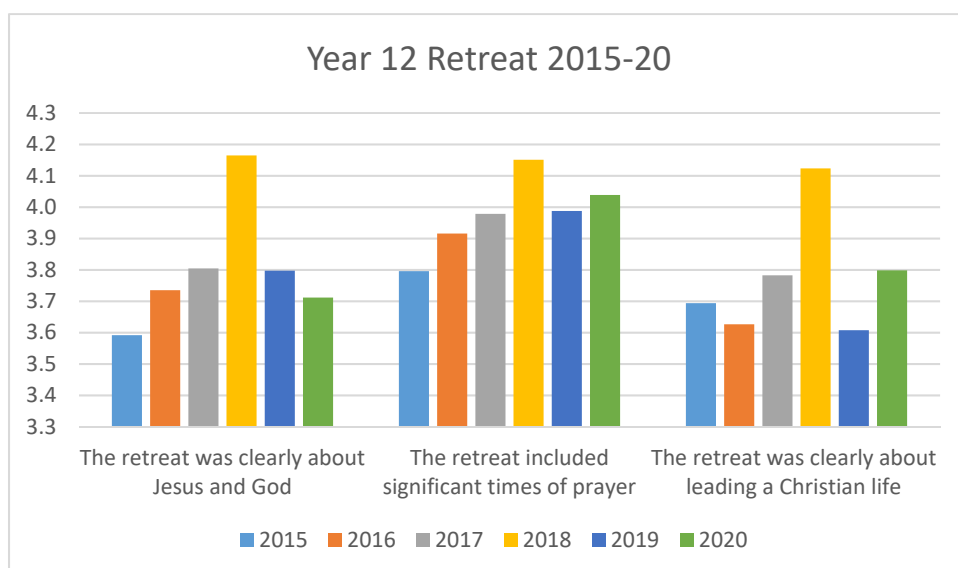
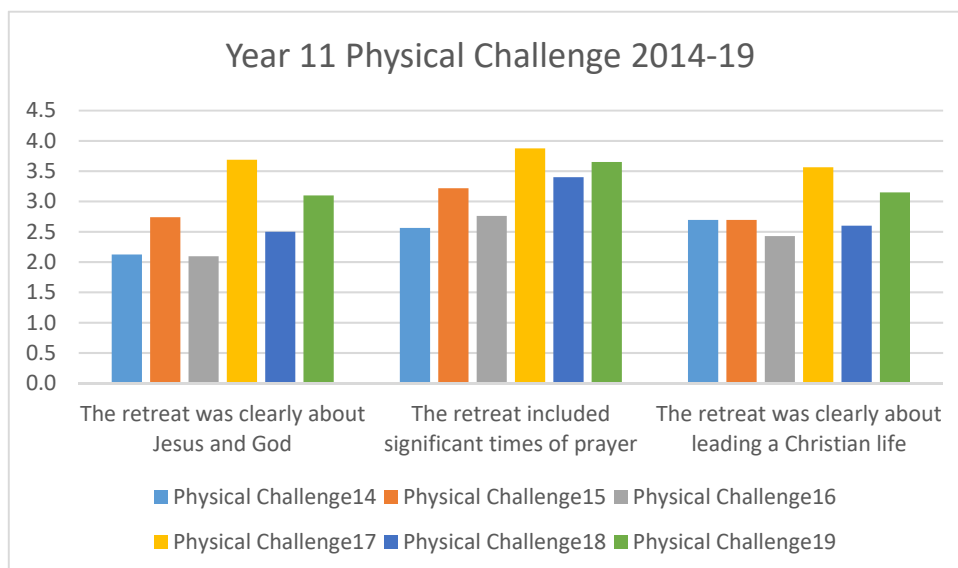
- The retreat/reflection day was clearly about Jesus and God
- The retreat/reflection day included significant times of prayer
- The retreat/reflection day was clearly about leading a Christian life

The longitudinal data is demonstrating positive return in these intentions that are so central to the retreat and reflection day process.

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 these intended outcomes of the day. As a summary, it appears that these days are being conducted in the spirit in which they are intended and the Religious Education team and assisting staff members are to be congratulated. There is a plan in 2020 to review a number of the programs in terms of the Enhancing Catholic School Identity call to recontextualise the Gospel message. Year 8 data is weakest.







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

The Damascus Day Mass

Since its beginning, the College has held this major event, and it remains a weighty expression of our heritage. Under the significant leadership of Mrs Cathy Prunty in her new role as Liturgy Coordinator and with the College theme "But who do you say that I am?" well at the fore, this was the most significant liturgy of the year.

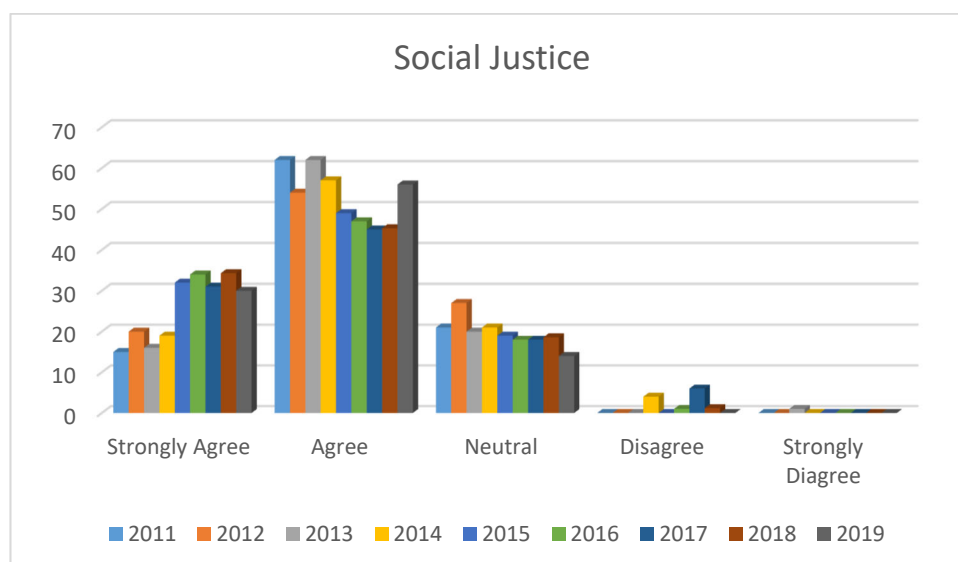
Of great significance was the student's work in Religious Education coordinated by Martin Ryan.

As the space filled, students became aware that their creativity adorned the south wall of the John Shannon Centre. Using Word Art, students responded to Jesus' question and considered equally who Jesus is for us in our community. The individual artworks became a communal image of the crucified Messiah, with a crucifix that radiates into a world that is anxious and struggling, a world of human and other than human suffering. It categorically showed that the College community has grown in 2019 in our appreciation of how Jesus is our guide for life.

With great joy and thanks, we welcomed Jesus into the celebration space and our hearts as the merciful shepherd. The delight of the community as the Shepherd character moved through the congregation during the Responsorial Psalm with a live lamb was palpable (cf. Isaiah 40:11). Our Gospel, Matthew 25:31ff, reminded us that it is the countenance of the Good Shepherd that can be seen in the hungry, the thirsty, the stranger, the prisoner, the sick and the naked. The gospel drama was envisioned and workshopped by Jack Davidson, a Year 11 student. It affirmed the centrality of our Christian call of witness through compassion. Already in the opening of the ceremony, the House Founders witness to life lived in the light of Christ was declared as the community sang our unofficial College hymn, "Christ Be Our Light".

College's Commitment to Social Justice

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 and Year 8 Justice and Eucharist Program

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 was 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 pm 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 fourteen 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 at Damascus (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 keen to investigate in a student immersion from 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.

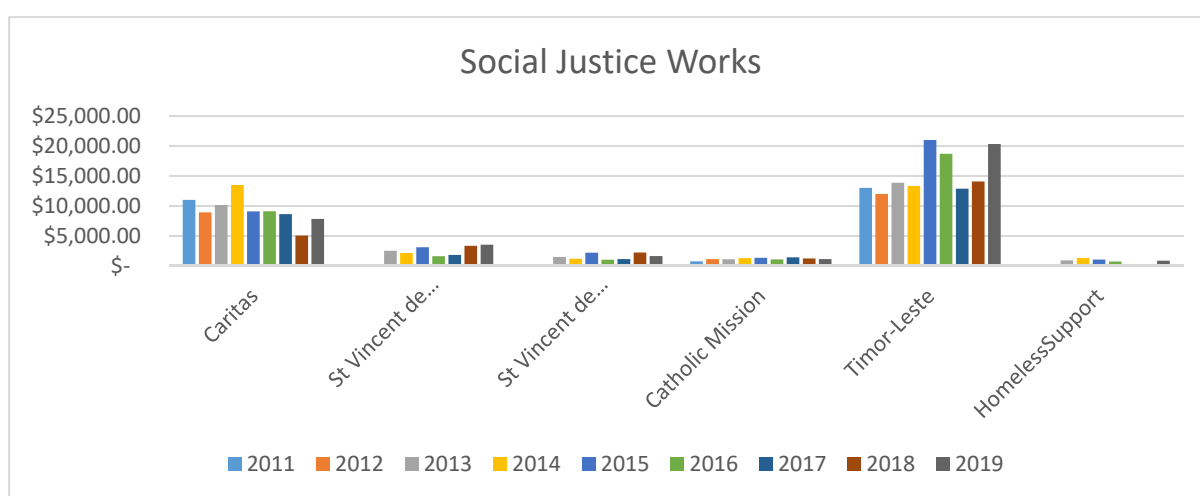
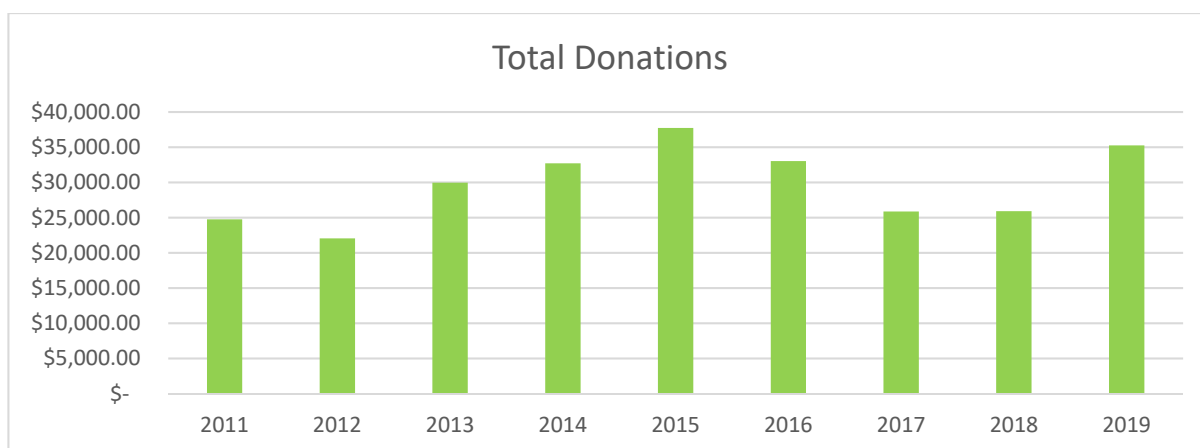
Planning is already underway for the tenth group of Damascus students to visit Ainaro in June 2020. The nineteen members (Fifteen students and four staff) of the group were brought before the Damascus College Assembly on Damascus Day.

Seeds of Justice Program

Ongoing involvement with the Seeds of Justice Project is a part of the Mercy family of the activities. The theme at Camp Araluen at Anglesea in September 2019 was 'People of Mercy – Connecting with Our Common Home. A group of Year 10 and 11 students considered presentations by Rahamim Ecology Centre NSW. (A Mercy Project)

Annual Collections for Social Justice and Mercy

In 2019 the Lenten Project Compassion appeal for Caritas Australia was down significantly compared to recent years. The winter collection of 2019 again focused on Backpack Beds for distribution by the local St. Vincent de Paul Society and saw the best result ever raising \$3527. The beds are purchased by the society and provided immediate support to the needy of our area. The Seeds of Justice Streetwise Sleepover returned as a volunteer experience for Year 11 students. The contribution to Catholic Mission, through the fundraising efforts of the College, supported the global development work of the Mission Societies and the St. Vincent de Paul Christmas collection concluded a significant year. In total, over \$35,000 was raised and distributed by the College Community under the banner of social justice. Timor-Leste Immersion team raised in excess of \$20,000.



Christian Personal Development Award

The Christian Personal Development Award (CPDA) began at Damascus College in May 2003. The 34th Year 10 CPDA Introductory Program concluded in November 2019. The program introduces the students to a certificate that they can aim to achieve in their final years of schooling at the College. For seventeen 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 2019 were the fifteenth group of graduating students to have the opportunity to achieve the Christian Personal Development Award (CPDA). The CPDA is awarded to students who have completed 120 balanced hours of personal development activities in the four categories: Action for Social Justice / Community Service; Spiritual Development; Physical Pursuits and Other Personal Development Activities. The CPDA has become the backbone to extra-curricular experience in the senior school. The Awards were presented at Graduation.

Areas of ongoing focus in 2020

- The College Strategic Directions
- Acknowledgement of Indigenous Heritage

- Youth Ministry in Schools
- Accreditation offerings for staff in a new accreditation system
- Induction and Faith Formation Processes for Staff
- Staff Formation: on-boarding and ongoing
- Awakenings Religious Education Curriculum Development
- VCAL Religious Education Program
- Family Faith Formation and the ECSIP and SIF data
- Year 9 Nazareth House / Mercy Place and Eucharist Program
- Be My Best and Catholic School Culture

APPENDIX: Liturgical Calendar 2019

Our Lady of Mercy Chapel

Celebration of the Eucharist

Year 12 - Tuesday 19th February at 9:30 am (Fr Tom Brophy)

Year 11 - Wednesday 13th March at 11.30 am (Fr Justin Driscoll)

Year 10 - Friday 22nd March at 11.30 am (Fr Barry Ryan)

Year 9 - Friday 10th May at 11.30 am (Fr Lovin)

Year 8 - Thursday 2nd May at 9.30 am (Fr Lovin)

Year 7 - Thursday 6th June at 9.30 am (Fr Lovin)

Mother's Day - Tuesday 7th May at 7:30 am (Fr Justin Driscoll)

Father's Day - Thursday 30th August 7:30 am (Fr. Vincent Pham)

Staff Final Mass - Thursday 12th December 9:30 am (Fr. Adrian McInerney)

Other Liturgical Events in Our Lady of Mercy Chapel

Every Thursday Morning: Staff Prayer

International Women's Day - Friday, 8th March 2019

Year 12 VCAL – Prayer Services

Remembering Our Loved Ones - Wednesday 7th November. 8.30 am.

Liturgical Events in other Venues

Tuesday, 5th March 2019, Shrove Tuesday Mass for Student Leaders of Ballarat Secondary Schools, St Patrick's Cathedral (Fr. Peter Sherman)

Wednesday, 6th February 2019, Ash Wednesday Ceremony including Distribution of Ashes and Launch of Project Compassion, John Shannon Centre

Friday, 15th February 2019, Opening Mass, John Shannon Centre (Fr. Kevin Maloney)

Thursday, 4th April 2019, Stations of the Cross, John Shannon Centre

Wednesday, 24th April 2019 Anzac Day Commemorative Service Grassed Area facing Australian Flag

Monday, 27th May 2019 Annual Mass held at Sovereign Hill to celebrate Catholic Education week (Bishop Emeritus Peter Connors)

Friday 3rd April Year 10 SRC 88th ANZAC Commemoration at the Shrine, Melbourne

Sunday 19th May Timor-Leste Planning Day commencing with Eucharist at St Alipius

Friday 27th June St Vincent de Paul Winter Appeal Collection in JSC

Wednesday 18th September 10:30 am. Damascus Day Mass in the John Shannon Centre (Fr. Vincent Pham)

Monday 12th November for Saturday 11th November Remembrance Day under the Flag Pole arranged by Humanities (Gerard Macklin)

Wednesday 20th November Year 12 Graduation Mass 5:30 pm at St Patrick's Cathedral (Fr Justin Driscoll)

Thursday 5th December Years 7-11 Final Mass 9:30 am in the John Shannon Centre (Fr Barry Ryan)

Year 7 Eucharist and Mercy Program

Friday, 26th April 2019, St Patrick's Cathedral 12:05 pm.

Thursday, 2nd May 2019, St Patrick's Cathedral 12:05 pm.

Friday, 3rd May 2019, St Patrick's Cathedral 12:05 pm.

Monday, 6th May 2019, St Patrick's Cathedral 12:05 pm.

Tuesday, 7th May 2019, St Patrick's Cathedral 12:05 pm.

Thursday, 9th May 2019, St Patrick's Cathedral 12:05 pm.

Friday, 10th May 2019, St Patrick's Cathedral 12:05 pm.

Monday, 13th May 201, St Patrick's Cathedral 12:05 pm.

Year 8 Justice & Eucharist Program

Thursday, 18th July 2019, St Patrick's Cathedral

Monday, 22nd July 2019, St Patrick's Cathedral

Wednesday, 24th July 2019, St Patrick's Cathedral

Thursday, 25th July 2019, St Patrick's Cathedral

Monday, 29th July 2019, St Patrick's Cathedral

Tuesday, 30th July 2019, St Patrick's Cathedral

Friday, 2nd August 2019, St Patrick's Cathedral

Monday, 5th August 2019, St Patrick's Cathedral

Thursday, 8th August 2019, St Patrick's Cathedral

Community Engagement

Goals & Intended Outcomes

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

- Implement the Damascus College Marketing and Communications Plan. Promote the College within the Ballarat community, and to oversee the production of all advertising and promotional material. Reinforce the Be My Best marketing campaign that was developed in 2018 to further consolidate the brand. Introduce new online advertising for Information 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 the use of the Parent Access Module (PAM)
- Communicate with local media to promote events, achievements and activities on an ongoing basis
- Regular posts and engagement on Damascus College Facebook, Instagram and Twitter pages
- Introduce a new enquiry database system to better track enquiries and manage event registrations to the College
- Communicate regularly to Damascus College Alumni, e.g. Facebook, advertisements, emails, newsletter
- Re-develop the Damascus website to be more user friendly, up to date, clean and fresh
- Increase Alumni engagement and events throughout the year – host a special reunion
- Embed the Be. My. Best messaging to consolidate into Damascus culture
- Manage the organisation of College archives to be moved to a new site

Achievements

Throughout 2019 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 continuation of the 2018 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, with the aim of building a strong, confident and easily recognisable brand in the community.

The Be. My. Best campaign continued to gain momentum throughout 2019 with the staff embracing its messaging and meaning, as they identified with it as our point of difference. It was introduced to staff through the My Plan process, which enabled staff to reflect on their own

performance in relation to being their best. Throughout 2019 a working party was formed including myself and the three Assistant Principals to further embed the Be. My. Best. messaging into the culture of the College. Work has commenced on this project with the aim of a 2021 implementation.

Throughout 2019 the Damascus College brand has continued to develop, where elements of the Communications Style Guide (CSG) have been updated, and a new white logo was developed to use in a variety of platforms. Staff have been using the CSG and the templates within it, throughout the year, which has reinforced our consistent brand across multiple platforms.

The Be. My. Best. campaign was again rolled out throughout 2019, including promotions in the following mediums:

- TV advertisements
- Regent Cinema advertisements
- Newspaper advertisements
- Facebook advertising
- Instagram advertising
- General online advertising
- Website
- Road Sign
- Printed collateral

In addition to the Be My Best advertising strategy, throughout 2019, we have also invested in online advertising to build our alumni database, which has proven successful. The online ads on Facebook and Instagram have increased our exposure but also enabled past students to reconnect with the College. Online advertising was also trialled for the Bright Futures breakfast, Performing Arts Reunions, the 2019 Drama production 'Around the world in 80 days' and Guest Speaker event to boost ticket sales.

2019 Facebook and Instagram Advertising Analysis

Campaign	Period	Impressions	Reach	Page engagement	Click link	Video plays
Sep Info Session & Open mornings	1st Aug – 11 Sep	211,115	87,006	23,519	298	147,434
Performing Arts Reunion	1 st Aug – 30 Sep	84,116	17,216	10,982	400	60,982
Oct Info Session & Open mornings	20 th Sep – 29 th Oct	168,545	48,688	16,394	138	110,868
Guest Speaker	1 st March – 1 st May	186,579	39,127	17,584	178	122,977
Bright Futures Breakfast	1 st Aug – 19 th Sep	40,696	15,795	19,218	314	30,534
Alumni general campaign	2 nd May – 31 st May	171,333	24,447	12,172	207	111,993
Alumni general campaign	1st Nov- 31 Dec	367,856	30,840	24,462	262	232,378

2019 General Online Advertising Analysis (Websites with education interest)

Campaign	Period	Impressions	Avg Cost per click	Click-Through Rate	Click link	Cost
Open Morning & Enrolment deadline	1 Jan – 17 Feb	952,293	\$0.11	0.73%	6,995	\$785.58
Info Session & Open mornings	1st Aug – 29 Oct Sep	3,186,101	\$0.11	0.42%	13,522	\$1,498.91

Ad breakdown:

Event	Clicks	Impressions
Info Evening	7,116	1,318,319
Sep Oct Open Morning	6,406	1,867,782
Feb Open Morning	2,394	301,455

Top locations for accessing the ads online for Feb and Sep/Oct Campaigns:

Location	Clicks	Impressions
Bacchus Marsh	13,767	3,045,636
Ballarat	629	133,515
Melton	158	26,313
Geelong	153	25,046

The Bacchus Marsh location listed above seems to be an anomaly with Facebook analysis, and anecdotally this location could be viewed as Ballarat and surrounds.

In order to build the Damascus brand within the community and celebrate the Damascus story, it is also important to provide consistent, clear and constant communication to local media, building local community links. Twenty-one media releases were developed throughout 2019 that generated positive media coverage throughout the year. This is eight more than 2018, and coverage was well received and enhanced perceptions within the community. Evidence of the importance of maintaining a relationship with media is that they now approach us for stories, and we help out where possible, which in turn builds our community exposure and profile.

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 – 23 articles
- WIN News and 9 News
- ABC Radio and Power FM
- Our Diocesan Community – 6 articles
- Just Mercy

To become a school of first choice, it is important for the College to have a strong, consistent and professional digital presence that is current and up to date with the 21st century. To achieve this, the Damascus website is currently being redesigned for implementation in 2020. The content will be reviewed and may remain largely unchanged, but the functionality, look and feel will be updated to be more impactful, cleaner and more user friendly, especially on mobile devices.

Website Redesign Goals:

- Optimised for mobile devices, so images look more impactful when viewed via a mobile device
- Minimise the number of clicks on all pages
- Include a consistent call to actions (Visit Us, Register for Event etc.) with impactful images throughout the website
- Homepage to be cleaner and more simple, and include a Hamburger menu with drop-down menus, instead of drop-down menus horizontally across the homepage
- Visit Us link to be prominent on the homepage
- Use images to create impact and tell a story
- Include a social media feed and Latest News on the homepage
- Updated CMS for ease of use behind the scenes
- Ability to incorporate video into the homepage
- Redesign the newsletter to be more impactful, more inviting and to offer different view options to suit the reader
- Enable accessible archive of each weekly newsletter

Throughout 2019 an opportunity arose to explore different and innovative ways to communicate to our community. Currently, Damascus College utilises numerous platforms to communicate to our community, including website, social media, road sign, mobile app, emails, EDMs, post, SMS and more.

Our College location on busy Geelong Road presents an opportunity for daily communication to our community, as they are regularly driving past/to/from our campus. Currently, to reach this passer-by audience, we use a static road sign that is updated 4-5 times per year for major events only. Therefore exploration was undertaken throughout 2019, to introduce a large electronic monument sign with an LED screen, at the front of campus. This sign would enable Damascus College to communicate messages, photos and video and update them as often as we like. Visibility is from both directions, not just one. This type of sign is much more than just a sign; it is a statement about who we are as a College and speaks of the outstanding, innovative and progressive educational opportunities our students receive.

These signs are designed to be eye-catching, but fit in with the surrounding landscape. It would replace the current road sign that promotes College events and would complement (not replace) the existing Damascus location sign.

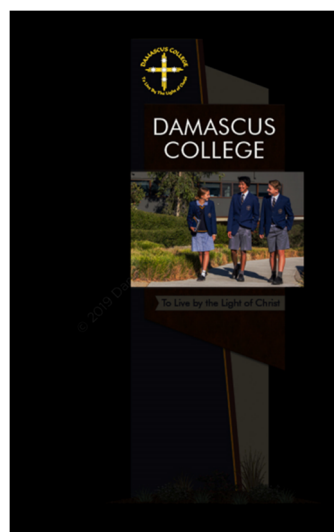
Option 1:



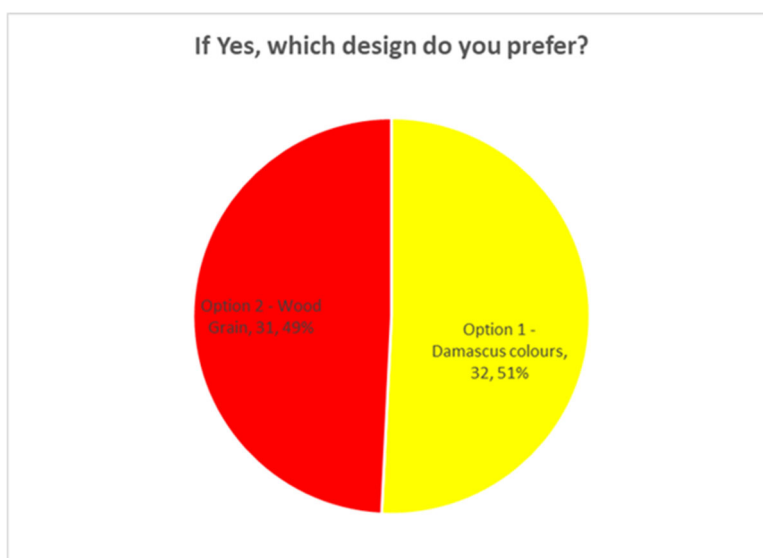
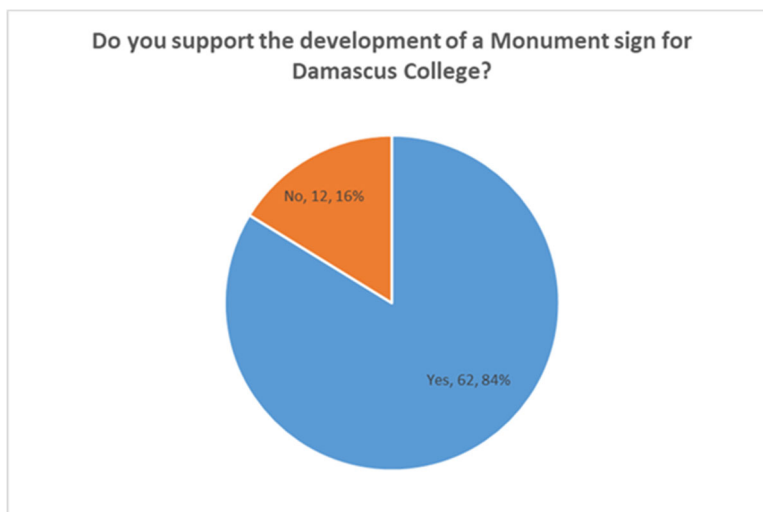
Option 2:



Nighttime:



Throughout the discernment process, the idea was put to the broader staff community in the form of a survey to seek feedback. Below were the results:



The staff feedback was positive, with 84% in favour and 16% against the introduction of the sign. This information was then presented to the Leadership Team for a final decision to be made.

The Leadership Team later decided to not proceed with the sign as there was feedback raised from the staff that caused enough indecision amongst the group to question the appropriateness of the sign for our bush setting. The following feedback could not be ignored:

- The sign detracts from our setting and is not in keeping with our bush environment and front streetscape
- The sign could look gaudy and tacky
- The technology could easily outdate.

It was a constructive discernment process that enabled the wider staff community to give input into the decision, which has informed the final outcome.

Enquiry Tracker Database

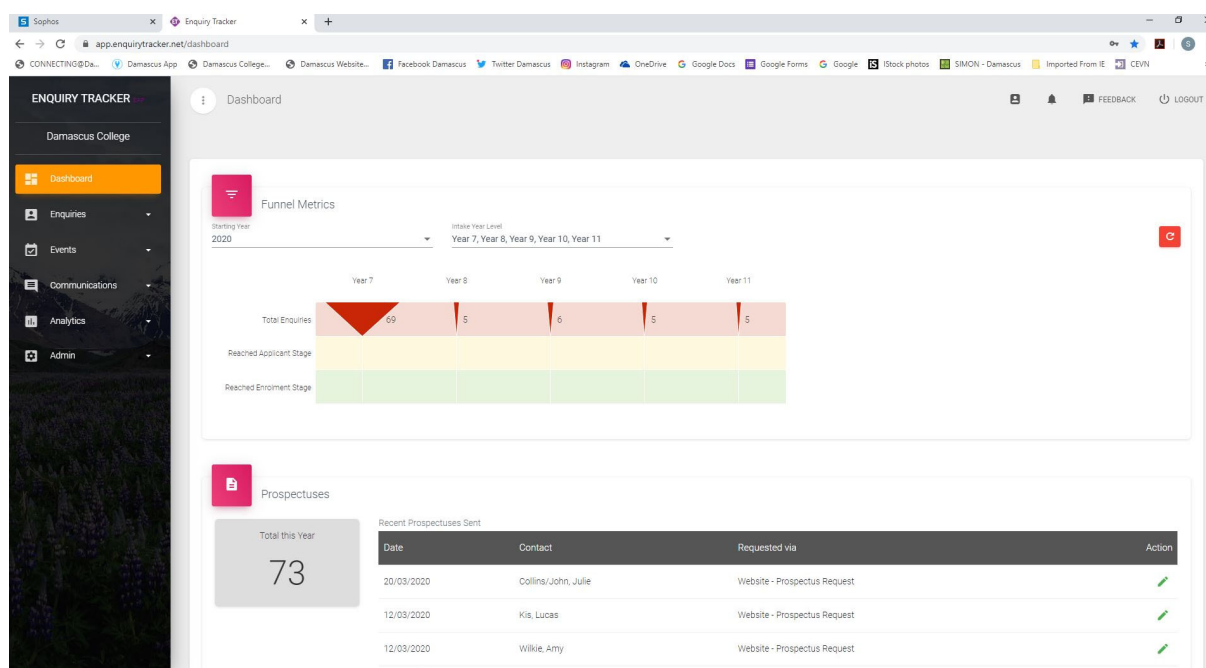
Damascus College receives numerous enquiries daily from prospective families, and to organise and streamline this process, in 2019 a new enquiry database system was introduced. This new Enquiry Tracker system tracks enquiries in the one online location and creates a history on the prospective family, in regard to the various enquiries and events that they take part in, prior to submitting an application to the College. The new database has been integrated on to our College website so that it is seamless and streamlined to the broader community.

The system has enhanced our professionalism in the running of student recruitment events, including Information Evenings, Open Mornings and Campus Tours, as the database has enabled all registrations pre-event and at the event, to be online. At these key events, we have now transitioned to online forms where we use Surface Pro Devices to register attendees, rather than written registration forms at these events, which has streamlined the registration process at the event and post-event and has provided accurate and more detailed information on the prospective family before they apply to the College. The Enquiry Tracker database has added a high level of professionalism and efficiency to all student recruitment events and is an important tool to track our enquiries to the College.

The Enquiry Tracker database has numerous functions including the ability to:

- Generate analytical reports on a variety of information including year level of enquiry, year of enquiry, location, how they heard about us, alumni and more
- Provide email communications as Electronic Direct Mail's to prospective families
- Sends prospectus and enrolment pack emails to prospective families that provide their full contact details via the website
- Communicates with prospective families, prior to and after the event, by sending diarised emails to keep communication lines open, throughout the enquiry process.

Below is a screenshot of the homepage of the database:



Below are some of the Facebook and Instagram ads used to promote key events throughout 2019:

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: Tuesday 22 October, 6.30pm
Open Morning: Tuesday 29 October, 9am – 10.30am
Register attendance at: <https://www.damascus.vic.edu.au/prospective-visit-us>



DAMASCUS COLLEGE

INFO EVENING - Tues 22 Oct, 6.30pm
OPEN MORNING - Tues 29 Oct, 9am – 10.30am
2021 Enrolments close: Friday 14 Feb 2020

register at damascus.vic.edu.au

DAMASCUS.VIC.EDU.AU
Prospective Students - Visit Us [Book Now](#)

👍❤️ Shivam Talwar and others 3 Comments 16K views

👍 Like 🗨 Comment ➦ Share

Damascus College, Ballarat
Sponsored · 🌐

You are invited to the inaugural
BRIGHT FUTURES BREAKFAST
Thursday 19 September 2019 from 7am – 8.45am
Special Guest Speaker Mary Darcy
Ballarat Golf Club
Your generosity in attending or by giving supports a child in receiving a Catholic education.
For more details and to book visit <https://www.damascus.vic.edu.au/news-and-events-bright-futu...>

You are invited to the inaugural
Bright Futures Breakfast

When: Thursday 19th of September
from 7am – 8.45am

Where: Ballarat Golf Club
With special guest speaker Mary Darcy




DAMASCUS.VIC.EDU.AU
BRIGHT FUTURES BREAKFAST [Book Now](#)

👍❤️ Elisabeth Hawkins and others 2 shares 18K views

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: Wednesday 4th September
Open Morning: Thursday 12th September
Register attendance at: <https://www.damascus.vic.edu.au/prospective-visit-us>




DAMASCUS.VIC.EDU.AU
Prospective Students - Visit Us [Learn More](#)

👍❤️ Peter Trotter and others 5 Comments 5 shares 23K views

👍 Like 🗨 Comment ➦ Share

Damascus College, Ballarat
Sponsored · 🌐

The 2019 Damascus College Performing Arts reunion is a special event to honour the long history of drama and music at the College. Everyone who has taken part in band, choir, drama and musical productions are invited to attend this celebration.
SATURDAY 19 OCTOBER
Registration opens at 2.30pm
Damascus College - 1412 Geelong Road
Book your FREE tickets at www.trybooking.com/BEBRA

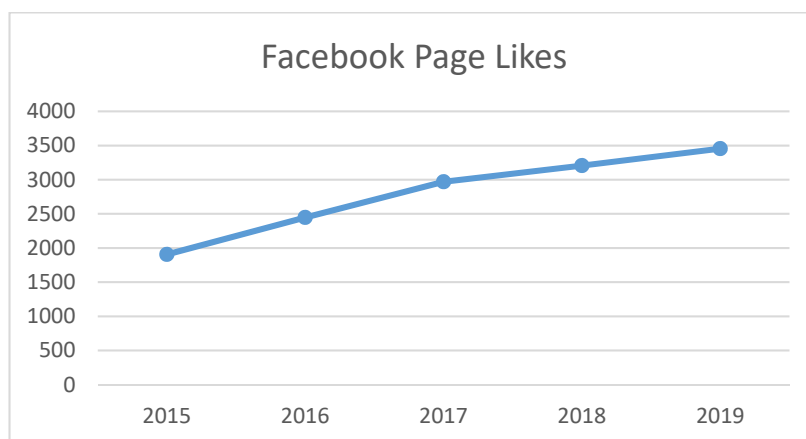


TRYBOOKING.COM
Damascus College Performing Arts Reunion [Book Now](#)

👍❤️ Kathy Wood and others 11 Comments 6 shares 11K views

👍 Like 🗨 Comment ➦ Share

The Damascus Facebook page has been updated regularly throughout 2019; all updates are also linked to the Damascus Twitter page. At the end of 2019, there were 3,454 followers of the Damascus Facebook page, compared to 3,206 at the end of 2018, which is a healthy annual increase of 7.74% (248 followers), which is a slight increase compared to 2018. The below graph shows consistent growth in Facebook likes throughout the year. The second graph below shows the growth in Facebook page likes from 2015 to 2018. There has been steady growth throughout each year which is important.



Throughout 2019 the Total Reach (no of activity, posts, comments, likes, mentions) on Facebook was excellent, with a spike in Post Reach on 21st August (9,483) due to the paid ads for the Info Evening/Open Mornings, thus a great result.



The following Facebook posts generated 2,500+ in Reach:


Post	Date	Reach
Shining Light Award announcement with archive	14/1/2019 at 11.27am	2,521
Wendouree Rowing Regatta 2019 boys and girls winning	4/2/2019 at 11.47am	2,619
Academic Assembly 2019	5/2/2019 at 12.49pm	2,623
Next-Gen exhibition student announcements and pic of	7/2/2019 at 11.26am	3,019
First day of school pics for Year 7 students in Science	11/2/2019 at 6.39pm	2,504
Good luck to rowers for Head of the Lake	14/2/2019 at 8.24am	2,511
Swimming Age Group Champions	27/2/2019 at 8.59am	2,518
Guest Speaker – Project Rockit	4/3/2019 at 7.15pm	2,627
International Womens Day post	8/3/2019 at 9.56am	2,719
Head of School Girls Rowing Regatta in Geelong	18/3/2019 at 8.58am	2,867
Sunset pic (3D) on campus about Sunset Sustainability	20/3/2019 at 11.56am	2,761
VCAL Coffee Van commences on campus	26/3/2019 at 11.26am	2,730
Final Hours 2019 pics	14/4/2019 at 5.30pm	2,591
Student Anthony Arragon overcomes rare syndrome	9/5/2019 at 1.29pm	2,494
Staff member Mark Courneyea to shave his hair	22/5/2019 at 1.10pm	2,648

Post	Date	Reach
Year 12 Drama Ensemble – Bohemian Rhapsody	24/5/2019 at 6.45pm	2,689
Michel Booth announcement to shave his	28/5/2019 at 4.05pm	3,187
Year 10 student Maya Tolliday volunteering in	10/7/2019 at 5.23pm	3,345
Student achievement in cycling sprint series in	12/8/2019 at 10.06am	2,637
Eli Spielvogel announcement to shave his	12/8/2019 at 6.42pm	3,076
Sustainable Racing Team is launched to the community	14/8/2019 at 9.34am	4,505
Tully Heenan student plays in Chicago musical	14/8/2019 at 6.09pm	2,831
Eli Spielvogel student shaves hair for a cure	20/8/2019 at 3.30pm	2,815
BAS Lap of the Lake results	3/9/2019 at 3.05pm	2,556
Examination Centre & Gathering Space	5/9/2019 at 4.43pm	2,521
2020 School Captain announcement	10/9/2019 at 3.55pm	2,912
Year 12 Final Assembly	23/10/2019 at 3.41pm	2,566
2019 College Dux – Imogen Brown	12/12/2019 at 10.37am	2,892

Instagram was introduced to the Damascus College community in 2018 as a communication platform, and we now regularly post on Instagram to reach our younger student audience. At the time of doing this report (April 2020), we have 1,217 followers on Instagram, and it is growing at a consistent rate.

In 2019 the highest posts for Reach was:

14th August 2019 – Launch of the Sustainable Racing Team, with pics of the launch in the shed. This program used to be EBT, Energy Breakthrough with 4,505 reach





Damascus College, Ballarat
Published by Development Officer [?] · August 14, 2019 ·

#DamascusCollege #DamascusPride #BeMyBest

This morning Damascus staff, students and parents gathered at the Damascus Energy Breakthrough shed to celebrate and launch a new era, as the Sustainable Racing Team (SRT).

The SRT (formerly EBT) has a long 20 year tradition of engaging students and providing a wonderful sense of community, with the motto ADIMOV: Adapt, Improvise and Overcome.... See More

Get More Likes, Comments and Shares
When you boost this post, you'll show it to more people.

4,505 People Reached **790** Engagements [Boost Post](#)

Gail Creanor, Danielle Louise and 94 others 6 Comments 5 Shares

4,505 People Reached

149 Reactions, Comments & Shares

125 Like	90 On Post	35 On Shares
9 Love	7 On Post	2 On Shares
1 Wow	0 On Post	1 On Shares
9 Comments	6 On Post	3 On Shares
5 Shares	5 On Post	0 On Shares

641 Post Clicks

320 Photo Views	0 Link Clicks	321 Other Clicks
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NEGATIVE FEEDBACK

3 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Reported stats may be delayed from what appears on posts

2019 TV advertisements

The same TV advertisements that were developed in 2018 were used throughout 2019 to promote Damascus College, our Information Sessions and Open Mornings and enrolment for 2020 commencement. These were again broken up into 30 sec and 15 sec advertisements. The ad contained the same Be. My. Best visuals and messaging as 2018, in order to reinforce our brand and key messages to the broader community. 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.

Below is attendance for Information Evenings throughout the years. The below statistics are for the commencing year two years later. So the 2019 statistics are for 2021 commencement year, and so on:

Information Evenings - No of Families (not total number of attendees)						
	Sept	Oct/Nov	Total attendance	Sep % increase/decrease	Oct/Nov % increase/decrease	Year to Year Increase/decrease
2019	72	110	182	-11.10%	-9.09%	-9.90%
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 Oct/Nov event	First Feb event	Second Feb event	Total attendance	Sep/Nov % increase/decrease	Feb % increase/decrease	Year to Year Increase/decrease
2019/20 for 2021 start	24	30	16	43	113	-26.03%	-18.05%	-22.07%
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			

The 2019/20 above statistics show that attendance at the Information Evenings (-9.9%) and Open Mornings (-22.7%) decreased when compared to 2018, but not at an alarming rate. It is important to realise that prospective families gather their information on a school from a variety of different mediums, and many families participate in private campus tours with the Registrar, which are not reflected in the above numbers. It is also evident in our enrolment statistics that many of our incoming Year 7, 2021 families are return families (siblings) that already have students at Damascus; therefore they may not choose to attend these events as they are already familiar with the College. Our application numbers were again strong for 2021 commencement with a healthy increase of 2.23% on the previous year, which reflects keen interest from prospective families, even though event attendance was down.

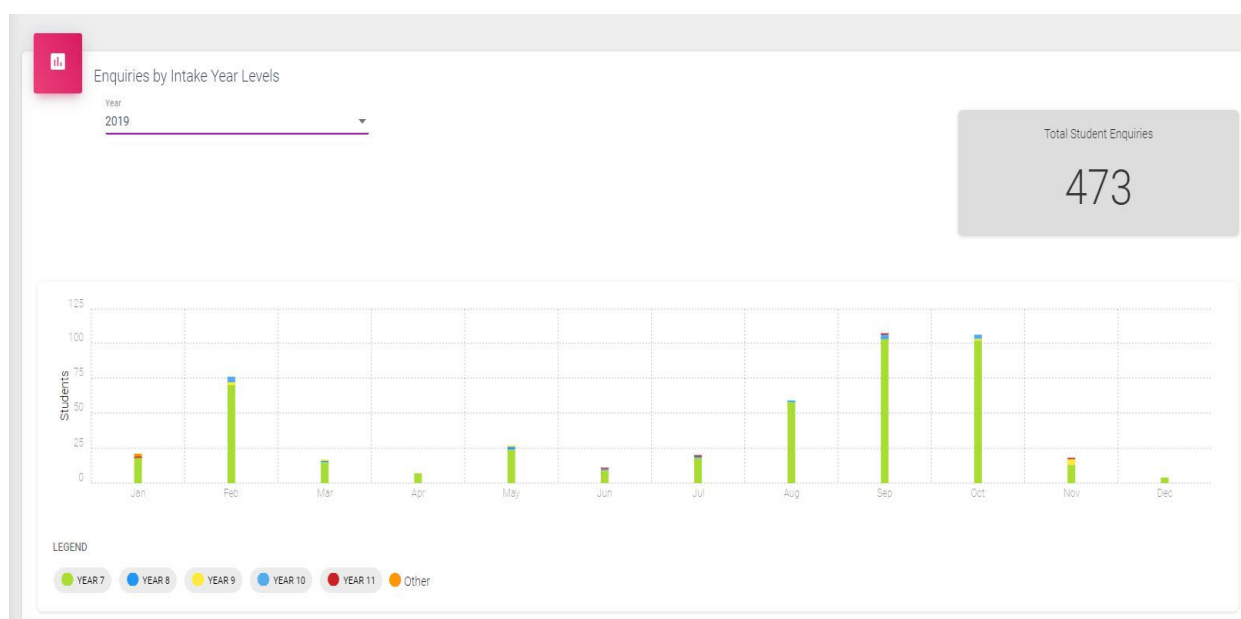
The second Open Morning in February was again well attended, as it is the final event prior to the application close date on 14th February 2020. Our online database, Enquiry Tracker, also shows that those attending our events are also applying for future years, including the 2022 – 2026 commencement. This reinforces the notion that prospective parents are doing their research early, intending to want to apply years in advance, to secure a position, an encouraging result.

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 to see if there is

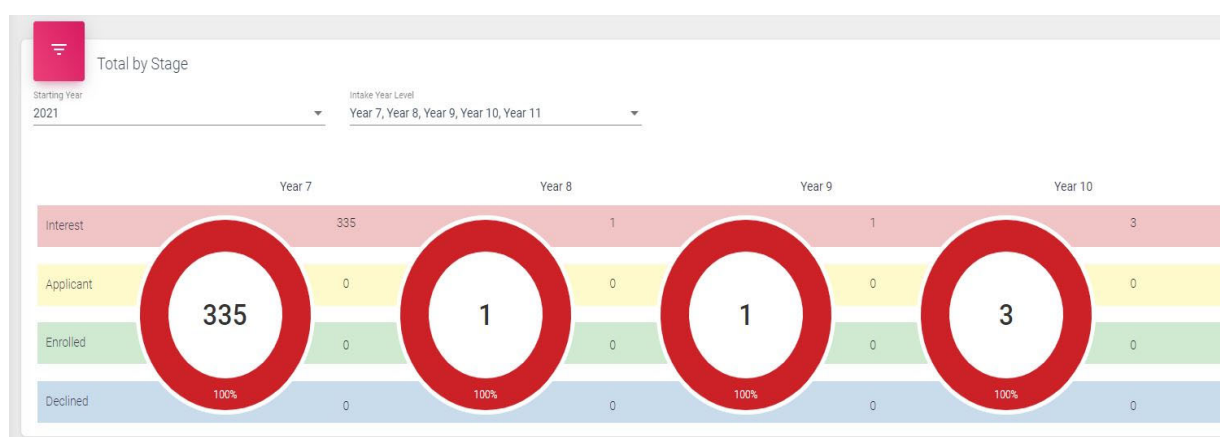
anything further we can assist them with. This increased contact after an event is aimed at increasing engagement, communication, and ultimately enrolments.

The Enquiry Tracker online database enables the College to extract multiple reports analysing enquiries from throughout 2019 for 2021 commencement.

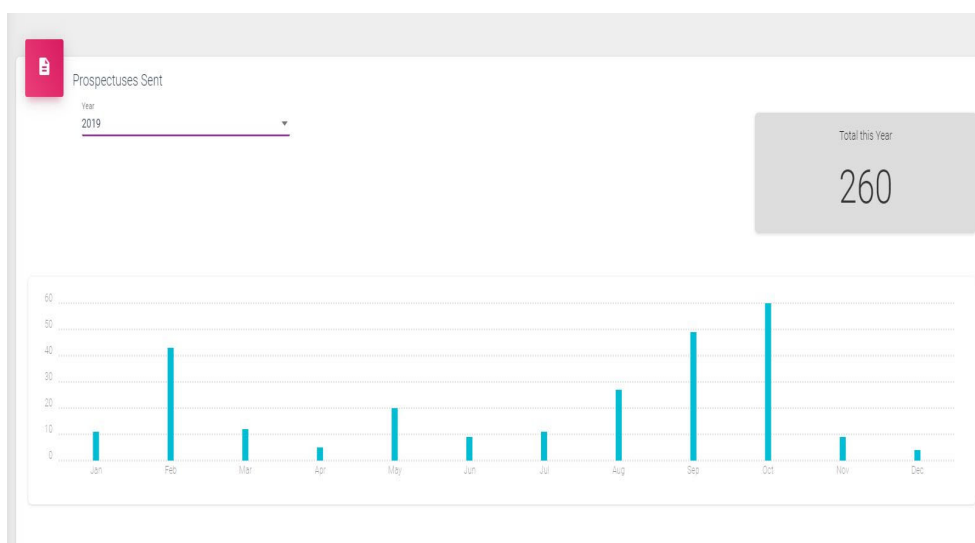
The below graph shows 473 enquiries received via the online system throughout 2019 for a variety of commencing years (2021-2028), which is broken up by year levels and months.



The below graph shows there were 340 enquiries for 2021 commencement, which is broken up from Year 7-10



The below graph shows 260 Enrolment Packs were sent out throughout 2019, which is broken up by month.



The below graphs shows the number of registrations for 2019 student recruitment events, including Information Evenings, Open Mornings, and Private School Tours with the Registrar. A caution with the below statistics is that the families attending these events throughout 2019 are for various commencement years (2021-2026).



2019 Private School Tours



2019 Information Evenings



2019 Open Mornings



Throughout 2019 the College Leadership team identified that the Be. My. Best. campaign and key messages that make up the campaign, resonated with the staff, students and the broader community, so much so that the decision was made to consolidate and embed this messaging more into our Damascus culture.

A project team was convened throughout 2019, comprising of the Assistant Principal-Learning & Teaching, Assistant Principal-Catholic School Culture, Assistant Principal-Student Wellbeing and the Leader of School Development. This team of four staff met regularly throughout 2019 to continually work on how the messaging can be reinforced to our staff so that it becomes part of our every-day vernacular. The consolidation of this project is ongoing and will continue throughout 2020, with the launch being planned for 2021.



Alumni

In 2019 the Damascus College alumni identity was solidified with the use of the connecting@Damascus logo (above). It incorporates the Sacred Heart, St Paul's and Damascus College logo's so that all past students and staff of Damascus or its foundation colleges have a visual representation that they can easily identify with.

The Damascus College alumni data was refined throughout 2019, as evidenced by the table below. Alumni engagement in 2019 included various alumni events, communications, publications and advertising that sought contact information. Alumni with contact information has grown from 7,452 in 2018 to 8,017 at the end of 2019, an increase of 8%. Alumni with a verified email address is 56% of individuals contained within the Damascus College Alumni database.

The accuracy and relevance of the data for alumni continued to be improved in 2019, as shown in the bottom four sets of information. The sustained marketing and communication efforts with the alumni community is successfully demonstrated in these numbers.

Type of Data	2015	2018	2019	2015/16 Improvement	2017/18	2018/19 Improvement
Unique records in database	10,827	11,574	11,903	4%	13%	2.84%
Alumni with contact information	5,145	7,452	8,017	5.5%	18.5%	7.58%
Alumni triggered edit to data	78	1,313	1,475	287%	103%	12.34%
With Email Address	2,527	5,980	6,722	22%	28%	12.41%
With Mailing Address only	4,621	2,671	2,137	Reduced by 20%	Reduced by	Reduced by 20%
Record with Student Name Only	802	0	0	Reduced by 25%	Reduced by	Static
Record with only Name, School &	4,381	2,971	2,690	Reduced by 14.5%	Reduced by	Reduced by 9.46%
Duplicate Name, Inconsistent Data	1,206	512	480	Reduced by 35%	Reduced by	Reduced by 6.25%

The 2019 Class reunions were hosted in March, and they were very well attended. The class reunions welcome reception is held on the Damascus Campus; this helps to 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.

In 2019 the 50-year reunion included a special sit down lunch held in the Undercroft in the Catherine McAuley building. The success of the lunch on campus was evidenced by the increased number of attendees, and the new found support from this cohort for other Damascus activities including the Bright Futures Fundraising Breakfast and the reopening of the Mud Brick House.

Class Reunion	2016 Attendance	2017 Attendance	2018 Attendance	2019 Attendance
10 Year	30	60	51	59
20 Year	40	42	27	32
30 Year	40	40	83	67
40 Year	4	44	59	32
50 Year	NA	36	15	54
Total Attendees	114	222	235	244

Overall attendance was increased by 3.83% compared to 2018 and 114% versus 2016. Additional reunions were held in 2019 to connect with students who don't typically attend their class reunion.

In addition to the annual class reunions, a Performing Arts reunion was held on Saturday 19th October with over 80 guests in attendance. The event was a wonderful celebration of the long history of performing arts that Damascus College enjoys. Attendee's included a range of past staff and students who enjoyed mingling in the Undercroft before enjoying a school tour. The formal proceedings for this event took place in the Valda Ward Auditorium, the mecca for this cohort, who were celebrating their ties to Damascus and the Performing Arts. 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 reunion, similar to the success of the EBT reunion in 2018 has encouraged us to host a Timor Leste Immersion reunion in 2020 as it celebrates ten years.



The Damascus College Alumni Facebook Closed Group grew in 2019. It is an innovative and progressive way to re-connect with past students of Sacred Heart, St Paul's, St Martin's in the Pines and Damascus. It is another avenue that we can share information relevant to our alumni as well as stay connected and form new connections. In 2019 posts included Damascus Alumni and Community events, stories related to alumni activities and achievements as well as pictures and news from the archives.

In 2019 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 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 member numbers for the two Facebook closed groups; Damascus College Alumni and St Paul's Closed Group:

Group	2015	2016	2017	2018	2019	2015/16 Growth	2017/18 Growth	2018/19 Growth
Damascus College Alumni	302	780	1202	1,298	1,453	158%	8%	12%
St Paul's Technical College	n/a	n/a	92	110	130		19.5%	18%

The Damascus alumni Facebook group members continue to grow each year, with 12% growth for the Damascus College Alumni group and 18% for the St Paul's group when compared to 2018 members. 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 that the Facebook groups offer a variety of information to them. Posts throughout 2019 included notices of upcoming events and activities, death notices, alumni in the news and regular posts, including pictures, from items uncovered in the archives.

On 18th July a notice of the passing of past staff member Tony Purcell was posted to the alumni community. The announcement was shared over 70 times, received more than 300 comments and was reacted to by over 600 members of the group.

Expressions of interest were invited for the 2019 Alumni Art Project in February and closed in June. 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 has engaged 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 a 12 month period. 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. The artist is chosen from a selection of nominations, by the College Leadership Team. The submissions were of a very strong

calibre with Class of 2014 and current staff member Rachael Beardall being chosen. Her piece can be seen hanging in the Mercy Wing Administration Building throughout the 2020 school year.

In November 2018 the Shining Light Award for Inspiring Alumni was launched. 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 of 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.

The Shining Light Award criteria are:

1. 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.
2. Be successful in their chosen field as demonstrated by positions held, achievements, qualifications, awards/prizes/scholarships and length of service.
3. The work/actions of their chosen field support and uphold Social Justice and Christian Values.
4. The alumni has made contributions or supported the College and global community in ways that are inspirational or motivational.
5. Categories for selection are:
 - Service to the global community
 - Science/Technology
 - Arts
 - Sport
 - Business
 - Academia
 - Faith Development

The inaugural inductees for 2019 were Dr Cathy Vaughan and Judy Brewer, Order of Australia.

Dr Cathy Vaughan, Class of 1989, received her Bachelor of Physiotherapy from La Trobe University in 1993. Her Masters of Public Health from Monash University in 2000 and achieved her PhD from the London School of Economics and Political Science in 2011.

In addition, Cathy was awarded the Research Studentship from the London School of Economics and Political Science in 2005 and was the recipient of the John Monash Scholarship in 2005. She won the Overseas Research Student Award from the Higher Education Funding Council for England in 2006, and she was the winner of the Vice Chancellor's Staff Engagement Excellence Award at the University of Melbourne in 2014. Cathy received the Post Doctoral Award from the Melbourne Social Equity Institute in 2015 and the Vanguard Fellowship from the University of Birmingham in 2018.

The Shining Light Award movie made for Cathy can be seen at

https://www.youtube.com/watch?time_continue=6&v=h0KWZNIofJo&feature=emb_logo

Judy from the Class of 1979, received her award for her Service to the Global Community.

Judy has been Chair of the Autism CRC since its inception in 2013. She is a nationally recognised speaker and writer on issues relating to neurodiverse families. With two adult sons, one of whom is autistic, Judy has been actively involved in many autism and carer organisations and is a life member of Autism Spectrum Australia, convenor of the Autism Future Leaders program and founder of Autism Aspergers Advocacy Australia.

In 2013, Judy was a recipient of the Asia Pacific Autism Award and, in 2016, was named Officer of the Order of Australia for her service to people with a disability. In 2017 she became Pro-Chancellor of Charles Sturt University.

Judy has held various appointments on Federal and State Government Committees, including as Chair of the National Family Carers Voice, panel member for the 2004 Review of the Disability Carer Allowance, the 2005 Ministerial Advisory Group on the reforms to Disability Trusts, the Victorian Government Autism State Plan Working Party 2007/08 and the DEEWR Advisory Committee for the Positive Partnerships program.

Judy's motto of "Bloom, where you are planted" comes to life when you look at what she has been involved with to help others in her community. Judy has made a difference in so many areas, and she has led the way for so many without a voice. She has indeed "shone the light of Christ".

Throughout 2019 we continued to consolidate our commitment to fundraising for the College, including running events involving alumni and community, to give opportunities to connect and to raise funds for College projects, e.g. The Bright Futures Scholarship.

On Thursday 19th September 2019, the inaugural Bright Futures Fundraising Breakfast was held at the Ballarat Golf Club, with more than 50 guests in attendance. Attendees included alumni from Damascus College and its three foundation schools, St. Martin's in the Pines, Sacred Heart College and St Paul's Technical College. Special guest speaker for the event was alumni Sr Mary Darcy. Mary delighted the assembled crowd with her personal journey in education and shared the importance of being there for those who cannot. She encouraged those present to think about what they have and what they can do, and challenged us all to do more to help those in need.

The inaugural event was a success and raised a good amount of funds towards the Bright Futures scholarship. At the end of December 2019, nearly \$60,000 was raised through ticket sales, raffle money, donations and contributions. This figure was bolstered significantly due to a donation from the Ballarat Diocesan Foundation (\$50,000). Activities planned for 2020 include another breakfast event with guest speaker Judy Brewer, AOM and an evening event in November. The fundraising target for 2020 is \$200,000.

The final alumni event for 2019 was the reopening of the Mud Brick House. Damascus College was thrilled to welcome students, staff, alumni and very special guests to the reopening of the Mud Brick House on the afternoon of Friday 22nd November 2019. The Mud Brick House was constructed by students of St Martin's in the Pines between 1982 and 1985 under the leadership of the Sisters of Mercy. More than 300 students and staff participated in the original building project, and so with a lot of hard work from Sr Mary Darcy and the extended St Martin's community, the Mud Brick House was completed using clay and topsoil from the site.

Over the years the Mud Brick House has been used for various activities, including the Drama and Art departments, the Energy Breakthrough Team, and it has most recently been a great space for the College's Horticulture program. However, time and the elements had not been kind to the structure, and it was in need of some attention. From 2017 to 2019, the house was refurbished by Damascus College students and staff as part of the Christian Personal Development Award (CPDA) and Victorian Certificate of Applied Learning (VCAL) programs. The reopening of the Mud Brick House is a testament to the College's concern for the earth which lies at the heart of social justice and mercy.

Archives

The College archives management is progressing along well, with the overall goal for 2019 being achieved which was to move the archives collection to the portable location at the back of campus, in readiness for the building construction (Gathering Space & Examination Centre) project to take place throughout 2019, which will house the archives from the end of 2020. Throughout 2019 the following was achieved:

- Cleaning and tidying the archives area to be more workable
- After a thorough clean-up of the archives collection, it was moved from the convent building to the portable at the back of campus, in readiness for its next move in late 2020 to the new Examination Centre and Gathering Space
- Replaced archive boxes to be sturdier, more compact boxes that meet National Archives of Australia standards, which will not only keep items secure and more compact but will also improve the look of the archives. This process is being undertaken with the Damascus College Records Retention Schedule in hand, in order to dispose of expired documents that may have been initially sentenced incorrectly or which have now expired. The result being a neater, more compact Archival space while adhering to the retention requirements
- Each year our Records Retention and Disposal documents must be kept current. This involves keeping up to date with changes in legislation through communications with organisations such as the Public Records Office of Victoria and the Australian Society of Archivists. The College disposal records were also kept updated, as everything destroyed must be recorded.
- The Archivist posts regularly on the Damascus and St Paul's Alumni Facebook pages, with photos and stories from the archives. These posts engaged with our past students and keep the groups interesting.
- The Archivist has contributed to Damascus publications including The Road, with stories from the archives, which is a great opportunity to showcase our history to the wider community.
- The Archivist continued to visit the Victoria St Sacred Heart Archives when possible and completed scanning of all photographs pertaining to Sacred Heart College. Although not all images had been clearly documented, many had and will be a wonderful addition to our own archive of photographs. Many of our requests come in from past students of Sacred Heart College, so it is great to have this resource. Sadly the Victoria St archives are no longer accessible to us, but we now have a significant digital collection to work with.
- The Archivist sourced photos, lists and memorabilia for all reunions throughout 2019, including the Performing Arts reunion.
- The Archivist has updated the History page for the new College website, which will go live in mid-2020.

Year 7 Enrolment data analysis

Below is an analysis of the 2010-2021 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 done in 2019 affects the application and enrolment data for the 2021 Year 7 Enrolment year.

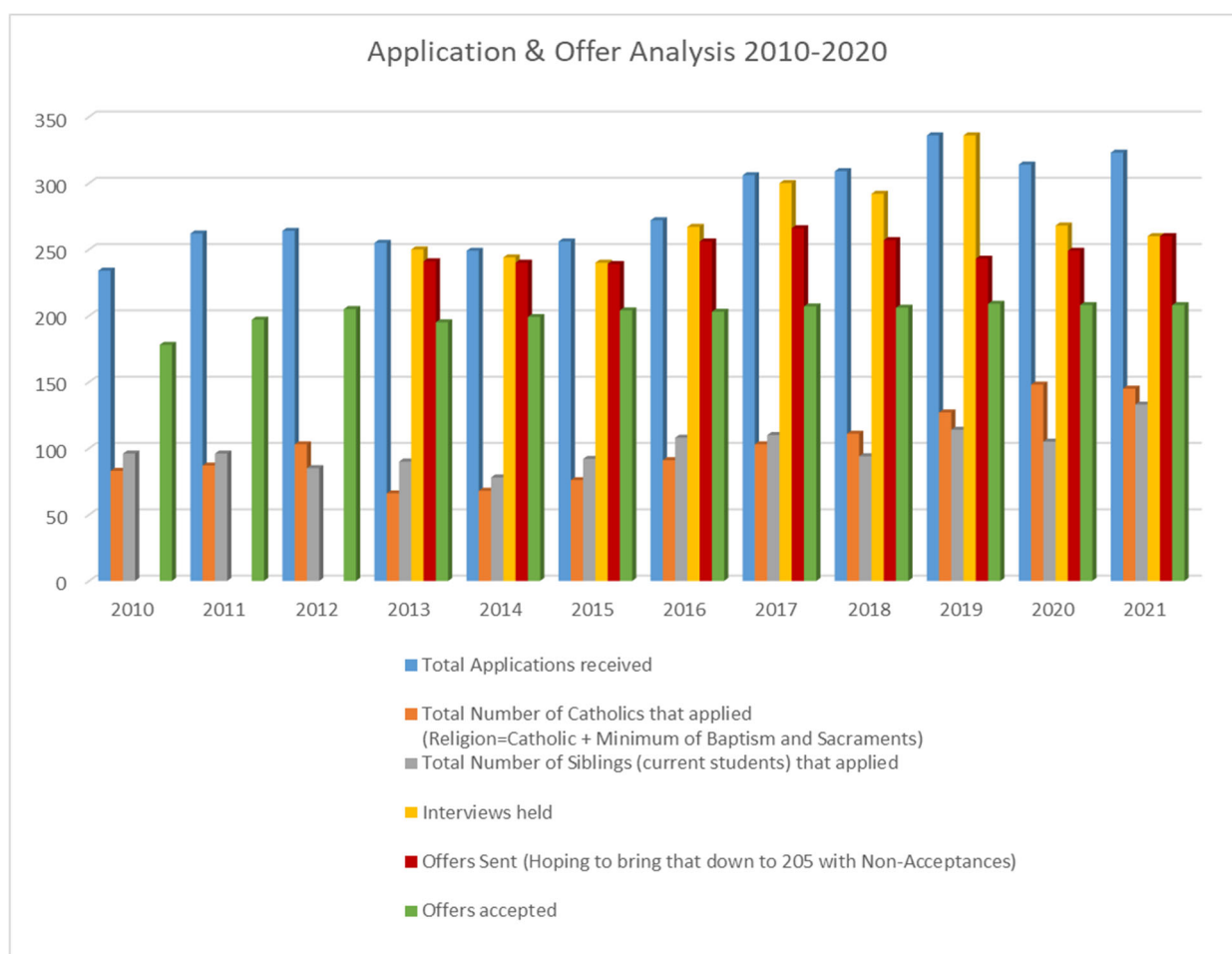
An overall goal for Damascus College each year is to increase the Catholic applications and enrolments from year to year.

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 2019, for 2021 commencement, we had 321 total applications, which is an increase of 2.23% from the previous year of 314 applications. Interestingly the number of sibling applications has increased considerably for 2021 commencement, corresponding to attendance data at events being down due to sibling enrolments.

The total number of Catholic (baptism and sacraments) applications is slightly down from the previous year to 144 from 148, a decrease of 2.7%, but these numbers are still very healthy. 44.85% of total applications received in 2019 for 2021 commencement are Catholic. Again for the second consecutive year, the College decided not to interview all applications as done in previous years; instead, 260 of 321 applicants were interviewed, equating to 81% of total applications.

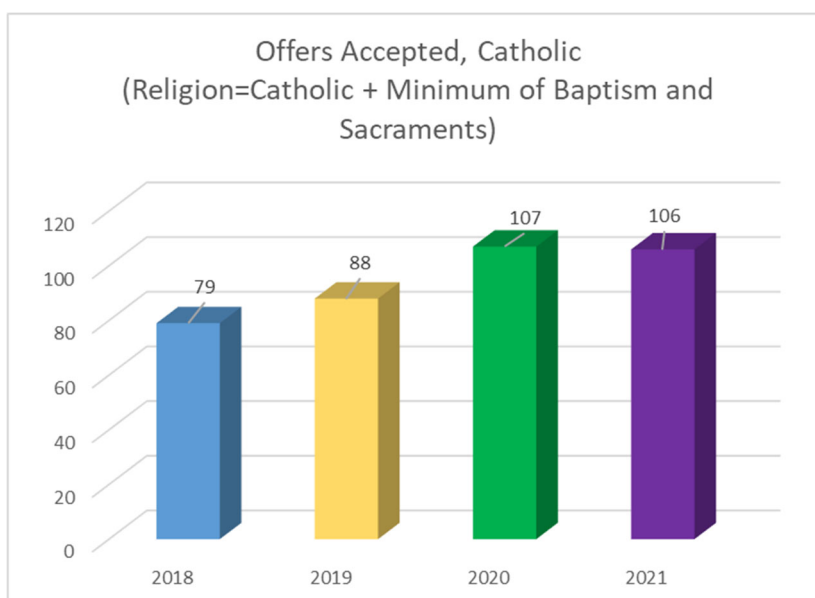
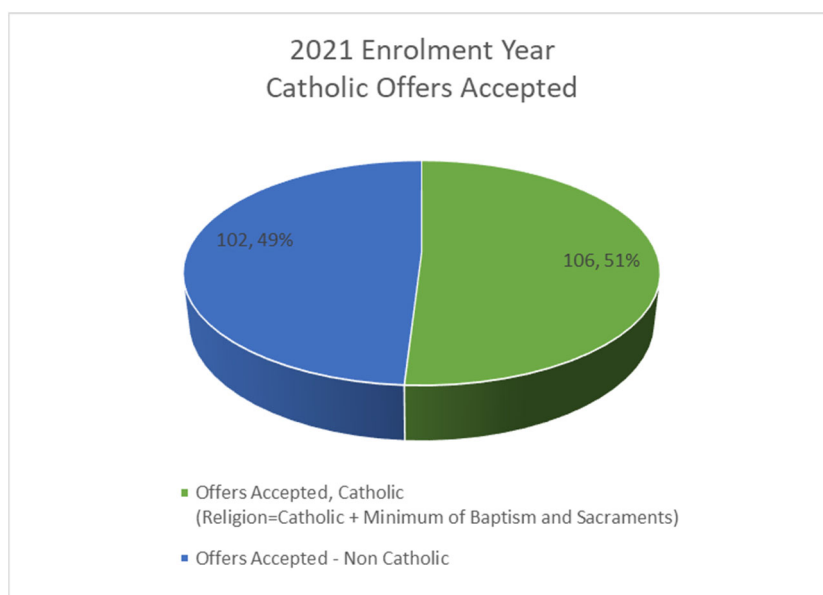
Applications and Offers - Year 7	Year 7 Enrolment Year											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total Applications received	234	262	264	255	249	256	272	306	309	336	314	321
Total Number of Catholics that applied (Religion=Catholic + Minimum of Baptism and Sacraments)	83	87	103	66	68	76	91	103	111	127	148	144
Total Number of Siblings (current students) that applied	96	96	85	90	78	92	108	110	94	114	105	133

Interviews held				250	244	240	267	300	292	336	268	260
Offers Sent				241	240	239	256	266	257	243	249	260
Offers Accepted	178	197	205	195	199	204	203	207	206	209	208	208



Of the 323 applications received, 260 offers were sent out in 2019 for 2021 commencement. Of these, 208 offers were accepted, 106 (51%) of the 208 accepted offers are Catholic (baptism and sacraments), which is down from last year's 107 (-1%) of the 208 offers or the 2021 enrolment year. The level of Catholic applications received and offers accepted have reduced marginally when compared to last year; however, it is still a positive result, as our overall aim is to increase Catholic enrolments.

	Enrolment Year						
	2018	2019	Growth	2020	Growth	2021	Growth
Offers Accepted, Catholic (Religion=Catholic + Minimum of Baptism and Sacraments)	79	88	11%	107	22%	106	-1%
Offers Accepted - Non Catholic	127	121	-5%	101	-17%	102	1%
Total Offers Accepted	206	209		208		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 11% growth from 2018 to 2019, 22% from 2019 to 2020 and -1% growth from 2020 to 2021. In 2019 (2021 commencement) although the acceptances were down by one, it is important to keep this in perspective, as Catholic enrolments (51%) again outnumbered 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 & 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 via a range of mediums including social media, to keep them informed
- Communicate to current parents to join 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
- Introduce Parent Ambassadors to volunteer with the College, but to also assist at key student recruitment events (Information Evenings) giving prospective parents insight into life at the College
- Increase alumni activities and ensure current parents are invited, as they are also past students
- Communicate effectively with parents regarding upcoming College event opportunities
- Develop and organise key events for prospective parents and families

Achievements

Throughout 2019 Damascus 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 and Father's Day Liturgies, Year 7 new parents morning teas, TA interviews, Orientation Day morning tea and Meet the Teachers evening.

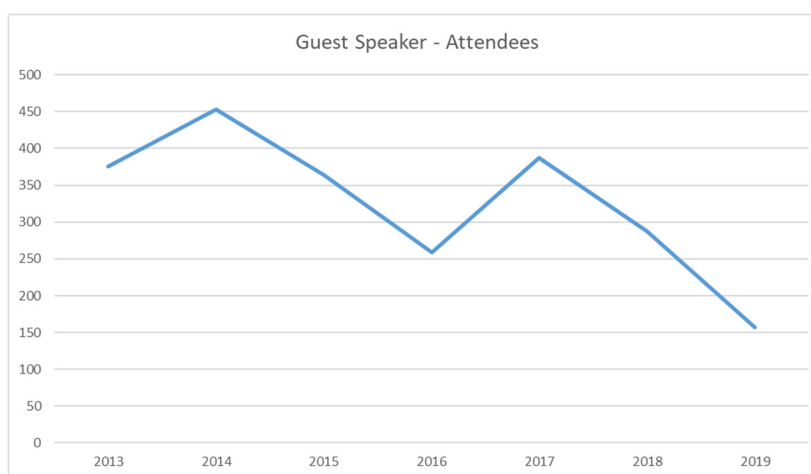
In 2019 we launched the Parent Ambassador Program, which involves identified parents from the Damascus College Board and subcommittees, volunteering their time to assist at key student recruitment events. Parent Ambassadors attended the two Information Evenings in 2019, giving prospective parents another avenue to question and network with, regarding education at the College. At our student recruitment events, prospective families now have students, staff and current parents available at these events to question, speak to and network with. This new initiative was very well received from the parent ambassadors perspective, and prospective parents engaged with them positively throughout each event. It is anticipated that this program

will continue in the future, as it allows parents to volunteer with the College but also benefits the event and ultimately assists in strengthening enrolment numbers at the College.

The 2019 year commenced with the Academic Assembly, and it was again 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 Damascus to celebrate student achievement, with a total of 83 (95 previous) award recipients, families and special guests in attendance, as well as the whole Damascus student body. In total, we recognised 28 (38 previous) students for their academic achievement throughout 2018, and numerous students received multiple awards, totalling 55 (62 previous) awards.

The annual Guest Speaker event decreased its attendance by -45.49% when compared to 2018 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 in the life of the College, and for each family to be given the opportunity to learn from the speakers to that they can further contribute to the growth of their own student.

The below graph shows the attendance figures for the Guest Speaker event since 2013:



Mother's Day and Father's Day liturgy and breakfasts' have again had record attendances in 2019, with a 25.31% and 35.71% increase respectively. The increased promotion of this event and word of mouth is resulting in improved attendance and engagement with the parent community.

Attendance figures for annual events:

Events	2013	2014	2015	2016	2017	2018	2019
Guest Speaker	376	453	364	259	387	288	157
Mother's Day Liturgy & Breakfast		67	107	124	157	162	203
Father's Day Liturgy & Breakfast		48	78	100	123	154	209
Awards & Achievement Evening		462	469	613	518	477	469
Academic Assembly					79	95	83

The Awards & Achievement Evening attendance dropped slightly in 2019 by 1.68%. This year's event was held at our original venue being the Wendouree Centre for Performing Arts. The decrease in attendance can be attributed to the change in award criteria which has resulted in fewer awards being distributed, and the BAS Sports awards no longer being included in this event, as they are now celebrated at a whole school assembly. The change in awards criteria has allowed the awards to be much more meaningful, true and correct, as they are now driven by data per subject per year level, rather than class awards nominated by class teachers. A consequence of this change in criteria can mean that there are fewer awards given per subject and per year level, and therefore fewer award recipients at the event, and fewer families are attending. It remains a wonderful, professional and inspiring event celebrating student achievement and endeavour from throughout the year. In 2019 the Shining Light inductees were the guest speakers for the event, which was a positive affirmation for this new initiative becoming part of the College activities.

The mediums used to communicate to parents in 2019, included the College Facebook, Instagram and Twitter pages, College newsletter, website, letters by 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 most staff, to ensure consistency.

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

The alumni database has grown from 11,574 to 11,903 by 2.84% in 2019 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 2019 there were five class reunions and a Performing Arts reunion, where current families were encouraged to attend if they were a past student involved in the performing arts. In addition to the annual reunions, alumni events have increased throughout 2019 with the introduction of the Bright Futures Breakfast and Friends of the Bush group.

The SAS database and alumni database were utilised in 2019 to tap into parent expertise for the annual Science Careers Expo, and there was a 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/or gap year opportunities for graduates, through local and Melbourne organisations. An online parent survey was conducted with Year 8 parents, reflecting on their experience as a Year 7 parent the previous year. This data is compiled and used by the Leadership Team to improve processes at Damascus College continually. It is the Damascus 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 2019 we regularly communicated to parents the importance to encourage participation at all times. In 2019 attendance at the Athletics Carnival and Damascus Day increased when compared to 2018; however attendance at the Swimming Carnival and Lap of the Lake dropped slightly, but this may be attributed to recording mechanisms on the day. For the Swimming Carnival, Lap of the Lake

and Damascus Day it was noted that there was an increase in parent notified absence, which is encouraging and means if students must be absent the parents are 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	
2019 - Swimming	862	117	78	19	0	1076	18(1094)
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)
2019 - Athletics	936	78	54	18	12	1098	3 (1101)
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	
2019 - Lap of the Lake	855	115	43	25	41	1079	4(1083)
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)
2019 - Damascus Day	858	103	88	3	33	1085	

Parent Access Module (PAM), TA interviews and Welcome BBQs are other events and forms of communication to parents about student progress. Parents attending TA interviews in 2019 is similar when compared to 2018. There are four opportunities for parents to attend a TA interview, and for 2019 there was good growth in Term 1 and 2. A gradual decline in attendance throughout the year is consistent amongst previous years, but overall attendance rates were good, but there is always room for improvement.

TA Interview analysis, 2011 - 2019:

	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 passing of Bill O'Loughlin					
	2019			2020		
TAA						
TA1	953	1088	87%			
TA2	757	1088	69%			
TA3	727	1088	67%			
TA4	546	955	57%			

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, St Francis Xavier and Emmaus
- Host Guest Speaker event and invite catholic primary staff, parents and the local community to guest speaker event in May
- Build connections with past students and staff by growing the alumni database to maximise their engagement in College life
- 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
- Introduce another annual College event to engage with community and alumni – Bright Futures Breakfast, linked with fundraising
- 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 at Catholic Development Network

- Engage Alumni artist each year for the Alumni Art Project
- Introduce the concept of financial giving to the Damascus community and alumni. Introduce a fundraising target - align with the Bright Futures scholarship
- Promote the Bright Futures scholarship to the primary school community
- Seek and apply for government grants where possible to support College activities
- Introduce Inspiring Alumni Awards to honour alumni, members of our community, and to inspire current students. Launch at Awards Night
- Regularly promote Damascus to the wider community using key messages, building on the brand
- Build and strengthen relationships with businesses and organisations in the local community
- Explore fundraising and sponsorship opportunities for the College, with the local community

The purpose and goals of Alumni engagement at Damascus College is to:

- Create ongoing links between the College and the alumni community
- Engage alumni through the provision of activities of interest to members
- Recognise alumni for their contributions to the wider community, the College and its students
- Engage alumni to give and make a difference to the future of Damascus College

Alumni engagement builds and strengthens connections with past students and staff of our foundation colleges and Damascus College, to maximise their engagement in College life so that they feel a sense of pride in their educational journey and a commitment to pay it forward by sharing their story and linking with current student's journey.

Throughout the last three years, the Development Office has worked strategically to build connections with past students from each of our foundation Colleges, and in 2019 we felt comfortable that we were in a position to commence Alumni Giving with our alumni community. As part of this giving philosophy, the College needed a target for the financial gifts that was ongoing, and that would be meaningful to the wider community. The Bright Futures Scholarship was created in 2018 to enable a Grade 5 student to access Catholic education, who may not have otherwise been able to access it, by reducing the tuition fees by 50%. This scholarship offered one student each year the opportunity to receive this scholarship, so it was decided that financial giving would contribute to this worthy cause to enable more than one student to be awarded the scholarship per year.

Damascus College has continued to consolidate its relationships with local parishes and parish primary schools throughout 2019. 14 of the 17 parish primary schools undertook a transition visit to Damascus with their Grade 5 students in 2019, totalling approximately 451 students from the region.

Throughout 2019 there was a new Transition Coordinator, so there was an opportunity to revamp the way the transitions visits were managed. Instead of each primary school visiting on fourteen separate days, the visits were combined to six days, allowing the groups to be mixed with up to three other schools on each of the six days. This new structure allowed the visits to be streamlined, which was further developed to include a wider variety of Damascus staff involvement, which gave a broader experience to the primary school students. It was a positive change that worked well.

The new format of the College's transition program was well received by the primary schools, and will continue to run in this new format in future years.

In addition to the transition program, Damascus hosts a Maths Games Day for Grade 4 students, and in 2019 the primary schools that were invited were Emmaus Primary School, St Francis Xavier Primary School and St Alipius Primary School, during numeracy week in August. This event, now in its sixth year, was a highly successful day with 142 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 holds a school production, and in 2019 it was Around the World in 80 Days. 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 performed by a small cast playing multiple characters, and is very 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 the performing arts and wider community.

The annual guest speaker event at Damascus is a great way to engage with parents, but also the wider community, although attendance does vary from year to year. 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 2019 guest speaker event was presented by Project Rockit on 'Developing parents digital literacy and tackling cyberbullying', and we welcomed 157 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. Feedback on the guest speaker event was mixed and had lower attendance than in previous years. The guest speakers 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 2019 Damascus continued to nurture a strong and positive relationship with local media, as a result increasing Damascus reach and links to the global community. Twenty three media releases were developed and distributed to media, showcasing Damascus, and reinforcing this relationship, resulting in numerous media articles. Damascus also regularly communicates to Catholic media and regularly contributes to catholic newsletters including Our Diocesan Community and Just Mercy e-newsletters. This ongoing connection strengthens the Damascus profile and relationship with other Catholic ministries and organisations, thus increasing reach to the global community.

Damascus 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 2019 that connected with the wider community included:

- The Performing Arts reunion, where we welcomed 80 past students.
- College partnerships with the Shower Bus, Caritas, St Vincent de Paul, Soup Bus, Timor Leste community
- STEM Expo – engaged with past students and members of the community in Science related fields of employment
- Bright Futures Fundraising Breakfast
- 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 national event
- Energy Breakthrough sponsorship and engagement in the local community
- Ballarat Associated School participation – after school sports where Damascus competes against other local schools
- Special events that engaged the community – commemorative walk, anniversaries, individual staff farewells

Throughout 2019 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.

For the last four years, Damascus has commissioned a past student or staff member to produce an art piece interpreting the Damascus motto 'To Live By the Light of Christ.' In 2019 we welcomed the painting that was commissioned in 2018 by past student Amelia Johnson, Class of 2017 and commissioned the 2020 piece with Rachael Beardall, Class of 2014. This innovative project enables Damascus to reconnect with past students wherever they are located, by encouraging them to re-engage with the College and acts as a great promotion to the wider community, showcasing the talents of Damascus alumni.



2019: Amelia Johnson, Class of 2017



2020: Rachael Beardall, Class of 2014

The Shining Light Award was introduced to the Damascus community throughout 2019, which recognises two inspiring alumni for their achievements and contributions to the wider community. These inductees were celebrated at a College event and a video compiled of them to inspire our student population and to engage with our alumni within the community. The first award recipient was inducted at the 2019 Awards Night in December, and the second will be inducted at a College event in 2020.

The Bright Futures Scholarship has been promoted heavily throughout 2019, primarily to Primary School Principals; to be eligible Principals are encouraged to endorse one applicant from their community. Applications close in line with the enrolment close date of 14th February 2020, and we received a healthy number of applications, which is encouraging for its first year of existence. This scholarship gives 50% tuition relief for one Year 7 student for the duration of their time at Damascus, so in order to be able to offer this scholarship to more than one student per year, we have set an ambitious fundraising target, so that we can offer two scholarships per year. We have engaged our alumni and community in fundraising initiatives through sending Electronic Direct Mails and adjusting our website to be able to process donations online. In addition to this, a new event; the Bright Futures Fundraising Breakfast commenced in late 2019, where we had 50 attendees, including past students, staff and a variety of community members, raise a good amount of funds towards the worthy cause. As an outcome of this breakfast, we submitted an application for the Diocesan Foundation Grant and was successful in securing \$50,000 towards the Bright Futures Scholarship fund. We will continue to enact our fundraising plan throughout futures years so that we can reach our fundraising target.

Throughout 2019 we engaged in discussions with St Vincent de Paul on the scholarship, and consequently, they have donated \$10,000 to go towards helping needy families within our Damascus community. This is a very generous donation and one that will significantly impact families of the College.

Throughout 2019 we also applied for the Local Schools Community Grant, financed through the Federal Government, and we were successful in securing \$20,000 to go towards the development of an outdoor gym, on campus. The PE staff had identified a gap in current facilities that would enable the College to provide strength and resistance training for students, similar to gym facilities. Students have also displayed a real interest in the different types of physical training methods that this equipment would provide, as it caters for a wide variety of skill, ability and fitness level.

The social and health benefits to our 1300 students and staff are invaluable, as this equipment promotes a healthy lifestyle that reduces stress, anxiety and obesity, which benefits the wider community resulting in less reliance on the public health system. This outdoor gym which will be installed on campus by the end of 2020, includes the purchase and installation of outdoor fitness and gym equipment with multiple stations designed for students of all ages and abilities.

Our commitment to exploring new fundraising and sponsorship opportunities for the College continues to build each year, with the rewards assisting our Damascus community, in a variety of worthy ways.

Learning & Teaching

Goals & Intended Outcomes

Learning and Teaching Goal

To improve 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

Driving Question	Learning and Teaching Priorities	2019 Key Performance Indicators
<ul style="list-style-type: none"> How can we create a learning community that adapts a common language of instruction that describe the process of learning and transferring of Higher Order Thinking Skills and Processes across all subject areas and Year levels? 	<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 	<ul style="list-style-type: none"> Use of Data: On-Demand, SPT, NAPLAN to drive <u>intervention</u> Use of PAT R- PAT M incoming Year 7 to assist in accommodation and drive intervention. Diagnostic Growth reports for 7-10 (6 monthly) Modelling a focus in Learning Areas. Begin ESTEEM review and gauge effectiveness. This will continue in 2020. Propose a review of several key areas in L&T and proposal for specific programs and system changes for 2020. This includes <ul style="list-style-type: none"> Careers Program Study Skills (10-12)- Excel Year 10 Core elective program Pastoral Program (10-12), i.e. You Can Do it Program, Positive Psychology etc. SMRC – Introduction of 21st Century Tools STEM Tools – 3D Printers, Vacuum Formers, Coding- Python Introduce Year 7 opportunities to develop skill in Microsoft Products Strengthen the VCAL Pathway by linking with Community (small businesses) which in turn has led the growth in VCAL numbers

	<p>acquisition of skills, knowledge and attitudes to enable learners to make informed choices regarding senior pathways and pathways to work and further education.</p> <ul style="list-style-type: none"> Using technology to enhance learning <p>Providing opportunities for collaboration and ownership of learning</p>	<ul style="list-style-type: none"> Promote student acquisition of Higher Order Thinking Processes and Literacy Skills from Year 7, through a common model and language of instruction. I.e. Command Terms, TEEAL, Blooms Taxonomy, etc. in all subject areas and transferring of them across different contexts and into new situations
<ul style="list-style-type: none"> How can we, as a learning community, support individual teacher growth in embedding and anchoring highly effective teaching practices and strategies and so increasing the effectiveness in maximising student outcomes? 	<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 into our learning programs. So that teachers engage actively, collaborating and sharing through evidence-based conversations on highly effective teaching practices and strategies 	<ul style="list-style-type: none"> Professional Growth Plans (include Professional Development) <ul style="list-style-type: none"> Teachers and Middle Leaders have been part of My Plan training focusing on building effective leadership. <p>Key Learning Areas Initiatives</p> <ul style="list-style-type: none"> Collaborating and sharing through evidence-based conversations on highly effective teaching practices and strategies Create Professional Learning Communities (Led by Instructional Development Leader, Diverse Learning Leader/Coordinators and Data Analytics Leader, Learning Area Leaders) <ul style="list-style-type: none"> Technology Instruction and Collaboration <ul style="list-style-type: none"> SMRC (Collaborative Learning and Teaching Space) Differentiation Intervention Literacy and Numeracy Building Capacity in SLANP (Student Literacy and Numeracy Project) direct and explicit instruction use of: <ul style="list-style-type: none"> Command Terms Text Types

		<ul style="list-style-type: none"> • Collation of Exemplar Models of assessment tasks (Low, Medium and High) in all subject areas • Modelling Best Practice in Learning Area Leaders and Learning Area Meetings • Continue consistency in <ul style="list-style-type: none"> ○ Assessment Marking ○ Reporting
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Achievements

In the Strategic Vision and 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 2019 focuses on improving student outcomes by using what we already know about our learners and supporting them to maximise their learning. Below are the key achievements along with key performance indicators (see above table) that are paving Damascus’ success in living its strategic vision and direction.

Key Achievements

- Introduction of Professional Learning Communities (PLCs) utilising the Timperley model, the College Instructional Leader. The PLCs focused on attaining data with on a focus on literacy/numeracy and introduced intervention strategies to build capacity in said areas.
- The proposed review of the Year 12 timetable that improves on teacher/student interaction. This has led to the addition of the EXCEL program for 2020 which utilises common periods (Blocked) for students in Year 12 to undertake key College priorities (Careers, Academic, Catholic Faith and Wellbeing Initiatives).
- Proposed Focused Pathway Program in Year 10. Students have the opportunity to select a specialist based core subject for semester 2, 2020 in English, Humanities, Science, HPE, or Languages. The rationale is to further acquire specialist knowledge and skills, by going in-depth into specific learning areas and allowing students to explore the fields that they are interested in, or are already really passionate about for a year, before committing to decisions about their senior school education. The focused pathway program will launch in Semester 2, 2020. A trial of CLIL (Content Language Integrated Learning) will be introduced in Semester 2 as part of the Humanities and Languages collaboration.
- Using data from multiple sources enrich decisions about professional learning that can lead to increased results for every student. Multiple 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 do little to inform decision-making and increase effectiveness. The College Learning Analytics Leader used the data attained and engaged in dialogue and practice with Learning Area Leaders and Wellbeing Leaders, Leadership and Teachers on factors that can contribute to student success. These include:

- 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 1 reports, NAPLAN, On-Demand and Student Placement Testing data.
- Using data for intervention for Year 10 students focusing on students' pathway options (VCE, VCAL).
- Tracking Year 12 students and providing 1:1 guidance and mentoring.
- Tracking growth in Literacy and Numeracy using NAPLAN data and triangulation with other data (PAT-R/PAT-M) and providing interventions or further assessments in line with NCCD funding

STUDENT LEARNING OUTCOMES

NAPLAN

The NAPLAN cohort analysis is the level of growth for each student relative to students that had the same NAPLAN score two years ago. This enables Damascus College to make more informed judgements about a student's (or groups) progress than can be achieved by just looking at the scaled score differences between testing periods. The results are broken up into three areas median (50th percentile), 10th percentile (P10) and 90th percentile (P90). The relatively high growth is evident in both the P90 and median in Reading, Writing, Spelling and Numeracy; however, the grammar had relatively low growth in comparison. The relative growth has shown some improvement in previous years for the P10 and P90; however, P90 cohorts have had a relatively small growth compared to the P10 and median.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

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

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

93

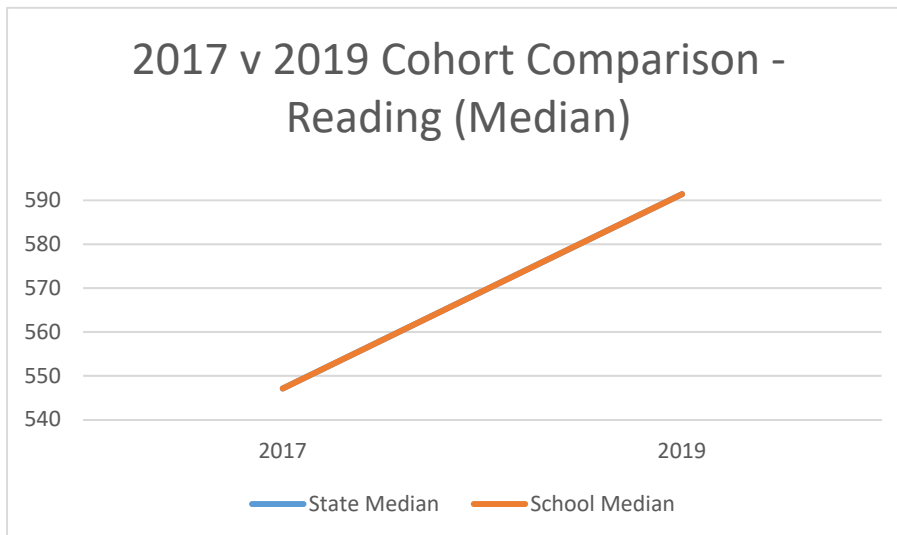
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2817.00

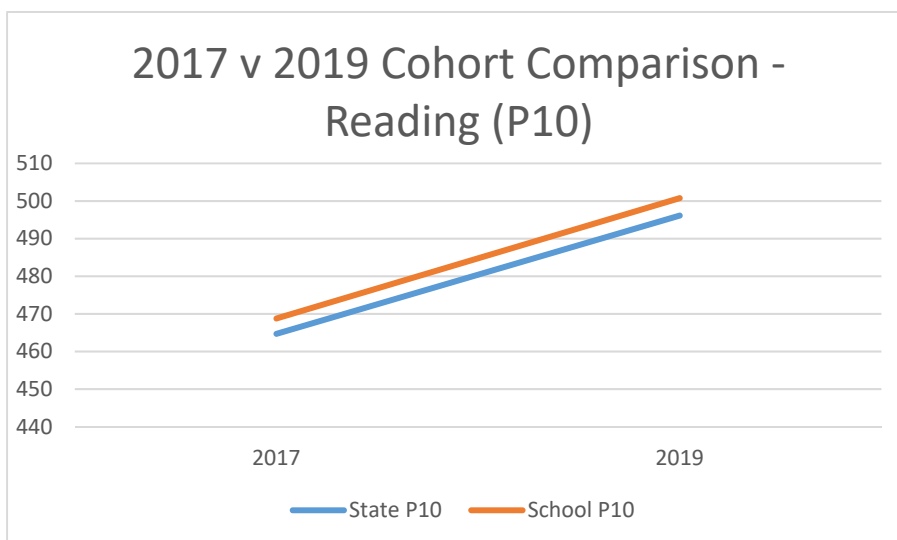
NAPLAN COHORT ANALYSIS: 2017-2019

READING

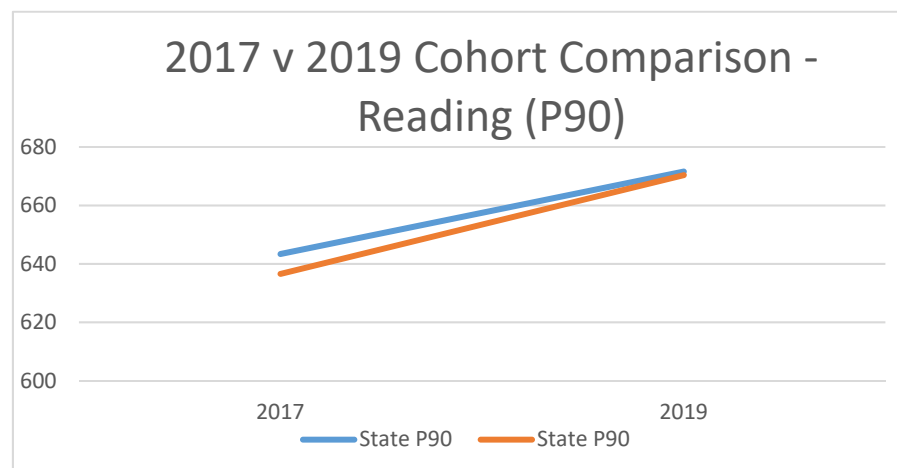
1. Median



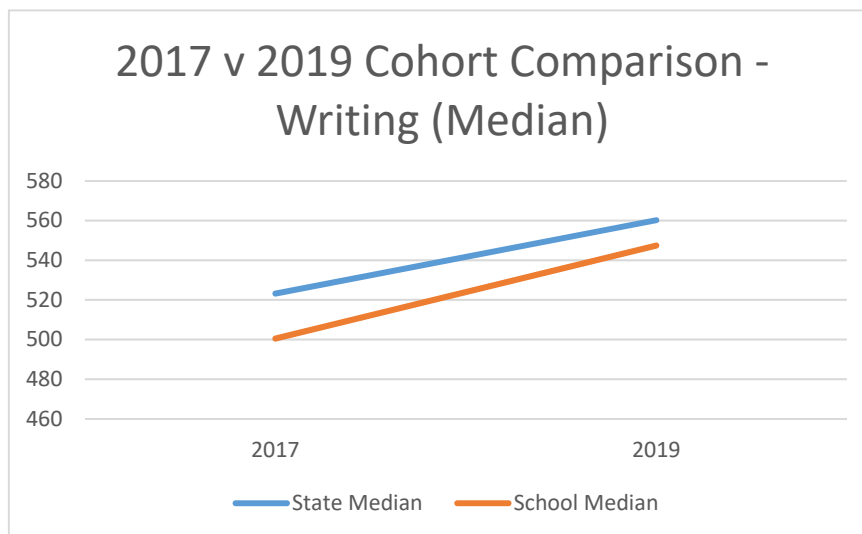
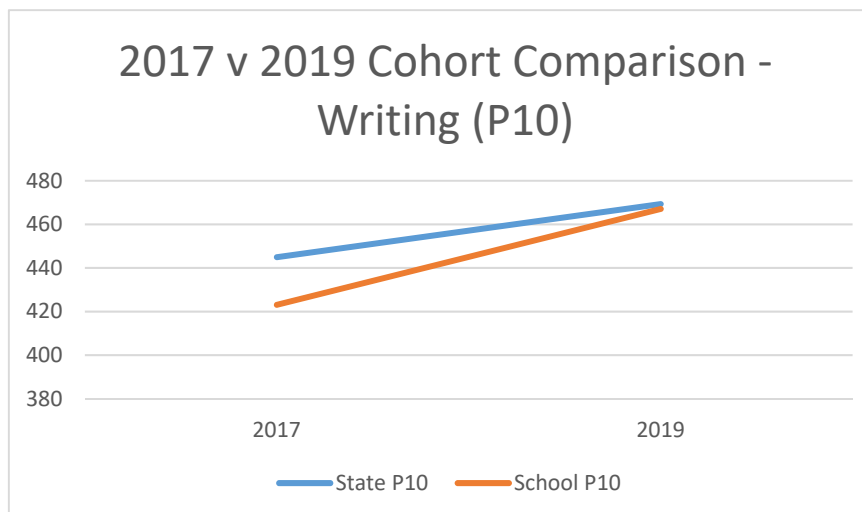
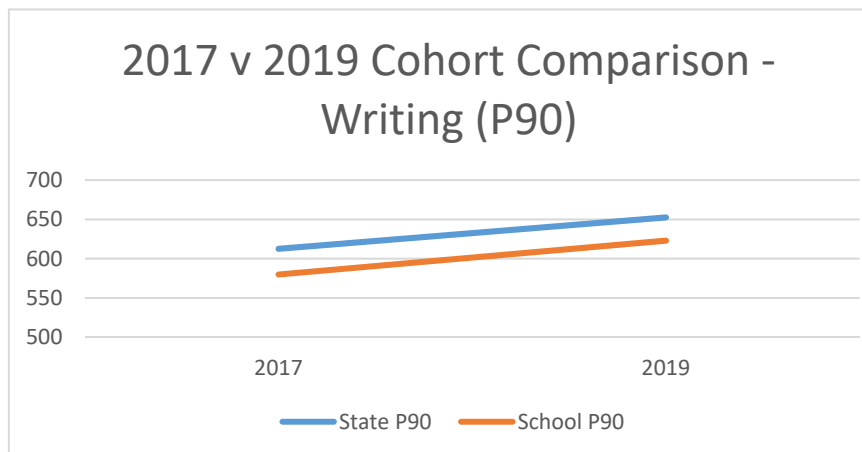
2. P10



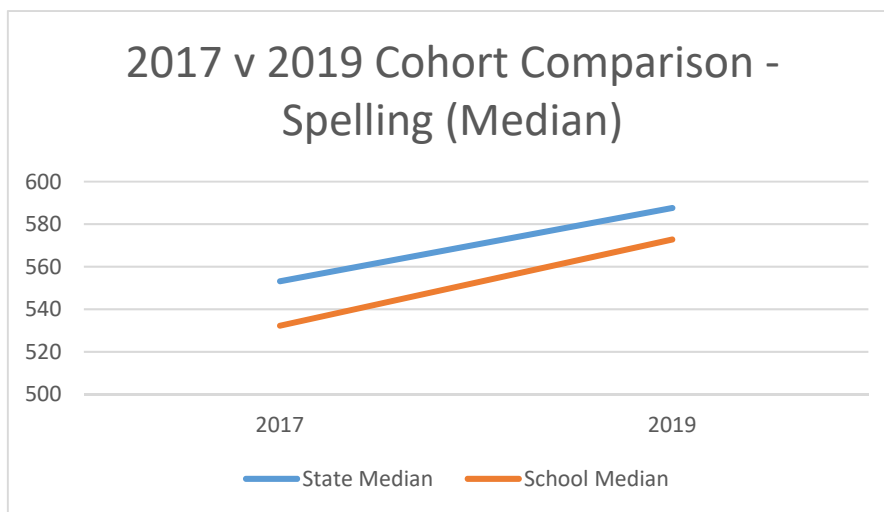
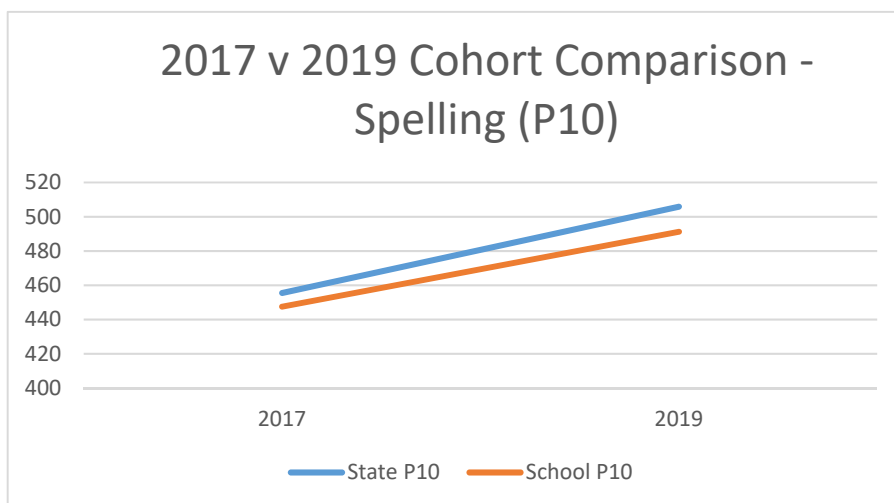
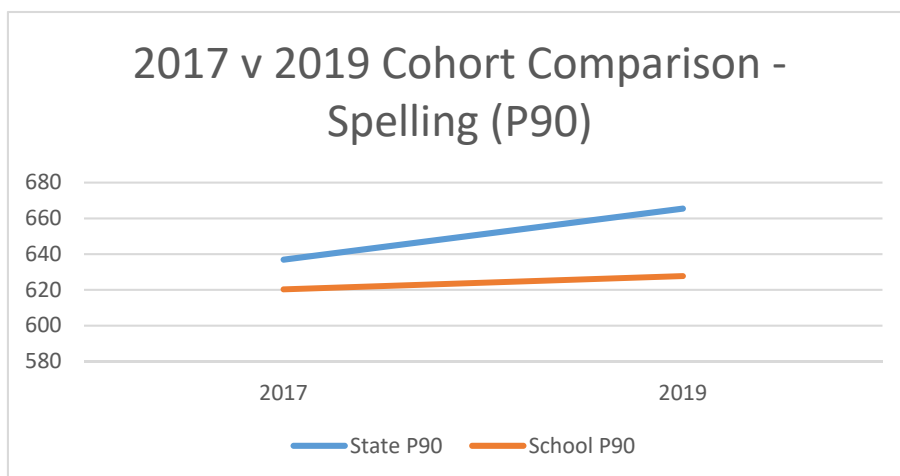
3. P90



WRITING

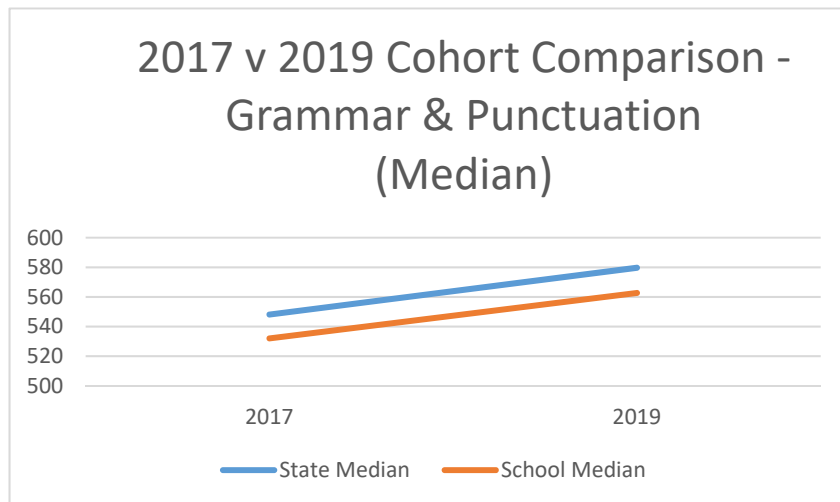
1. Median2. P103. P90

SPELLING

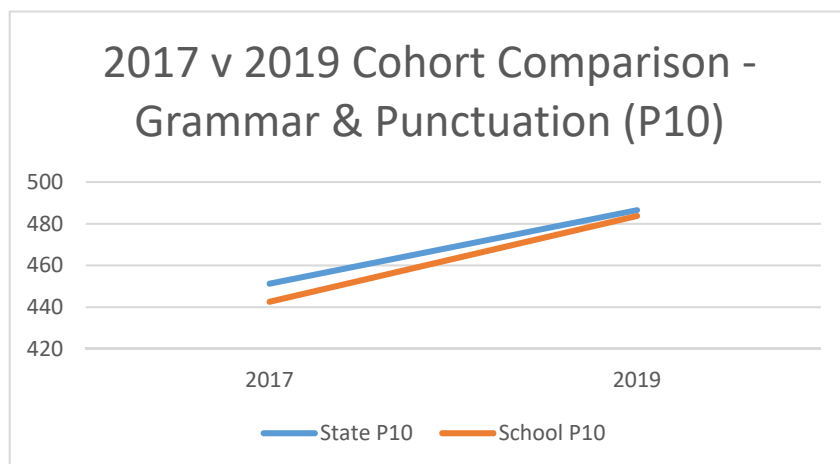
1. Median2. P103. P90

GRAMMAR & PUNCTUATION

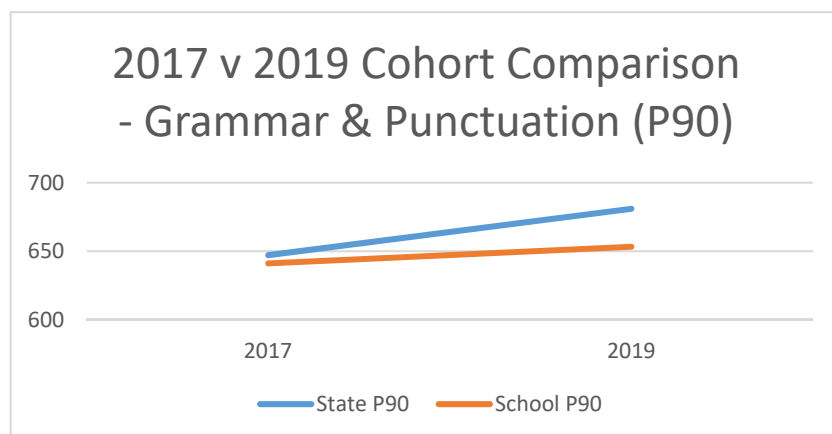
1. Median



2. P10

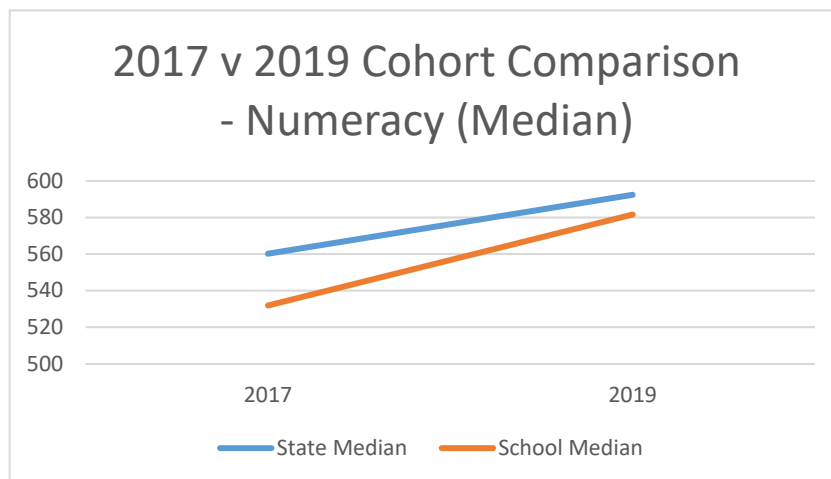


3. P90

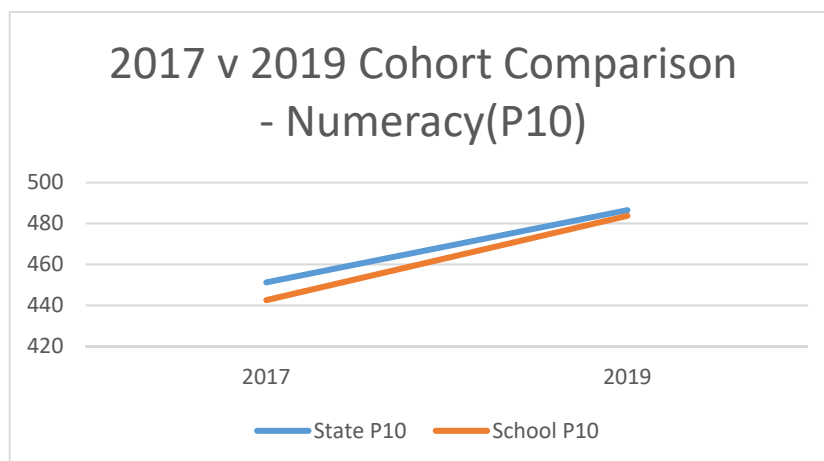


NUMERACY

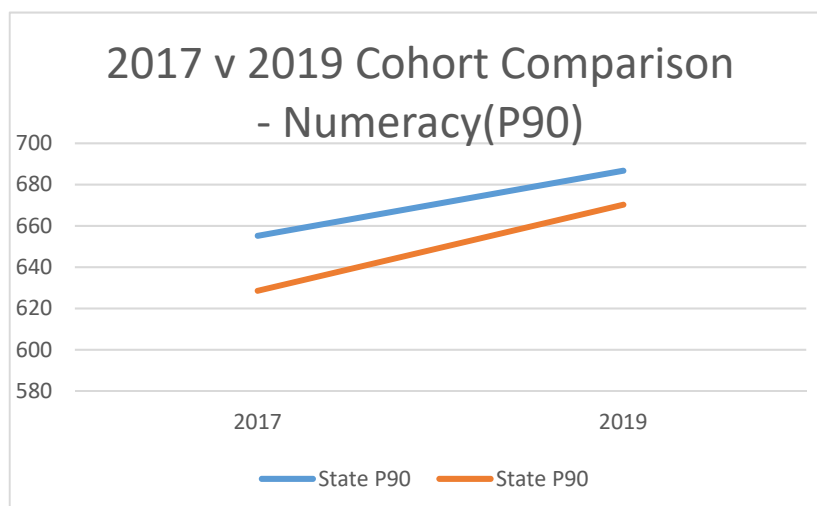
1. Median



2. P10



3. P90



Wellbeing

Goals & Intended Outcomes

An ever-increasing complex world is becoming a challenge to navigate, with schools given the responsibility to guide students in maintaining their wellbeing.

The initiatives that are drawn upon all work towards the one outcome in improving student's outcomes within our Catholic Tradition.

In 2019, there was a minor change in the Wellbeing Team. David Myers was appointed to the position of Rice House Leader, Isabelle Miller to McAuley Assistant House Leader while Andrew Robertson was appointed to the position of Assistant Principal Student Wellbeing with Marcus Probert being appointed in November 2018 to the position of Psychologist. The College would like to acknowledge the work of Jo-Anne Kennedy who retired after many years as a House Leader and more recently as Assistant Principal Student Wellbeing.

The following represents initiatives and programs that are supported by the **four pillars of the Damascus College Strategic Directions 2016-2020** and guided by the Key Performance Indicators of the Assistant Principal Student Wellbeing position description.

Goal: Respectful relationships that value all members in an inclusive, and welcoming community which celebrates diversity in a safe and supportive school.

Goal: Progressive and innovative learning and teaching that maximises educational outcomes for all students

Demonstrated by: Review of Student Use of Mobile Phones

The review of Student Use of Mobile Phones was initiated in a staff forum during Term 1. During this meeting, a number of staff expressed that the school did not have clear guidelines surrounding student mobile phone usage, particularly during class time.

The feeling of those staff in attendance was that phones were becoming increasingly distracting and more confrontational in the student/teacher relationship.

The forum looked for a whole school response to Student Use of Mobile Phones

The following questions were presented to staff members:-

1. Given that Damascus has a 1:1 device program, do mobile phones serve any educative purpose in the classroom?
2. Have mobile phones negatively, positively, or had no impact on the learning environment of your classes?
3. Would a total ban on students BRINGING their mobile phone to class increase student engagement?

4. Do you believe students should have restricted access to their phone during school hours? For example, accessing their phones at recess and lunchtime, but not carrying/using their phones around the campus.

Responses from staff are summarised in the graphs below:-

1. Given that Damascus has a 1 to 1 device program do mobile phones serve any educational purpose in the classroom?

[More Details](#)

Yes	22
No	72



2. Have mobile phones negatively, positively, or had no impact on the learning environment of your classes?

[More Details](#)

Negatively	74
Positively	10
No Impact	13



3. Would a total ban on students BRINGING their mobile phone to class increase student engagement?

[More Details](#)

Yes	85
No	9



4. Do you believe students should have restricted access to their phone during school hours? For example accessing their phones at recess and lunchtime, but not carrying/using their phones around the campus.

[More Details](#)

Yes	56
No	18
Maybe	20



Questions provided to the SRC.

1. Given that students are required to bring a tablet device to class, do mobile phones serve any educative purpose in the classroom?
2. Have you felt there have been times in your classroom that mobile phones have been a distraction to yourself or your peers?
3. Do you believe the classroom could be more productive for learning without the presence of mobile phones?
4. There has been discussion in the media promoting a total ban on mobile phones during school hours. What is your response to this initiative?
5. If Damascus were to promote Mobile Free Zones during recess and lunch where do you believe these should be?
6. How long would you spend on your phone during school hours? This includes listening to music and checking timetables.

Responses from the SRC are summarised in the graphs below:-

1. Given that student are required to bring a tablet device to class, do Mobile Phones serve any educative purpose in the classroom?

[More Details](#)

● Yes	2
● No	10
● Maybe	15



2. Have you felt there have been times in your classroom that Mobile Phones have been a distraction to yourself or your peers?

[More Details](#)

● Yes	21
● No	2
● Maybe	4



3. Do you believe the classroom could be more productive for learning without the presence of Mobile Phones?

[More Details](#)

Yes	17
No	2
Maybe	8



4. There has been discussion in the media promoting a total ban of Mobile Phones during school hours. What is your response to this initiative?

[More Details](#)

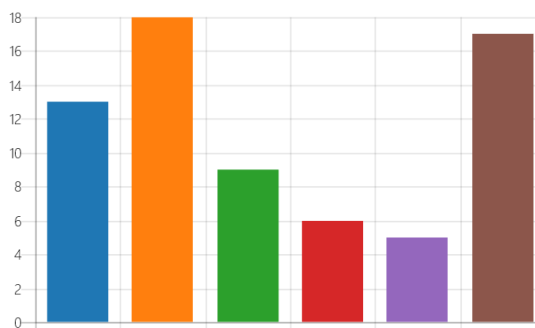
Strongly Agree	0
Agree	0
Neutral	5
Disagree	12
Strongly disagree	10



5. If Damascus were to promote Mobile Free Zones during recess and lunch where do you believe these should be?

[More Details](#)

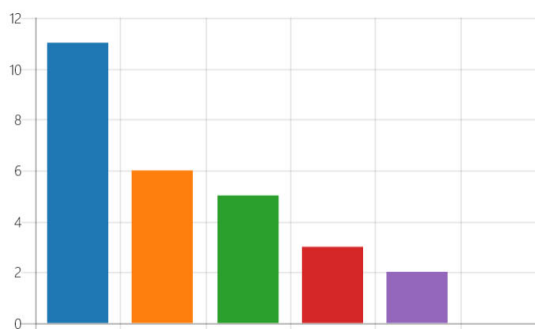
Oval	13
JSC	18
Library	9
Undercroft	6
Courtyard	5
Blue Courts	17



6. How long would you spend on your phone during school hours. This includes listening to music and checking timetables.

[More Details](#)

0-30min	11
31-45min	6
46-60min	5
61-75min	3
76-90min	2
>90min	0



After the review, the Leadership Team approved the following guidelines:-

1. All classrooms and learning areas including the John Shannon Centre and Oval are designated Mobile Free Zones. Mobile Phones must be locked in lockers during class, House/ School Assemblies, Masses and Teacher Advisor Assemblies.
2. Students are discouraged from accessing their phone at recess and lunchtimes. If they do so, cameras and recording devices are not to be used during these times.
3. Students are not permitted to use or have access to their device while on camps or retreats unless otherwise advised. This will be made clear in the appropriate permissions (i.e. via PAM).
4. Mobile Phones are not to be used or switched on inside toilets and change rooms.
5. Material developed and shared on a phone that compromises a student, students or the College will be subject to legislative guidelines.
6. The College accepts no responsibility for replacing mobile phones that are lost, stolen or damaged while on College premises or at College functions.

These guidelines have been well supported by students and staff in their implementation. The value of having student input in developing these guidelines has potentially given the College greater transparency.

Goal: A community where the contribution of all to the College and broader society is optimised.

Goal: Respectful relationships that value all members in an inclusive, and welcoming community which celebrates diversity in a safe and supportive school.

Demonstrated by: Guest / Community Speaker:-

In keeping with our approach of supporting students in responsible technology use the school used PROJECT ROCKIT, Australia's youth-driven movement against online bullying, hate and prejudice.

Two sisters, Lucy and Rose Thomas, who through their own school experiences, were determined to tackle bullying, launched PROJECT ROCKIT in 2006. Over a decade on, the team has reached hundreds of thousands of people and grown into Australia's youth-driven movement against bullying, hate and prejudice. PROJECT ROCKIT understand that bullying is first a social issue that then plays out online. For this reason, their content is centred on cyberbullying and the digital world, (it is most certainly the present and future!)

The school utilised the expertise of PROJECT ROCKIT to address needs for specific year levels. Years 7-8 and 9-10 were identified as the main cohort of students who were identified requiring support in this area. This targeted approach was intended to ensure the relevance of workshops for each specific age groups. Notes in our student management module (SIMON) indicated that House Leaders were regularly addressing issues based on inappropriate use of social media. It was hoped that PROJECT ROCKIT would provide parents, students and staff some tangible techniques to address these concerns.

As results below indicate, feedback on the effectiveness of the program was positive.

In the Year 7 cohort, there were affirming results on supporting those who have been cyberbullied and techniques used to support this. These figures did drop off for Year 9 students. Feedback from the staff was less positive. This may be a result of a large portion of Damascus College staff having worked in these areas for some time. It affirmed the expertise of staff, however, suggested that a targeted approach in supporting Year 7 students, many of whom are beginning to use technology independently for the first time looking for support.

Year 7 Response:-

1. How engaging did you find the presentation from Project Rockit?

[More Details](#)

Highly Engaging	8
Very Engaging	23
Engaging	16
Some Interest	5
Little Interest	4



2. Do you feel more equipped to stand up and support those who have been Cyber Bullied?

[More Details](#)

Yes	36
No	4
Maybe	16



3. If you were the subject of Cyber Bullying, has project Rockit provided you with some techniques to support you with this?

[More Details](#)

Yes	39
No	8
Maybe	9



Year 9 Response:-

1. How engaging did you find the presentation from Project Rokit?

[More Details](#)

Highly Engaging	5
Very Engaging	12
Engaging	17
Some Interest	7
Little Interest	5



2. Do you feel more equipped to stand up and support those who have been Cyber Bullied?

[More Details](#)

Yes	24
No	7
Maybe	15



3. If you were the subject of Cyber Bullying, has project Rokit provided you with some techniques to support you with this?

[More Details](#)

Yes	29
No	9
Maybe	8



Staff Response:

1. How informative did you find the presentation from Project Rokit?

[More Details](#)

Highly Informative	1
Very Informative	7
Satisfactory	15
Some Interest	11
Little Interest	5



2. Do you have a greater understanding of the sorts of social media / apps that adolescents are currently using?

[More Details](#)

Yes	14
No	16
Maybe	9



3. Has Project Rokit provided you with some techniques that you could use to support students if they were the victims of inappropriate cyber use?

[More Details](#)

Yes	17
No	16
Maybe	6



Goal: Respectful relationships that value all members in an inclusive, and welcoming community which celebrates diversity in a safe and supportive school

Demonstrated through First Aid Support

Simon Carroll, the College First Aid Officer, has had another busy year in supporting students in the First Aid space. The number of students reporting to First Aid has increased over the previous 12 months however 2019 data does include some visits that were not recorded over the previous years, for example, 'minor' incidents such as providing a band-aid and distributing medication.

Nevertheless, there has been a trend in students accessing First Aid support. Simon has anecdotally reported an increase in students presenting with 'anxiety symptoms'. He also suggested that there was an increase in students presenting to the First Aid, who would be best supported by staying at home rather than being sent to school.

As community responsibility increases, we need to remind parents that their sons and or daughters are required to stay at home if they present with symptoms of illnesses.

The chart below indicates the increasing demand for First Aid. As mentioned above the increase of 44% from the 2018 - 2019 academic year includes data that was not recorded in the previous years.

The First Aid Officer will be required to break down the data in each category to gauge how demands in this space can be managed more effectively moving forward.

	Number of visits	Year on year adjustment	
2014	1578		
2015	1674	5.73	%
2016	1631	-2.64	%
2017	1578	-3.36	%
2018	1801	12.38	%
2019	3237	44.36	%

Goal: Respectful relationships that value all members in an inclusive, and welcoming community which celebrates diversity in a safe and supportive school

Demonstrated through Counselling Services.

The purpose of this report is to highlight the work completed by the Counselling Service in 2019. The report focuses on providing statistical data focusing on the provision of individual counselling by the Counselling Service practitioners.

The report also highlights achievements that have been identified through the statistical data provided in the report.

2019 Year Statistics

Table 1: Unique Referrals

Total	Unique	Referrals	215
Engaged:			
Total	Unique	Referrals	39
Refusals:			
Total Unique Referrals:			254

The table above highlights the number of unique referrals made to the Counselling Service in 2019. The statistics show that of the almost 1200 students enrolled at Damascus College at the commencement of 2019, approximately 21% were referred for counselling support and/or intervention throughout the school year. In 2017, the service received 204 referrals, although, due to recording inconsistencies, these include multiple referrals for some clients.

The table also highlights that 39 students referred to the counselling service either refused to engage or did not respond to contact. It is important to note that all 39 students were referred by either House Leaders, teaching staff, or family members (often parents).

Table 2: Appointments

Total Appointments Attended:			789
Total	Appointments	Not	68
Attended:			
Total Appointments Made			857

Table 2 above demonstrates the volume of appointments made with the counselling service in 2019. Out of the 857 appointments made, 789 were attended or 92%. The duration of each appointment is generally one full period, and each appointment requires the practitioner to write a case note as a record of the session. Case notes take approximately 30 minutes to complete for each session held. Each client also requires at least 10 minutes of preparation time. The counselling staff dedicated approximately 1,184 hours to the direct provision of counselling in 2019.

The percentage of students who did attend their booked appointments in 2019 sat at 8%, which is reflective of most appointment-based mental health services. Appointment reminders via email play some role in contributing to strong attendance rates. The use of SIMON to grant student passes in the system also contribute to positive attendance rates.

Below, **Figure 1** demonstrates the number of appointments per term and highlights that terms one and three were significantly more intense than terms two and four. These figures do not include other engagements that the Counselling Service attend, such as meetings, supervision, professional development, community group meetings, school commitments (camps, retreats, etc.) or other ad-hoc engagements.

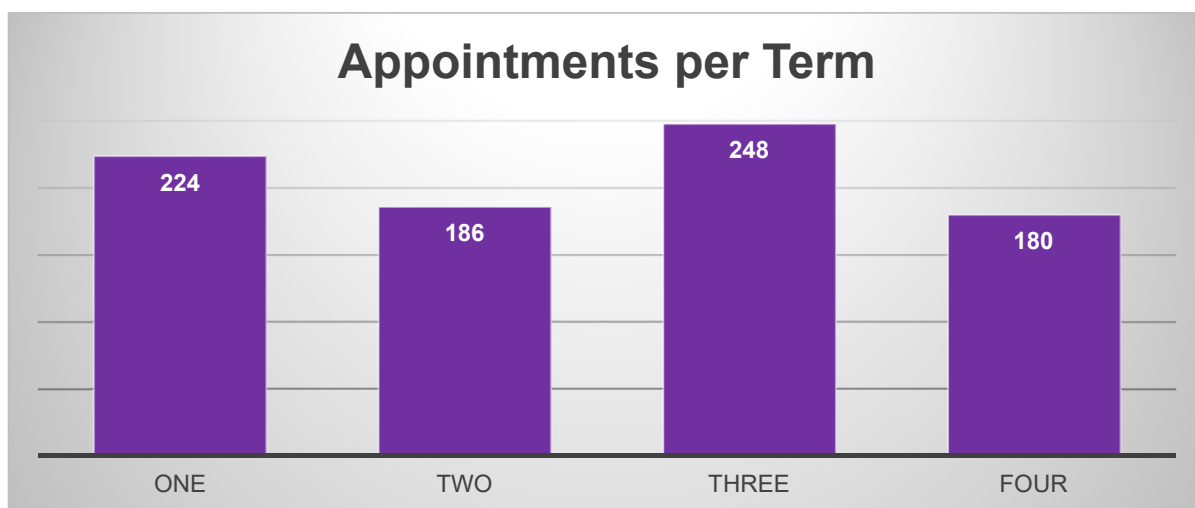
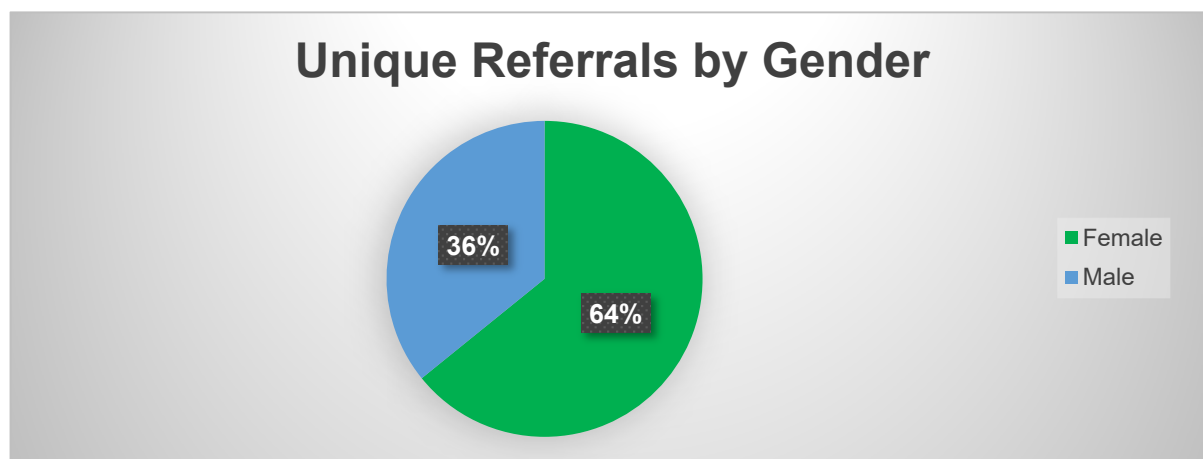


Figure 2 below highlights the significant difference between Female and Male referrals. The male and female categories are used, reflecting the data in SIMON. Of the 254 unique referrals made to the Counselling Service, 163 were female students and 91 were male students. We are unable to attribute any reason for this significant difference due to a lack of data.



Below, **Figure 3** highlights the number of referrals per house in 2019. The distribution is even across all Houses, demonstrating that client issues are not house-related but more reflective of the general cohort of students. Figure 3 also indicates that the House Leaders have a similar threshold for making referrals which is a strong reflection of the consistent attitude toward student issues and their management at the College.

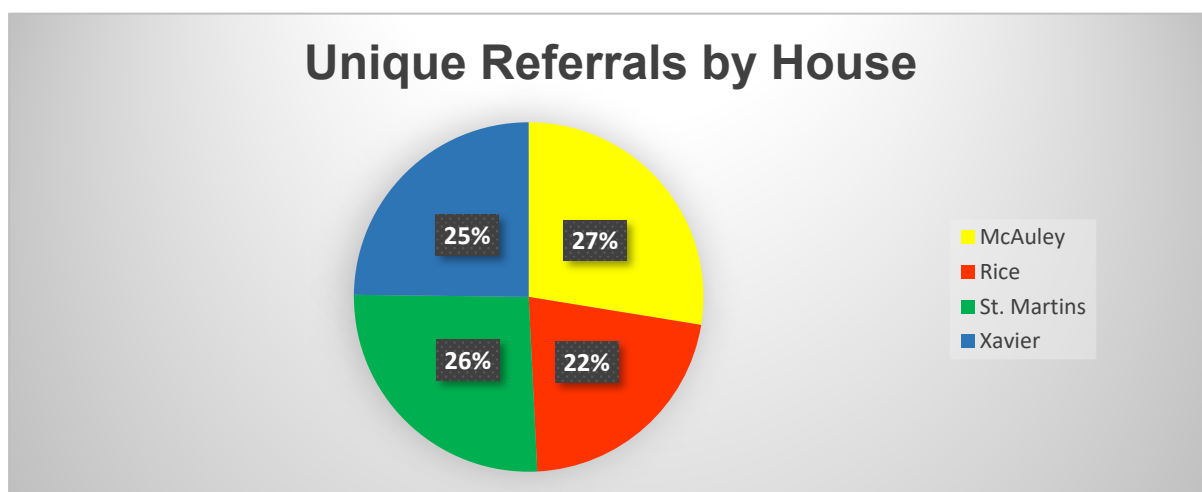
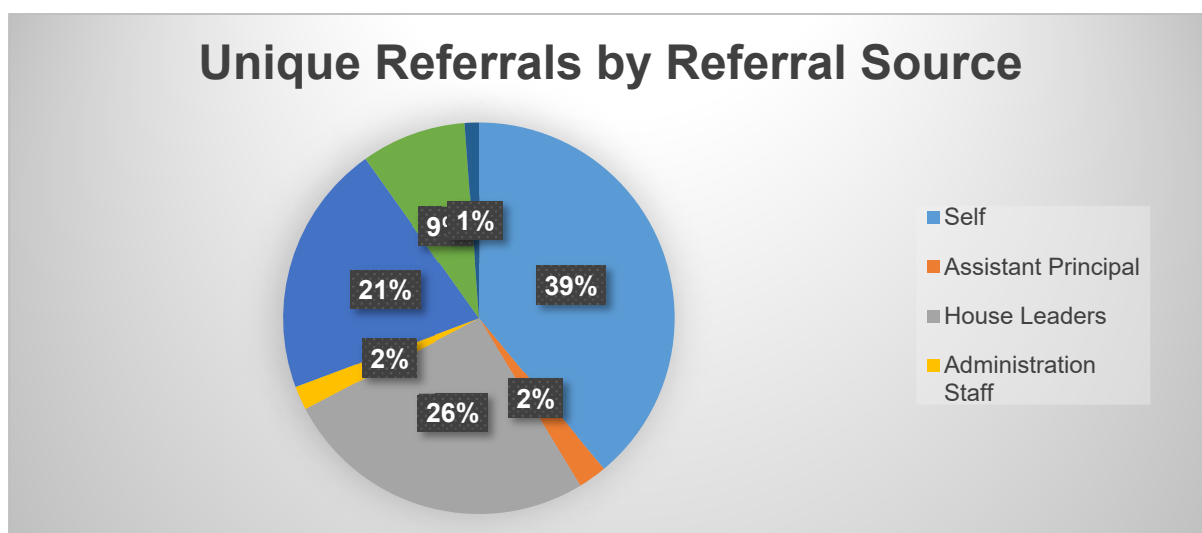


Figure 4 highlights the varied sources of referral that engage students with the Counselling Service. It is encouraging to see that self-referrals were the highest referral source in 2019. This demonstrates that some students feel empowered enough about their own mental health and functioning to take appropriate steps to seek help and address issues. Students are also much more likely to engage in the counselling process positively if they are in control of the referral and engagement. House Leaders and teaching staff are also strong referrers to the Counselling Service.



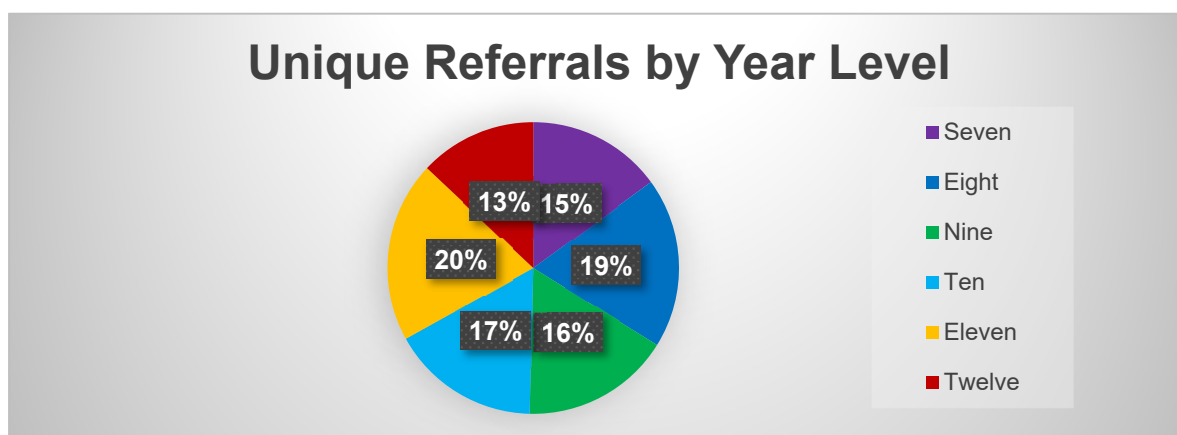


Figure 5 above highlights the distribution of unique referrals across all year levels of the College. The statistics highlight that Year 7 and Year 12 have the lowest referral rates of all

year levels (38 and 33 referrals, respectively). There is no data to explain this trend; however, it could be assumed that a great deal of current support is provided to Year 7 students during their transition into the College and to Year 12 students in their final year of secondary study.

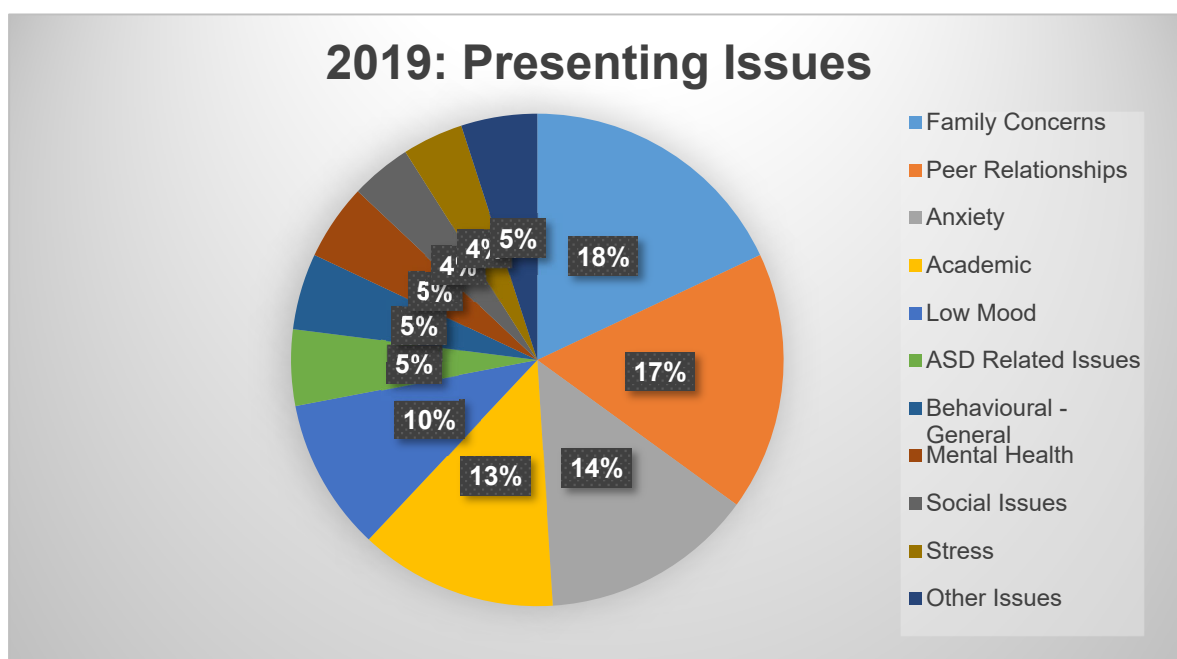


Figure 6, as above, highlights the range of client presenting issues throughout 2019. The most common presenting issues highlight the unique service that school must provide to its cohort.

The government's Medicare Support Mental Health program specifically targets mental-health issues including anxiety and depression; however, students with family concerns, peer relationship issues, academic or study-related problems may not meet the criteria for approved support.

In addition, students with family concerns are likely to be reluctant or unwilling to ask their parent or guardian to take them to a GP to obtain a Mental Health Care Plan to access Medicare supported psychological support.

Other issues, which makes up 5% of presenting issues, includes presentations such as Behavioural – Inappropriate, grief, school refusal, and trauma.

Figure 7 below highlights the number of students who have presented with suicide risk in 2019. There were nine students engaged with the Counselling Service who met the criteria for high suicide risk.

These students either were in a moment of high suicide ideation with a plan and intent or had at least one past suicide attempt. These high-risk students often require a greater level of support throughout the period of high suicide risk.

Students in the moderate and low suicide risk also require additional levels of support from the Counselling Service during their period of suicide risk. Students can increase from low to moderate or high and can move from moderate to low or no further risk. The intention of the counselling service for any student with suicide risk is to encourage an external referral.



Counselling Team Achievements:

The Counselling Service achieved a number of important outcomes in 2019. These achievements include:

- The provision of individual counselling support to 215 Damascus College students;
- The provision of 789 periods of counselling to clients;
- Counselling service attendance and presentation at Year 7 camps;
- Counselling service attendance and presentation at Year 12 retreat;
- Counselling service representation at Year 9 camp;
- The establishment of newly furnished counselling rooms which have received strong positive feedback from the student cohort;
- Providing psychological placement opportunities to two Psychology Masters students in Term three and four (10-day placements);
- Delivery of Mental Health Information session to four Year 9 Health classes;
- Arranged an LGBTI awareness session for all staff, presented by a representative from Ballarat Community Health;

- The completion of the AHPRA Board-approved supervisor training by Marcus Probert to allow for the supervision of Provisional Psychologists;
- A shared vision and values inspired by biblical and Damascus College traditions.

Goal: Progressive and innovative learning and teaching that maximise educational outcomes for all students.

Demonstrated through: the Promotion of Student Leadership

House Leaders continued to provide opportunities in student leadership. All Houses worked diligently in providing opportunities for elected leaders to be highly visible in their role.

There are two areas of student leadership that I wish to focus on in this report; the Peer Mentoring Program and the School Representative Council (SRC). These are as follows:-

Peer Mentoring Program

Under the Leadership of Jayde Tangey, the Peer Mentoring program continues to offer an opportunity for trained Year 10 students, to be involved in supporting Year 7 students in their transition to secondary school.

An accredited Peer Mentor Leader, Karen Goonan who, along with Jayde, guided over 40 Year 10 students in support training. This training takes place during pupil free days at the end of Term 4. Peer mentors meet weekly for one lesson with approximately 10 Year 7 students in Term 1, where activities and support mechanisms support school transition for Year 7 students.

At the end of the 2020 training period, a review will take place that will evaluate the success of the program. This review will focus on the effectiveness in supporting Year 7 students with their transition and developing leadership skills in our Year 10 cohort.

Student Representative Council

Damascus Colleges' rich House tradition is led by an active committee formed by student representatives from each of the four Houses, including one student from each year level and four from Year 12.

The Year 12 elected representatives are the nominated House Captains of the House, essentially leading the SRC within their House group with the committee also being supported by the two School Captains.

At the end of 2019, a formal training program was provided to the 2020 student leaders.

Damascus utilised the skills of Trav Munro, Australian youth speaker, trainer and team builder, in a one-day workshop aimed at developing leadership skills. Supported by House and Assistant Leaders, this workshop proved to be a wonderful opportunity to develop the leadership skills of our students.

Student Feedback:-

6. Was Travis an engaging presenter?

[More Details](#)

Not Engaging	0
Somewhat Engaging?	0
Engaging	1
Very Engaging	9
Highly Engaging	10



7. Do you think Travis provided an opportunity to reflect on how could 'Be Your Best' in leadership

[More Details](#)

Yes	20
No	0
Maybe	0



8. Do you believe the leadership morning enabled you to get to know members of your House SRC better?

[More Details](#)

Yes	17
No	0
To some extent	3



Student Comments on the effectiveness of the workshop

"Sometimes as a leader you have to take a step back, think about the situation and just take it slow. Patience and coordination was integral to the success of the team"

"It taught me that in a team, the goals and trials of a teammate are as equally important as your own, and that assisting them in said goals/trials more often than not may help you in your own."

"communication and laughter are key things, we don't always have to be the best at something that if the team gives there best that's all we can ask for. And have a smile and laugh about it, congratulating the team for their effort."

"Communication is a key factor in becoming a great leader and sometimes you need to step back and follow instead of always trying to lead"

"That everyone has a role to play and if one member doesn't quite pull their weight the whole team can be impacted."

"This activity highlighted how important communication is in leadership. Every time we communicated, we got slightly better and our strategy/plan progressed a further step. Feel the consequences."

STUDENT ATTENDANCE

Damascus College records student attendance in every class. To meet duty of care responsibilities, the school attendance records indicate whether the student was physically present in a classroom, or not present but attending a school-approved activity. In the latter situation, the teacher or staff member in charge of the activity records attendance and ensure parents are notified of any absences in the same manner as for regular absences from school.

Two reportable roles occur throughout the day. The first during Period 1, the second occurs immediately after the school lunch break. Role marking is completed to:

- meet legislative requirements
- discharge schools' duty of care for all students
- assist calculation of the school's funding
- enable the school governing body to report on student attendance annually
- meet Victorian Curriculum and Assessment Authority (VCAA) requirements (for VCE students).

Damascus College records:

- each enrolled student's attendance at least twice per day in the school's attendance register including any reason given or apparent for a student's absence
- whether the reason for the absence is a reasonable excuse for non-attendance within the meaning of the Education and Training Reform Act 2006
- on the student's file, information about the student's unsatisfactory attendance at school or classes
- an absence as unexplained if no excuse has been given and changes the attendance record once an explanation is provided or established.

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 and reported 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 with 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;

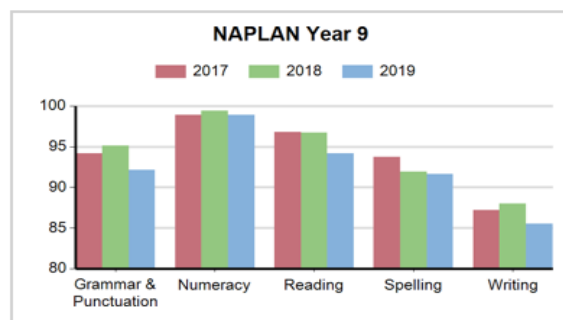
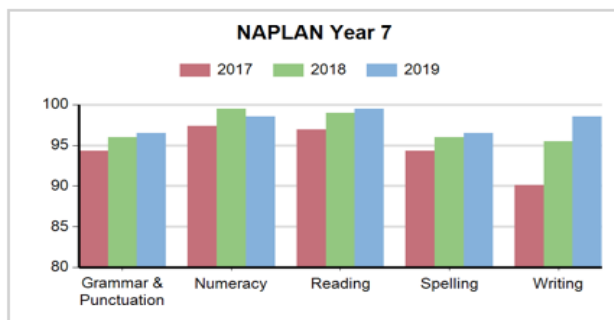
- have developed clear statements around job requirements, duties and responsibilities regarding child safety;
- ensures that all applicants for jobs involving child connected work are informed about the College's child safety procedures;
- keep records of Working with Children Checks or similar, proof 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

Damascus College, Mount Clear

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	94.3	96.0	1.7	96.5	0.5
YR 07 Numeracy	97.4	99.5	2.1	98.5	-1.0
YR 07 Reading	96.9	99.0	2.1	99.5	0.5
YR 07 Spelling	94.3	96.0	1.7	96.5	0.5
YR 07 Writing	90.1	95.5	5.4	98.5	3.1
YR 09 Grammar & Punctuation	94.2	95.1	0.9	92.1	-3.0
YR 09 Numeracy	98.9	99.4	0.5	98.9	-0.5
YR 09 Reading	96.8	96.7	-0.1	94.2	-2.5
YR 09 Spelling	93.7	91.9	-1.8	91.6	-0.3
YR 09 Writing	87.2	88.0	0.8	85.5	-2.5



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	75.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y07	91.3
Y08	91.4
Y09	90.5
Y10	88.5
Overall average attendance	90.4

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.0%
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ALLSTAFF RETENTION RATE	
Staff Retention Rate	91.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	19.8%
Graduate	49.5%
Graduate Certificate	4.4%
Bachelor Degree	83.5%
Advanced Diploma	19.8%
No Qualifications Listed	4.4%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	95
Teaching Staff (FTE)	88.1
Non-Teaching Staff (Headcount)	52
Non-Teaching Staff (FTE)	43.5
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.7
Year 9 Numeracy	581.6
Year 9 Reading	591.4
Year 9 Spelling	572.8
Year 9 Writing	547.4

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	98%
VCAL Completion Rate	83%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	40.0%
TAFE / VET	8.0%
Apprenticeship / Traineeship	11.0%
Deferred	21.0%
Employment	17.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	3.0%