

# 2024

## Annual Report to the School Community

NOTRE DAME COLLEGE



*To Seek To See To Respond*

### Notre Dame College

139 Knight Street, SHEPPARTON 3630

Principal: John Cortese

Web: [www.notredame.vic.edu.au](http://www.notredame.vic.edu.au)

Registration: 515, E Number: E3013

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## Principal's Attestation

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I, John Cortese, attest that Notre Dame College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 23 May 2025

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## About this report

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Notre Dame College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**  
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**  
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**  
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### **Mission**

Notre Dame College is a Catholic co-educational secondary college located at Shepparton, in the Goulburn Valley. Based on our faith in God and built on our Marist-Mercy traditions, we provide a comprehensive and challenging educational experience for all students and staff in a faith-filled, pastoral community. Together with families, we strive to develop the full potential of each individual within a just and caring Christian community.

### **Vision**

To Seek, To See, To Respond.

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

### **Values**

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

Justice and Service

Compassion and Respect

Courage and Humility

Service and the Love of Work, Family, and Hospitality

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## College Overview

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Catholic Secondary education commenced in Shepparton on 23 February 1902, when the Sisters of Mercy opened Sacred Heart College with an enrolment of nineteen boys and girls, ranging in age from six to sixteen. For some fifty years, the Sisters were responsible for Catholic Secondary education in the area and catered not only for day pupils, many of whom were from other Christian denominations, but also for boarders. The Marist Brothers were then invited to conduct a Secondary College for boys and so, on 9 July 1951, St. Colman's College commenced with an enrolment of one hundred and five boys from Grade 5 to Form 3 (Year 9).

Both Colleges began to expand in the early 1960s and extensive building projects were undertaken to cater for the increasing enrolments. In the following decade the possibility of some form of rationalisation of resources and shared classes was explored at length. Finally, in April 1983, a decision was taken by the Bishop of Sandhurst and the Superiors of the two religious congregations concerned to amalgamate the two Colleges in 1984.

The new College was given the name of Notre Dame College; a name derived from the French translation of Our Lady, a title used universally by Catholics for Mary, the Mother of God. Since the two religious orders historically involved in the College, the Marist Brothers and the Sisters of Mercy, are both dedicated to Mary, their common tradition is symbolised by this choice of name. Notre Dame College occupies the buildings and grounds of its predecessors, and the administration centre is situated in the former Convent of Mercy. Late in 1998, Notre Dame College and St. Brendan's Primary School moved into a shared reception area situated between the College and the Primary school.

Notre Dame College moved from being a co-sponsored College involving the Sisters of Mercy, the Marist Brothers, and the Bishop of Sandhurst as Governors, to a Parish-based College, with the Parish Priest of St. Brendan's Shepparton as the Canonical Administrator, in 2008 and in 2021, Catholic Education Sandhurst became the governing body of the College.

Following an extensive period of investigation, an applied learning-orientated curriculum was designed for our Year 9 students and purpose-designed facilities were built on the Emmaus Campus. The Year 9 students moved to the Emmaus Campus in 2009. Our specialised McAuley Champagnat Programme, which was established in 2005, also moved to the Emmaus Campus in 2010 operating until 2023 when the programme was closed.

Notre Dame College derives its strength and vision for the future from the long tradition of service to Catholic education provided for over a century, to the people of the Shepparton area. In 2024, the College had the following student numbers:

Year 7: 286

Year 8: 285

Year 9: 308

Year 10: 292

Year 11: 250

Year 12: 224

The total student population in 2024 was 1645.

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## Principal's Report

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I am filled with pride and gratitude for the collective achievements of our students, staff, and community. The year 2024 has been a testament to our unwavering commitment to academic excellence, spiritual growth, and community service. The 2024 theme, "Let Your Light Lead the Way," has inspired us all to shine brightly in our endeavours and to guide others with our actions and faith.

### Academic Achievements

Our students have once again demonstrated exceptional academic prowess. This year, we saw a significant increase in the number of students achieving high distinctions across various subjects. Our Year 12 cohort performed outstandingly in their final examinations, with many students receiving offers from a range of universities across the country.

### Spiritual and Moral Development

As a Catholic College, we place a strong emphasis on the spiritual and moral development of our students. Throughout the year, we have engaged in numerous religious activities, including retreats, masses, and community service projects. These experiences have not only deepened our students' faith but also instilled in them a sense of compassion and responsibility towards others.

### Extracurricular Activities

Our extracurricular programs continue to thrive, providing students with opportunities to explore their interests and talents beyond the classroom. This year, our sports teams have achieved remarkable success, with several teams winning regional and state championships. Additionally, our music and drama departments have showcased their talents through various performances and competitions, earning accolades and recognition.

### Staff Development

Our dedicated staff have continued to pursue professional development opportunities, ensuring that they remain at the forefront of educational best practices. This year, several staff members have completed advanced degrees and certifications, bringing new insights and expertise to our college. With the introduction of Catholic Education Sandhurst Limited (CESL) Magnify in term 4, staff were trained in classroom mastery and delivery of a low variance curriculum in some learning areas.

### Facilities and Infrastructure

We have made some significant investments in our facilities and infrastructure to enhance the learning environment for our students. The construction of our new Wellbeing Centre, commenced this year serving as a dedicated space for supporting the mental, emotional, and diverse learning needs of our students. This centre which is planned for completion in mid-2025 will offer a range of services, including counselling and intervention programmes ensuring that our students have the support they need to thrive.

### Looking Ahead

As we look forward to 2025, we remain committed to fostering a nurturing and inclusive environment where every student can thrive. We will continue to build on our successes, guided by our Catholic values and the collective vision of our community. We look forward to continue the embedding of Magnify programmes that aim to improve learning outcomes for every student.

### Conclusion

I extend my heartfelt thanks to our students, staff, parents, and community members for their unwavering support and dedication. Together, we have made 2024 a year of growth, achievement, and faith. I am confident that with God's grace, we will continue to achieve great things.

Emma Reynoldson

Acting College Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Our Strategic Goals are:

1. To make Jesus known and loved.
2. To recognise and celebrate First Nations and other cultures.
3. Faith in action.

### Achievements

- Increased presence of First Nations in college community, through Acknowledgement of Country statements to begin meetings, plaques in classrooms, on email signatures and the addition of Torres Strait Islander flags at each campus. Staff professional learning opportunities on The Flats, F.I.R.E. Carrier Immersion for student leaders and indigenous students
- Successful completion of Australians Together research project, connecting indigenous students and families to the college.
- Indigenous student engagement at Reconciliation Assemblies and Apology Breakfast.
- Harmony Week celebrations with increase of cultural awareness and activities for all students. Cultural dress for Harmony Day.
- Establishment of Marist Youth Ministry across Years 7-12, including camps and retreats. Notably, Year 11 Solidarity Camp in Lower Plenty.
- Reestablishment of overseas Immersion Program with two trips planned for Thailand in 2025.
- Continuation of Mercy Cup and Project Compassion Cup on the college calendar.
- Streamlining of college fundraisers with an emphasis on Catholic Social Teaching.
- Additional Student Specialist Leaders at years 10-12.
- Solidified Junior Leadership Program with a focus on Junior House Leaders.
- Additional liturgies in morning Pastoral Group to celebrate the feast days of Marcellin Champagnat and Catherine McAuley.
- The College theme for 2024 "Let Your Light Lead the Way " provided an opportunity to reflect on scripture, to building community and to role model Gospel values.

## Value Added

Our College supported a broad range of both curricular and extracurricular activities during 2024. Where we were able, we utilised a combination of on-site and remote modes to facilitate them. The following events are a representation of those activities:

- College Opening Mass
- Feast of the Assumption Mass
- Ash Wednesday Liturgy
- Easter Liturgy
- Year 12 Retreat
- Year 10 Retreat
- Reconciliation Assembly
- Mercy Seeds of Justice Camp - Year 9
- Year 12 Rites of Passage
- Year 12 Graduation
- Project Compassion Cup
- Mercy Cup - Emmaus
- Fire Carrier Immersion - Winton Wetlands
- Liturgy for the Feast Day of Marcellin Champagnat
- Liturgy for the Feast of Our Lady of Mercy
- Feast of the Assumption presentation from Father Rob Galea Years 7-12

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## Learning and Teaching

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### Goals & Intended Outcomes

The goals for the 2024 reporting year were informed by the newly developed Strategic Plan. They reflect our unwavering commitment to delivering a rigorous, challenging, and engaging learning experience for every student, supported by high-impact, evidence-based teaching practices. In line with our improvement agenda, we focused on the following key areas:

1. Enhance Learning and Teaching Excellence: to implement high-impact, research-based pedagogical strategies that ensure student learning is relevant, contemporary, and differentiated to meet the diverse needs of all learners.
2. Strengthen Data-Informed Practice: to utilise student learning data to drive continuous improvement, monitor academic growth, and inform responsive teaching.
3. Foster a Culture of Continuous Improvement: to build a culture of professional collaboration and reflection that supports best classroom practice and staff capacity-building across all levels.
4. Prepare Students for a Successful Future: to ensure every student is equipped with the knowledge, skills, and capabilities needed to thrive in their future pathways through a challenging and future-focused curriculum.

### Achievements

In 2024, Notre Dame College made significant progress toward our strategic priorities through key structural and professional improvements in Learning and Teaching.

A major achievement was the enhancement of the Learning and Teaching leadership structure through the introduction of two dedicated roles: Director of Pedagogy and Director of College Programs. This change addressed the previously unsustainable scope of the former single Director role and allowed for a more focused, distributed leadership approach.

The newly appointed Director of Pedagogy plays a central role in supporting continuous improvement in classroom practice. Working closely with the professional practice coaches and the Data Improvement Leader, this role has enabled more effective use of student data to inform teaching strategies and learning design. A revised Annual Review process now places a stronger emphasis on professional growth and the improvement of pedagogical practice across the College.

The addition of these roles has strengthened collaboration across the curriculum team and empowered Learning Leaders with targeted support. The new structure has enhanced our

capacity to lead evidence-informed practice, align teaching with whole-school goals, and provide students with a more consistent and high-quality learning experience.

The College maintained its strong focus on professional learning and staff development throughout 2024, particularly those with Permission to Teach and newly recruited international teachers. This targeted support ensured consistency in instructional approaches and enhanced teacher confidence and effectiveness in the classroom.

A major professional learning focus for the year was understanding the opportunities and implications of Artificial Intelligence (AI) in education. Staff engaged in workshops and collaborative sessions with Leon Furze that explored how AI can enhance teaching, learning, and assessment practices. A significant outcome of this work was the development of a Notre Dame College AI Assessment Scale, designed to guide staff in integrating AI tools in ethically responsible and pedagogically sound ways.

In addition, an AI Professional Learning Team was established to lead this area of innovation. This team supports staff in exploring practical strategies for AI integration, while also considering the broader implications for curriculum design, academic integrity, and student engagement.

As part of the final stages of the Enterprise Bargaining Agreement (EBA) implementation in 2024 and to restore previously reduced lesson time, the College undertook a comprehensive timetable review. Key outcomes of this review included:

- A return to 50-minute lessons across the school.
- The removal of the timetabled Pastoral Group lessons each cycle enabled the restructure of the senior timetable into six equal subject lines, allowing for an increase in each senior line to ten scheduled lessons and increased instructional time for English (Years 7 – 9).

The revised timetable has allowed for a more balanced and consistent delivery of the senior curriculum. The new timetable was introduced at the Early Commencement Program (ECP) and included flexible options for scheduling pastoral care and assemblies helping to minimise learning disruptions.

In 2024, the College continued to broaden its commitment to inclusive and flexible learning by planning for the introduction of a Life Pathways Program at Year 10. This program was developed as an alternative to the Employment Pathways Program, designed to support students who require a more tailored and flexible educational experience. The intent was to provide a foundation for future engagement with the Victorian Pathways Certificate (VPC).

## Student Learning Outcomes

Although the Life Pathways Program did not run in 2024 due to low enrolment numbers, the College remains committed to ensuring that all students have access to meaningful and achievable pathways that support their strengths, needs, and aspirations. Planning continues to explore future opportunities that align with this goal.

While the College's original strategic objective for 2024 was to implement a comprehensive Learning and Teaching Framework, the evolving CESL Improvement Agenda—guided by *Guiding Lights* and the Magnify Strategy—has taken priority in driving direction and resourcing decisions in Learning and Teaching.

In line with these system-level directives, a comprehensive Mathematics Review was undertaken. Following extensive analysis, the College determined not to proceed with the adoption of the Maths Pathway platform for 2025. Instead, the College will align with CESL's decision to implement the Ochre low-variance curriculum, beginning with Mathematics in Years 7 and 8 as part of Magnify.

This decision marks a significant shift towards consistent, evidence-informed curriculum delivery. The initial implementation of the Ochre curriculum has already begun, with support from the Learning and Teaching leadership team. Leaders are actively engaging staff with CESL's key initiatives, including:

- The Science of Learning;
- Ochre Curriculum;
- The development of a Knowledge Society; and
- The rollout of Step Lab for instructional coaching.

These initiatives reflect the College's continued commitment to high-impact teaching strategies, aligned system-wide practices, and the delivery of a rigorous and future-focused curriculum.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	516	53%
	Year 9	537	48%
Numeracy	Year 7	531	67%
	Year 9	555	61%
Reading	Year 7	526	68%
	Year 9	565	65%
Spelling	Year 7	516	62%
	Year 9	549	64%
Writing	Year 7	530	61%
	Year 9	570	60%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	28
VCE Completion Rate	99%
VCE VM Completion Rate	100%
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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## Student Wellbeing

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### Goals & Intended Outcomes

As a College, our ongoing goal is to equip students with the knowledge, skills, and strategies they need to build and sustain their own wellbeing in an ever-changing world.

Our strategic goals of creating opportunities for personal success, creating an inclusive environment and ensuring we have a safe environment also continue to guide our programmes.

### Achievements

Throughout 2024, we continued to strengthen our wellbeing initiatives. The Respectful Relationships curriculum was further embedded across two subject areas, Religious Education and Health ensuring that key wellbeing themes were integrated into everyday learning. This cross-curricular approach allowed students to engage with important topics in meaningful and relevant ways.

Using insights from our wellbeing data, we identified specific areas of concern across different year levels and student groups. This enabled us to implement targeted interventions that addressed the unique needs of those cohorts.

Our student attendance data has indicated a need for a review of communicating College expectations and processes to improve school engagement. Our aim is for 95% attendance for every student in each year level.

To further inform our approach, the College administered the Australian Council for Educational Research (ACER) Student School Life Questionnaire and the Social Emotional Wellbeing Survey across several year levels. These tools provided valuable data to guide future planning and allowed us to benchmark student wellbeing over time.

### Value Added

We continued to run with some programs that have proved successful over previous years to create opportunities to build the wellbeing of our students at the College. These programs in 2024 included:

- Time and Space events for junior students and their parents.
- Year 7 camps to build relationships and social emotional skills.

- Year 12 retreat programme.
- A social emotional learning programme that encompassed a range of year level specific programmes.

The social emotional learning programmes referred to include:

- Your Choicez.
- Consent.
- Bullying.
- Social media safety.
- Self esteem.
- Respectful relationships.

## Student Satisfaction

The ACER conducts annual surveys to gather insights into the experiences and perspectives of students, teachers, and other education stakeholders. Recent student satisfaction survey results indicate that, in general, students across schools are feeling less connected to their communities and schools compared to previous years.

Notre Dame students reported more positive experiences in several key areas. Compared to students at other schools, they expressed stronger feelings of safety, more positive relationships, and a greater sense of belonging. Across all year levels, Notre Dame consistently recorded higher-than-average results in these areas.

## Student Attendance

The College takes a proactive approach to student attendance, regularly reminding parents and students of the legal requirements regarding approved and unapproved absences, extended holiday education plans, school refusal, and the expectation of full-time attendance.

Attendance is closely monitored by the Attendance Officer, Heads of House, Director of Students and the Director of the Year 9 Programme.

Parents are notified via text message if their child is absent without explanation, and further follow-up is conducted if no response is received. The College also has a structured attendance process that includes meetings with parents, students, College leadership, and wellbeing staff when absences reach concerning levels.

As previously mentioned, we have identified a need to review our attendance protocols to make improvements to our attendance data.

Our retention rate fell by 4% from the previous year. When compared to our destination data, we can see an increase in the number of students at the year 10, 11 and 12 levels leaving school for traineeships and apprenticeships before completing year 12. For many of these students, this is a positive pathway for them.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	72.03

Average Student Attendance Rate by Year Level	
Y07	89.7
Y08	88.3
Y09	88.7
Y10	84.7
Overall average attendance	87.8

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## Leadership

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### Goals & Intended Outcomes

Notre Dame College undertook the development of a new Strategic Plan to guide our direction from 2024 through to 2028. This plan is built around our strategic direction for Our Catholic Identity, Our Learning Community, Our Healthy and Well Community, Our Staff and Our Stewardship. Each strategic direction reflects our commitment to nurturing a holistic, future-focused educational environment.

As the Strategic Plan was finalised in late 2023, immediate steps were taken to begin implementing its vision. This included the development of the 2024 Annual Implementation Plan, which outlines specific actions and priorities aligned with the broader strategic goals. This plan ensures that our long-term vision is translated into meaningful, measurable progress throughout the year.

### Achievements

In 2024, Notre Dame College continued to strengthen its ability to respond effectively to operational challenges through clear communication, strong leadership, and coordinated planning.

Our Critical Incident Management team comprising key leaders from across the College, remained instrumental in ensuring a timely and well-organised response to emerging issues. Their work helped maintain a consistent and calm approach to decision-making and communication throughout the year.

We continued to utilise our Communication Tree, first established in 2020, to ensure all staff remained connected and informed. This structure has proven to be a valuable tool in maintaining strong internal communication and fostering a sense of unity across the College.

The Media team played a vital role in strengthening our connection with the wider College community. Through creative and engaging digital content, they helped ensure that key events and celebrations could be shared widely and meaningfully.

Student leaders were also given opportunities to grow their communication and leadership skills by participating in digital presentations and community messages. Our expanding social media presence allowed us to share important updates, celebrate achievements, and showcase College life in real time.

Throughout 2024, we maintained regular and transparent communication with families. Our website was updated and includes regular updates from the Principal to keep the community informed of the college activities.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Staff at the College continue to engage in a wide range of professional learning opportunities each year. Throughout the year, staff maintained their commitment to professional growth, enhancing their pedagogical skills through various learning formats.</p> <p>Support for staff wellbeing and professional development remained a priority, with continued guidance provided by our professional coaches.</p> <p>Key focus areas for professional learning in 2024 included:</p> <ul style="list-style-type: none"><li>▪ Teaching in mixed-ability classrooms.</li><li>▪ Implementing High Impact Teaching Strategies (HITS).</li><li>▪ Supporting neurodiverse learning in the classroom.</li><li>▪ Enhancing teacher effectiveness and capacity.</li><li>▪ Differentiation strategies.</li><li>▪ Curriculum-based learning.</li><li>▪ Artificial Intelligence (AI) in classrooms.</li><li>▪ Faith-based leadership development opportunities to support staff growth in both spiritual and professional capacities.</li><li>▪ Introduction to Magnify including Classroom Mastery Masterclasses for college leaders.</li></ul>	
Number of teachers who participated in PL in 2024	155
Average expenditure per teacher for PL	\$954.00

Teacher Satisfaction

The College continued to take a proactive approach in supporting staff through a range of initiatives aimed at enhancing wellbeing and professional engagement. Staff wellbeing remained a key focus, with regular wellbeing check-ins and opportunities for open dialogue. Feedback was actively sought from staff regarding their wellbeing and professional development.

Staff were also invited to share their perspectives on existing practices, such as Parent-Teacher evenings, class sizes and allocation of teacher workloads contributing to a culture of continuous improvement.

Our staff once again demonstrated remarkable resilience and adaptability in the face of ongoing challenges, responding with professionalism, compassion, and a strong sense of community—just as they had during previous years marked by the pandemic and regional flooding.

Professional learning meetings continued throughout the year, supported by consistent communication through our twice-weekly staff bulletins and the Wellbeing Tree initiative. Curriculum leaders also played a vital role in providing ongoing guidance and support.

We remain acutely aware of the importance of staff satisfaction and wellbeing. It is clear that ongoing care, support, and attention are essential to ensuring our staff feel valued and equipped to thrive in their roles.

We are also mindful of the large number of education support staff the college now employs and we have proactively implemented opportunities for them to develop skills and leadership in their respective areas.

Teacher Qualifications	
Doctorate	1
Masters	26
Graduate	56
Graduate Certificate	6
Bachelor Degree	112
Advanced Diploma	12
No Qualifications Listed	31

<b>Staff Composition</b>	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	170
Teaching Staff (FTE)	154.7
Non-Teaching Staff (Headcount)	146
Non-Teaching Staff (FTE)	119.4
Indigenous Teaching Staff (Headcount)	7

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## Community Engagement

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### Goals & Intended Outcomes

Fostering strong family engagement and building meaningful relationships within our College community continues to be a cornerstone of our success. At Notre Dame College, we are committed to developing positive partnerships with students and their families, recognising the vital role these relationships play in supporting student learning and wellbeing.

Throughout 2024, we have continued to offer a variety of internal and external programs aimed at strengthening these connections. We place a strong emphasis on collaboration with parents and carers, reinforcing the shared responsibility in the education and development of each student. This commitment is reflected in our Strategic Plan, which prioritises the enhancement of community engagement across all areas of College life.

Key strategies implemented to support this goal include:

- Expanding opportunities for family and community engagement.
- Celebrating significant school events (e.g. Mass, Mothers' Day, Fathers' Day).
- Strengthening attendance monitoring and communication.
- Building the capacity of our teaching and learning support teams to better connect with families

These initiatives continue to reinforce our belief that a united school community—where families feel welcomed, informed, and involved—creates the strongest foundation for student success.

### Achievements

Despite the many complex challenges faced throughout 2024—most notably the ongoing teacher shortage—Notre Dame College continued to make significant strides in community engagement, both onsite and through digital communication channels.

Parent-Teacher interviews remained a strong point of connection, with excellent attendance across all year levels. A blended delivery model, offering both face-to-face and online options, ensured accessibility and convenience for families.

Learning Walks were once again offered, with a particular focus on Year 7 and Year 9. These sessions provided parents with a valuable opportunity to observe classroom learning in action and gain deeper insight into their child's educational experience.

Parental involvement in senior pathway planning also remained strong. Many families actively engaged in understanding subject selection processes, particularly the features of the VCE Vocational Major program, which required ongoing explanation and support.

In addition to these formal events, daily engagement between families and the College remained a vital part of school life. Parents continued to connect regularly with teaching staff, Pastoral Group Leaders, Heads of House, Deputy Principals, and the Principal, reinforcing the collaborative spirit that underpins our community.

These efforts reflect our continued commitment to fostering a welcoming and inclusive environment where families are active partners in their child's education.

#### VALUE ADDED

- Learning Walks for Year 7 and 9 parents.
- Parent/Teacher/Student interviews.
- Year 9 Programme Information Evening – Daborra information.
- College Advisory Council meetings.
- Information provided regarding the new major building program that commenced in 2024.
- Course Information evening for Years 10 to 12.
- College Mass.
- College Assemblies.
- Student Progress Meetings
- Wellbeing Meetings
- Year 12 Graduation
- Weekly Newsletters
- Year 7 Orientation Day and Parent Information evening
- Open Day for prospective families with the addition of a virtual video online
- Mothers' and Fathers' Day breakfasts
- Regular short message service (SMS) to parents
- Social media sites to promote and share College events.
- Early Commencement Programme (ECP) for 2024 students across all year levels
- Welcome interviews for all new families enrolling in the College.

#### Parent Satisfaction

Our Annual Implementation Plan is our road map, providing the context, shared vision, and strategic outcomes to help us achieve each of the objectives in our Strategic Plan 2024-2028 (incl.)

Our commitment is to progress our priority learning outcome enablers. It is a living document on which we regularly reflect and update to maintain focus on current priorities and opportunities.

Surveys conducted throughout 2024 indicated that parents are satisfied with the direction and progress of the school. This positive feedback affirms our ongoing efforts and reinforces the importance of our strategic priorities.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.notredame.vic.edu.au](http://www.notredame.vic.edu.au)