



DARAMALAN COLLEGE

ANNUAL
SCHOOL REPORT

2012

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■ 1. Introduction

Principal's Message

Welcome to the 2012 Annual Report for Daramalan College.

Daramalan College is an independent Catholic school established in 1962 by the Missionaries of the Sacred Heart. The Mission of the College is to be a community that is strong in faith, committed to excellence in Catholic education and committed to acknowledging the love of God for every individual. We aim to live out our Mission Statement by providing excellent education in an environment where students are able to feel valued and affirmed and where students and staff can grow in faith as well as knowledge and service to others.

2012 was an important year as we celebrated the College's 50th anniversary of offering education to students in Canberra and surrounding areas. Our celebrations provided a range of opportunities for members of the extended Daramalan family to come together to recall people and events from the past, to celebrate friendships and to give thanks for the many people who have contributed to the College over the past fifty years. Highlights included the Staff Reunion event in April where hundreds of former and current staff attended an event held at the College and the Jubilee weekend in October which included a Reunion Dinner for over 600 former students, the Jubilee Mass and the opening of new Design and Technology facilities. Four former Principals (covering the 1970s, the 1980s, the 1990s and the early 2000s) attended the Staff Reunion event as well as staff from the earliest years of the College up to the most recent times. A wonderful book was launched on the Jubilee weekend which highlights significant people and events in our history and provides a valuable record for the future.

The Chair of the College Board launched our new Strategic Plan in June 2012. This plan provides a basis for moving into the next stage in the College's history and is structured to provide flexibility as well as direction to the Executive in its implementation.

The annual Charity Walk raised over \$28,000 for the local St Vincent de Paul Society and Caritas Australia to use in their work for people less fortunate than most of us. In addition, students gave generously to the Vinnies Winter Appeal, as well as to Home in Queanbeyan, a local service which provides accommodation for people living with mental health issues. Many other charities and community groups benefited from students raising money through appeals as well as stalls and activities within the College as part of our Community Service program and Market Days.

Once again, the staffing of the College was relatively stable. We were able to fill all the vacancies that arose with suitably qualified staff. The staff from all areas within the College continued to contribute with enthusiasm and dedication to their work which makes the College a positive place for employees to work.

Our staff continued to be active in Professional Learning opportunities relating to all aspects of their roles as teachers and support staff. Another major focus for staff development has been on ensuring that all staff have the opportunity to develop a stronger understanding of the ethos of the Missionaries of the Sacred Heart (MSC) so that they can help model to the students positive values such as respect, compassion, justice and forgiveness. The new process for Teacher Registration in the ACT was implemented quite smoothly and a number of teachers participated successfully in the trial for accreditation as Highly Accomplished Teachers and Assessors in a pilot for the Australian Institute of Teachers and School Leaders which was done through the ACT Teacher Quality Institute.



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We were very pleased to see the new Sharpe Extension building works completed late in 2012 and work then begun on our part of the Federal Government funded Dickson Area Trade Training Centre. The Sharpe Extension has impressive new teaching spaces for Woodwork, Fashion and Graphics as well as a new Staff Room and these are much appreciated by staff and students alike.

The Parents and Friends Committee continued their support of the College in 2012, especially in regard to the Jubilee events. In addition to the role played by the Committee, gratifying numbers of parents volunteered their time to assist with events including the Charity Walk and Sacred Heart Day celebrations.

Our Year 12 students achieved very pleasing results once again in academic and vocational areas. We continued to have students in the top Australian Tertiary Admission Rankings (ATAR) with the top student in 2012 gaining a rank of 99.9. Approximately 76% of our Year 12 cohort attained an ATAR, well above the ACT average. Eight students completed an Australian School Based Apprenticeship (ASBA) which enabled them to integrate school studies and vocational training. Many others took Vocational courses offered by the College in areas such as Business Administration, Furniture Construction, Auto Technology and Fashion as part of their Year 12 studies program. The new Trade Training Centre facilities being constructed in 2013 will allow us to offer Metal Technology as a Vocational course in the future which expands our subject offerings to the 1460 students enrolled at Daramalan.

Rita Daniels
Principal

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■ 2. Daramalan College Governance

Daramalan College is a company limited by Guarantee (ACN 008 428 331) and as such, is subject to the appropriate legislation of the Companies' Act and the regulations of the Australian Securities and Investments Commission.

Daramalan College is owned and conducted by the Missionaries of the Sacred Heart (MSC), a congregation of priests and brothers within the Catholic Church which operates in over fifty countries. The elected leader of the Province of the congregation in Australia carries the title of Provincial Superior (Provincial).

The company members are appointed by the Provincial-in-Council. Only a member of the MSC Congregation can be a company member. The company members are charged with ensuring that the College fulfils the Philosophy and Educational Vision of the MSC, as set out in the Constitution.

The Principal of the College is appointed by the Provincial.

Daramalan is staffed by MSC members, lay teachers and support staff who are jointly responsible for the academic training, supervision and guidance of students. Apart from the MSC on staff, who are assigned to the College by the Provincial, all employees are engaged by the Principal.

The College Board of Directors is the key policy making body within the School. The management of the Company is vested in the Board, however, the Board limits itself to matters of overall governance and leaves the day to day management of the College to the Principal.

The Board, as per the Constitution of the Company, consists of not more than twelve members. A delegate of the Provincial and the Principal of the College are members. Other members are appointed by the Provincial. Other than the Principal, staff members are not eligible to be appointed Directors, except in the case of members of staff who are also members of the congregation.

The members of the Board for 2012 were:

Mr Michael Jamieson, *Chair*

Mr Christopher Fearon, *Deputy Chair*

Ms Lisa Barlin

Ms Rita Daniels, *Principal*

Mr Benjamin Faulks

Ms Pamela Hussey

Fr. Robert Irwin MSC

Fr. James Littleton MSC

Ms Anne Lyons

Mr Peter McGrath

Br. Barry Smith MSC

Ms Joan Warhurst



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The term of appointment for the appointed members is three years. The term is renewable.

One of the Directors is appointed Chairperson by the Company members. A Deputy Chairperson is also appointed by the Company members, in consultation with the Chairperson.

The Board of Directors meets not less frequently than eight times a year. Two thirds of the Directors constitutes a quorum. Special meetings may be convened by the Delegate of the Provincial or the Chairperson with not less than three days' notice to Directors.

The Board of Directors has established a number of sub-committees. These are: Governance, Finance, Policy Review, Audit and Risk Management, Building, Facilities and IT, and Marketing. These committees report to the Directors at each meeting.

■ 3. Mission Statement

MSC Vision of Education

MSC schools exist to proclaim and witness to the love of God. They aim to make Gospel values real in the lives of young people, their families and the staff who serve them.

With care, compassion and understanding as their hallmark qualities, MSC schools strive to build a community of faith among staff, parents and students. Great value is placed on commitment, trust and acceptance of others in fostering the growth of community. In the spirit of a loving and supportive family, members help one another grow in knowledge, faith and service.

While aiming for excellence in the search for truth, MSC schools recognise the importance of balanced human development and strive to help the young students to achieve their full potential in all areas of life, and to be ready to show initiative in parish, religious and civic life. They are attentive to the needs and aspirations of individuals, especially of those who are disadvantaged or isolated: mentally, physically, financially, emotionally or geographically.

Staff relate to students with compassion and availability, creating a sense of family which permeates their attitude as professional teachers and caring adults. Staff also relate to each other with the same sense of understanding and care, ministering to each other in an atmosphere of friendship and collegiality.

Staff try to improve their professional appreciation of their work by sharing in prayer and staff development exercises and participate regularly in programs which enable them to collaborate with greater understanding in the MSC style of education at their school. Founded on love and built on love, MSC schools offer a vision of hope for humankind, one to which all their members can contribute as they grow strong in faith

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■ 4. Enrolment Policy

See website <www.daramalan.act.edu.au>.

■ 5. Staff Profile

Number of teaching staff:

Daramalan College had 109 timetabled teaching positions and three teacher-librarians positions. Two of the teaching positions involved job-sharing.

Number of support staff:

41 support staff were employed in either administration, maintenance or teacher assistant capacities.

Number of Indigenous Staff:

1 teacher recognises their cultural background as Indigenous.

Teaching Staff Absences:

Absences Semester 1 = 658

Absences Semester 2 = 736

Total Absences for 2012 = 1394 days

Total Teaching Staff (Timetabled positions) = 109

$$\begin{aligned}\text{Absentee \%} &= [\text{Total Absences for Year} / (\text{Number of Teaching Staff} \times \text{Teaching Days})] \times 100 \\ &= [1394 / (112 \times 195)] \times 100 \\ &= 6.38\%\end{aligned}$$

Therefore attendance rate of teaching staff = 93.62%

Included in the above absences are: Army Reserve, Carer, Discretionary, Exam, Funeral, Jury Duty, LWOP-short blocks, Paternity, Sick and Worker's Compensation-short blocks.

Absences not included are: Long Service Leave, Leave Without Pay-extended blocks, Maternity, Worker's Compensation-extended blocks, Sick-extended blocks. (An extended block is one term or more).



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Staff Retention

Total number of teaching staff = 112

Number of staff who left in 2012 = 10

Teaching staff retention rate = 91.1%

Teacher Qualifications

The overall number of teaching staff who worked at Daramalan for part or the whole of the year was 126 (including job shares, part time and contract staff). Of these the staff qualifications were:

- 1 staff member held a three year training qualification
- 67 staff held four year Bachelor Degrees/Dip Ed's or the equivalent
- 35 staff held five year or Honours equivalent Degrees with Dip Ed's or post graduate degrees
- 23 teaching staff held a Masters degree

This means that 46% of Daramalan's teaching staff in 2012 were more than four year trained.

Professional Learning – Whole School

Daramalan Staff commenced the year with a whole staff and smaller group training on the following areas:

- Office 2010 Training
- *Motivating the Unmotivated*
- National Teacher Professional Standards

During our Professional Learning Week in early July all departments spent a day on activities they identified as important as Professional Learning. One day was spent as a Spiritual Retreat with guest presenter Fr Peter Malone MSC, followed by a two day teaching conference on the Australian Curriculum, Quality Teaching Model and Backwards Design with Chris Melican from ACT Education and Training Directorate as the facilitator.

Other whole staff professional development topics covered in staff meetings included:

- Whole Staff CPR Training and Certification
- *Daramalan Staff Code of Conduct Policy, Mandatory Reporting, Lockdown and Evacuation Procedures and Harassment Guidelines*
- Australian Curriculum
- The College's new approach to assessment and reporting
- Learning Support Programs
- National Professional Teacher Standards



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Individual Staff Professional Development Courses

Individual Staff attended a range of other specific conferences and workshops applicable to their subject areas. These included:

- ACARA Paired Comparison Project
- Accidental Counsellor Training Course
- ACT TQI Pilot Program for Certification of Highly Accomplished and Lead Teacher Levels (applicants and assessors)
- AIE Technology – MAHYER Training
- Asperger's Conference
- BSSS Course/Framework Panels
- BSSS New Teachers Workshop
- CISCO Mini-conference
- Copyright Training
- *Creating Parent-School Communities Implementing the Australian Curriculum* (variety of sessions for Mathematics, English, History and Science)
- Cybersmart Workshop
- *Differentiating the Curriculum: Meeting the Needs of Diverse Learners*
- French Conversations
- National German Teachers Conference
- *Navigating the Digital Shift*
- *Positive Schools: Mental Health and Well-being* Conference
- Speech, Language and Communication Needs: On-line Training
- Teaching Religious Education in the Middle School
- Thinking and Learning Conference
- UAC/UTAC Workshop

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■ 6. Student Profile

Student Attendance

Student Attendance 30 April – 25 May 2012.

Year Level	% Attendance
Year 7	93.8%
Year 8	93.6%
Year 9	92.6%
Year 10	91.8%
Average for Years 7-10 during period 30 April – 25 May 2012	92.9%

Student attendance in Year 11 and 12 is managed on a class rather than a daily process.

Management of Student Non-attendance

Each student is assigned a Pastoral Care Advisor who monitors attendance and welfare issues. Parents contact Pastoral Care Advisors when students are absent, and notes to explain absences are submitted to the school. Parents of students in Year 7-10 receive an SMS message on days when their student is absent from school as a double check.

Pastoral Care Advisors of Years 7-12 actively follow up parental notes to ensure absences are explained by the end of each reporting period.

Student Retention Rates

Daramalan College had an enrolment of 1464 students from Years 7 to 12 at the time of the February 2012 census. Over the year, 107 students left the College, in many cases their places were filled immediately. Some students went to other Colleges. A significant number of those who left transferred with families interstate or overseas. A number of Year 11 and 12 students left to begin employment.

The percentage of students who left during or at the end of 2012 (excluding Year 12 Graduands) was 7.3%.

■ 7. Teaching and Learning

In accordance with the school's Strategic Plan, there was a whole school focus on assessment and reporting throughout 2012. Staff drew on research, Board of Senior Secondary Studies statements and on the recently released document Teachers' Guide to Assessment (AISACT & ACT Education and Training) to re-examine key issues such as quality, equity, validity and alignment. During the annual Staff Professional Learning Conference in July, consultant Chris Melican extended these discussions to include principles relevant to assessment given in the Melbourne *Declaration on Educational Goals for Young Australians* and in the Australian Curriculum. Staff also revisited the Quality Teaching model and explored the Understanding by Design framework for planning quality assessment and learning activities. Strong connections were made throughout these discussions with our continuing work on differentiation. The year concluded with a statement of Agreed Understandings and Practices related to assessment and with the generation of generic assessment templates for Years 7-10 and Years 11-12.

A concerted effort was made to provide Learning Support classes with iPads. Textbooks were uploaded and apps trialled by students. Staff received training from CIT Solutions and visited other schools to investigate how best to implement this initiative.

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Departments involved in Phase 1 of the Australian Curriculum spent the year mapping their curriculum documents to the new syllabus. Teams of teachers worked with commitment and enthusiasm to scope and sequence content and skills into year-level syllabi and to write or revise units of work, assessment tasks and rubrics, as well as lists of resources. Learning goals for each unit were articulated and transferred to unit outlines, assessment templates and reports, ensuring alignment of documentation and practice. A new format for reports was drafted to give parents more specific feedback on their student's progress. Phase 2 subjects have been preparing for the release of their curriculum.

The College embraced the opportunities provided by the new National Professional Standards for Teachers for promoting professional learning and ongoing professional dialogue.

■ 8. Student, Parent and Staff Satisfaction Surveys.

Surveys of all these groups took place during Term 4, 2012.

Parent Response

All parents were sent a link to an on-line survey. From the data received parent responses were overwhelmingly positive in regards to the following statements:

- 92.8% responded positively to *"I believe that my son/daughter is well looked after at Daramalan College"*
- 86.5% responded positively to *"I believe that most of my child's teachers are effective"*
- 95.8% responded positively to *"Daramalan offers a broad curriculum which caters for my child's needs"*
- 90.3% responded positively to *"I recommend Daramalan College as a good school to others"*

Student Responses

Just over 400 students from Years 7-12 responded to the survey. Pastoral Care groups were randomly selected to complete the survey. Student responses to the survey included:

- 70.5% responded positively to *"I believe that Daramalan College has a supportive environment"*
- 83.0% responded positively to *"I believe that Daramalan College offers me good opportunities to learn"*
- 72.1% of students responded positively to *"I recommend Daramalan College as a good school to others"*

Staff Responses

All staff were asked to complete the staff survey. 145 staff members did so. Their responses were:

- 93.9% responded positively to *"I am satisfied in my current job"*
- 90.6% responded positively to *"I feel that I am valued as an employee"*
- 87.1% responded positively to *"Women and men have the same chance of being appointed to promotional positions"*
- 89.0% responded positively to *"My immediate supervisor/manager genuinely supports equal employment opportunity for men and women"*
- 86.4% responded positively to *"My immediate supervisor is understanding when I have family demands that make it difficult for me to work effectively"*
- 93.9% responded positively to *"I am treated with respect by my colleagues"*

Positive responses were made by those who submitted responses of 'Agree' or 'Strongly Agree'.

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■ 9. Academic Performance

The Year 12 results for 2012 were very pleasing in every category.

In a cohort of 225 students, all students received a Year 12 Certificate and 171 students (76%) received an ATAR (Australian Tertiary Admission Rank)

- **ATAR Results Summary – Median ATAR:** 75.2
- **Daramalan College Highest ATAR:** 99.9

ATAR	Number of Students	%	
>99.0	3	1.8	
>90	32	18.7	
>80	63	36.8	ANU entry
>70	102	59.6	
>65	117	68.4	UC entry

University Entry

Of those seeking university entry, 117 (68.4%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 63 students (36.8%) gained general admission to the Australian National University with an ATAR of 80 or higher.

The highest ATAR achieved by a Daramalan College student was 99.9, the second highest possible in the ACT. Overall, 3 students received an ATAR over 99.

Vocational Education

Vocational Education continued to be a significant area of achievement for Daramalan College students in 2012.

- 8 students completed an Australian School Based Apprenticeship (ASBA).
- The number of Vocational Certificates awarded to Year 10, 11 and 12 students in the various industry groups appear below.
- The table shows a breakdown of the number of certificates achieved in the various industry groups. Reading down the table, the Daramalan courses that the figures align with are Auto Technology, Business Administration, Furniture Construction, Computing, Fashion Design & Textiles and Hospitality.

Industry Group

• Automotive	14
• Business & Clerical	21
• Building & Construction	2
• Computing	46
• Textiles, Clothing, Footwear & Furnishings	3
• Tourism & Hospitality	20



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Post School Destinations:

- 21 students completed their Year 12 studies early to enter the workforce or begin an apprenticeship
- 9 students received GAP placements for 2013 in UK schools

The following is a summary of the Main Round Offers for University admission made to Year 12, 2012 Daramalan students. This information was received from UAC in Term 1, 2013.

University	Number of offers
Australian National University	37
University of Canberra	96
Australian Catholic University	9
University of New South Wales	5
University of Newcastle	1
University of Wollongong	6
Charles Sturt University	6
Griffith University	2
University of Western Sydney	2
University of New England	1

NAPLAN Results 2012

The following information shows Daramalan College's results in the 2012 National Assessment Program-Literacy and Numeracy (NAPLAN).

School and National Mean Scale Scores					
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	542	518	543	546	538
Daramalan	556	525	547	559	550
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	580	566	581	572	583
Daramalan	595	561	584	589	606

These results indicate that the mean score achieved by Daramalan students in each test of literacy and numeracy is above the national mean except for Year 9 Writing which is 5 points below the national mean.

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Proportion of students at or above the National Minimum Standard

Year 7	Reading	Writing	Spelling	Grammar	Numeracy
National	96%	91%	95%	97%	95%
Daramalan	98%	96%	96%	99%	99%

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	93%	83%	91%	92%	95%
Daramalan	95%	84%	95%	96%	99%

The tables above indicate that compared with national results, Daramalan College has consistently higher proportions of students who have demonstrated literacy and numeracy levels at or above the National Minimum Standard.

YEAR 7	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 9	12%	9%	7%	6%	10%	9%	13%	10%	11%	10%
Band 8	26%	19%	13%	13%	19%	19%	22%	19%	19%	15%
Band 7	28%	28%	24%	24%	29%	30%	32%	29%	28%	25%
Band 6	20%	25%	29%	29%	26%	24%	25%	25%	30%	27%
Band 5	11%	13%	22%	19%	11%	11%	8%	12%	11%	16%
Band 4	2%	4%	4%	9%	4%	5%	0.4%	3%	0.4%	5%

YEAR 9	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 10	10%	5%	7%	6%	4%	6%	7%	6%	13%	9%
Band 9	18%	14%	14%	11%	20%	15%	18%	13%	18%	14%
Band 8	33%	26%	22%	20%	29%	26%	31%	25%	25%	24%
Band 7	26%	29%	24%	24%	24%	26%	21%	28%	27%	29%
Band 6	9%	18%	17%	21%	18%	16%	20%	19%	15%	19%
Band 5	5%	7%	16%	17%	5%	9%	4%	8%	1%	5%

Analysis of these results shows that Daramalan students are well represented in the middle and upper achievement bands when compared to national results, Band 5 being the national average for Year 7 and Band 6 for Year 9.



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■ 10. Initiatives

Academic

Lengthy discussions relating to assessment and reporting culminated in the writing of the documents: *Agreed Practices: Reporting* and *Agreed Understandings and Practices: Assessment*. The reporting document summarises the key understandings that ensure that our processes for reporting achievement to students and parents result in reports that are informative and will assist in improving learning. The assessment document will guide the planning and delivery of formative and summative assessment activities to ensure that the College continues to live out its commitment to providing high quality learning experiences for all students. The common assessment template that is to be trialled in 2013 embeds the Understanding by Design framework, with its focus on learning goals, in teacher practice. It complements the revised formats for reporting to parents and for Unit Outlines.

Spiritual

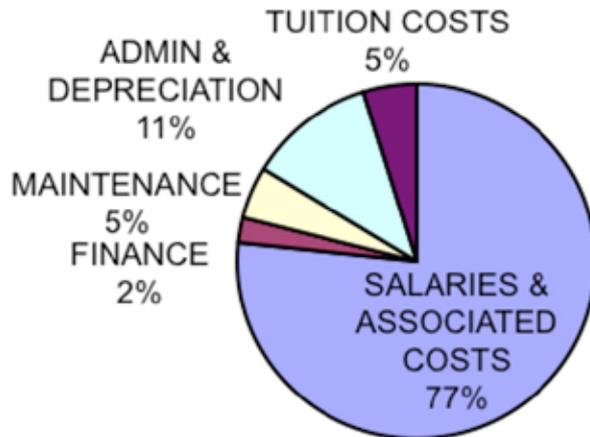
The College trialled a new Pastoral Program in 2012. A Pastoral Care curriculum was written for all year levels in the College for two lessons per term to be taught by Pastoral Care Advisors and Teacher Advisors. The Pastoral Program aims to inform students about and give them the opportunity to consider the challenges that they face in their daily lives. The themes of these lessons included: 'Positive Self Image', 'Study Skills', 'Cyber Safety', 'Stress Management', 'Dealing with Broken Friendships', 'Dealing with Conflict', 'Grief and Loss' and 'Self-assertiveness and Resilience'.



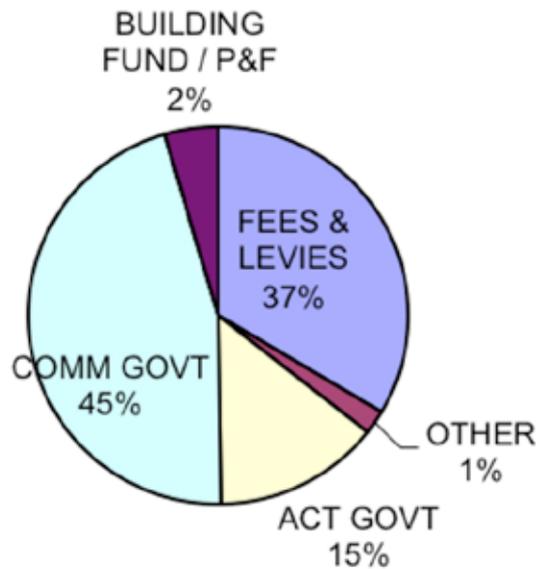
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■ 11. Finances

Expenditure - School Year 2012



Income - School Year 2012



This report was prepared by Ian Garrity, Deputy Principal, with contributions from other members of the College Executive and staff, May, 2013.