



DARAMALAN COLLEGE

ANNUAL
SCHOOL REPORT

2014

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2014 Annual Report

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■ 1. Introduction

Principal's Message

Welcome to the 2014 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.

In 2014 the college underwent its five yearly Registration process conducted by a Panel led by representatives of the ACT Education and Training Directorate. In June 2014 members of the Registration Panel were provided with extensive documentation covering all key aspects of the college including governance, student welfare, curriculum, student attendance, accommodation and facilities and evidence that we have in place appropriate policies and documentation for teaching and assessing the Australian Curriculum in the required subjects. In August the Panel members spent some time in the college and met with various members of staff, some parents and students and the College Board Chair as part of their assurance processes to ensure that the practices of the college were in accordance with our policies. In addition, an external consultant undertook a Workplace Health and Safety Audit of the college and this report contributed to supporting information required for the Registration Panel report. The outcome of the review was that the college was granted a renewal of its Registration until 31 December 2019.

Late in 2013 the college made a decision to move to a House-based structure for Pastoral Care in 2014. A House Coordinator and a Pastoral Care Advisor were appointed for each of the eight House groups and changes were made to the duties of the teachers in these roles and also the duties of the Pastoral Tutors appointed to each pastoral group within the Houses. In 2014 the new pastoral model was implemented and we quickly saw many of the benefits of the new system. Throughout the year the strengthening of House affiliation became evident on a day to day basis but particularly at whole college events such as the carnivals for Swimming and Athletics. The transition was a significant one for many staff and older students so it was pleasing to see how quickly it was embraced as the year progressed.

Throughout 2014 the staff of the college worked collaboratively to progress the Culture of Learning project that began in 2013. One of the early actions in 2014 was to place throughout the college posters defining students' Core Rights for teaching and learning in order to re-enforce consistent expectations in all classes and year levels. The underpinning vision of culture of learning project is for students to become increasingly independent and responsible for their learning.

Work continued on implementing the Australian Curriculum and writing courses to align with it. One aspect of this involved reviewing how subjects were assessing against the prescribed achievement standards in the Australian Curriculum and from this feedback came the decision to move to un-streamed classes from 2015 in English, Mathematics and Science except for the 10A course in Years 9 and 10 Mathematics.

Time was spent during the Professional Learning Week as well as in subject-based meetings looking at specific strategies to promote student engagement and later in the year an audit of progress was undertaken. There was strong staff support for many of the initiatives taken and it became clear from staff feedback that there was evidence of the effectiveness of the agreed practices in and outside of the classroom.

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The Dickson Area Trade Training Centre, a project that was partially funded by the Federal Government under Round Four of the Trade Training Centre program, was open for classes from the start of 2014 with new facilities on the Daramalan College site for teaching vocational courses in Automotive Technology and Metals Engineering. The building was blessed by the MSC Provincial, Fr John Mulrooney MSC, in late May and then it was opened officially by Senator Zed Seselja, Senator for the ACT, in June at an event attended by representatives from the education departments of both the Federal and ACT governments, our Trade Training Centre partners - Emmaus Christian School - as well as representatives from a number of colleges and associated training centres and industries across Canberra in addition to the architects, builders and many other people who contributed to the project. We were delighted to hear in late June that this building had won a Master Builders Association award as it is a very impressive facility. In addition, some renovated student amenities in McMahon Wing that were opened early in 2014 also won a MBA award in a different category at the MBA Awards evening.

The Charity Walk once again 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 St Vincent de Paul Winter Appeal. One of the highlights during the year was the work of the Youth Mental Health Ambassadors who did an outstanding job raising awareness about mental health through activities such as RUOK day when affirming messages were written on the pavement and the tree in the Year 7 garden was decorated in red ribbons. 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 and Social Justice program. In the July school holidays a group of students and staff went on a Community Service/Cultural Immersion trip to the Northern Territory where they did a range of activities including working with some young children in a small indigenous community and meeting some remarkable people who live in remote communities.

Staff from all areas within the College continued to contribute with enthusiasm and dedication to their work throughout the year with many having a strong involvement in the co-curricular programs as well as other special events within the college. We had a relatively small number of staff changes during the year which provided stability, particularly in the area of teaching and learning. Early in 2014 we appointed an Assistant Network Manager to assist with the growing demands for IT support and access by students and staff.

The Parents and Friends Association continued its practical support of the college by providing a significant financial contribution towards the building of the new canteen during 2014. This building project, known as the Littleton Extension, includes also a new common room for Years 11-12 students and a flexible learning area which were planned for completion prior to the start of the 2015 school year.

Yet again, a pleasing numbers of parents volunteered their time to assist with major events including the Charity Walk and Sacred Heart Day celebrations. Large number of parents attended the Parent-Teacher interviews scheduled in April and September which provided a strong indication of their high interest in their student's academic progress. Parent support and participation were also strong at various sporting and cultural events held across the year including music performance evenings, sports dinners, the High School musical Disney's *The Little Mermaid* and the Drama performance of *The Taming of the Shrew*. Large numbers of grandparents attended the Year 7 Grandparents day in June and enjoyed being welcomed into the Daramalan family.

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Options for a new Learning Management System were investigated during 2014 to replace the one that had served us well for many years. A decision was made on a new system in the second half of the year and staff training began in preparation for the start of the 2015 school year.

Our Year 12 students achieved success in academic and vocational pathways once again in 2014. About 80% of our Year 12 students completed a tertiary entrance program and our top student achieved a rank of 99.3. We had a pleasing number of students who completed vocational qualifications through an Australian School Based Apprenticeship or gaining Vocational Certificates in subjects such as Hospitality, Automotive Technology, Furniture Construction, Textiles and Fashion and Business Administration.

A very high number of students from Years 7-12 throughout the year participated in a wide range of academic, cultural and sporting competitions and activities that enhanced the formal curriculum while all students had opportunities to participate in liturgies and retreat days as well as significant events to mark key occasions during the school year as part of the broad educational experience offered to students at Daramalan College in 2014.



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 one MSC member, lay teachers and support staff who are jointly responsible for the academic training, supervision and guidance of students. Apart from the one MSC on staff, who is 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 college. 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 2014 were:

Mr Michael Jamieson, Chair

Mr Christopher Fearon, Deputy Chair

Ms Rita Daniels, Principal

Mr Hugh Boulter (from March 2014)

Ms Claire Carton (from June 2014)

Ms Pamela Hussey

Fr. Robert Irwin MSC

Fr. James Littleton MSC

Ms Pauline Luchetti

Ms Anne Lyons (until May 2014)

Mr Peter McGrath (until May 2014)

Mr David O'Rourke

Br. Barry Smith MSC

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

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

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

The Board of Directors has established a number of sub-committees. These are:

- Governance
- Policy Review
- Finance, Audit and Risk Management
- Building, Facilities, Resources and IT
- Scholarships.

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 had 109 timetabled teaching positions, plus one position with the inclusive education team and three teacher-librarian positions. Two of the teaching positions involved job-sharing

Number of support staff:

40 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 = 591

Absences Semester 2 = 598

Total Absences for 2014 = 1189 days

Total Teaching Staff = 113

Absentee % = $[\text{Total Absences for Year} / (\text{Number of Teaching Staff} \times \text{Teacher Days})] \times 100$

= $[1189 / (113 \times 193)] \times 100$

= 5.45%

Therefore attendance rate of teaching staff = 94.55%

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

Absences not included are: LSL, LWOP-extended blocks, Maternity, Worker's Compensation-extended blocks, Sick-extended blocks. (An extended block is one term or more).

Staff Retention

Total number of timetabled teaching staff = 113

Number of staff who left in 2014 = 15

Staff retention rate = 86.7%

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Teacher Qualifications

The teaching staff numbers and qualifications fluctuated during 2014 as a number of staff retired or took long service leave and were replaced. The overall number of teaching staff who worked at Daramalan for part or the whole of the year was 123 (including job shares, part time and contract staff). Of these the staff qualifications were:

- 85 staff held four year Bachelor Degrees/Dip Ed's or the equivalent
- 18 staff held five year or Honours equivalent Degrees with Dip Ed's or double degrees
- 18 teaching staff held a Masters degree, with one staff having two Masters degrees
- 2 teaching staff held a PhD degree

This means that over 30% of Daramalan's teaching Staff in 2014 were more than four year trained.

Professional Learning – Whole School

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

- Understanding the Australian Professional Teaching Standards,
- Using the AITSL self-reflection tool to guide their role reflection and goal setting.

During our Professional Learning Week in July all departments spent a day on professional learning activities for identified priorities in each department. One day was spent as a Spiritual Retreat with guest presenter Fr Michael Fallon MSC focussing on social justice awareness, followed by a one day teaching conference titled Successful Learning for the 21st Century which was facilitated by Tom March. Other sessions during the Professional Learning Week were the update on the Disability Discrimination Act and Education Standards including the completion of the DDA e-Learning Module and training in the i-Read program facilitated by Dr Kay Lowe. Staff also had time to address their own professional learning needs.

Throughout the year other whole staff professional development topics covered in staff meetings included:

- Whole Staff CPR Training and certification
- Daramalan Staff Code of Conduct Policy, Workplace Health Safety Policy and Procedures, Mandatory Reporting, Lockdown and Evacuation Procedures and Harassment Guidelines
- Australian Curriculum
- Learning Support Programs

Individual Staff Professional Learning Courses

Individual staff attended a range of other specific conferences and workshops applicable to their roles and/or subject areas. Some of these included:

- ACSA 2014 Symposium
- ACT Asia Forum
- ACTATE Conference
- ACT Teacher-Mentor Program
- Australian Curriculum
- BSSS Course/Framework Panels
- BSSS New Teachers Workshop

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- CMA Conference
- Equipping Australian Schools for the 21st Asian Century
- Generation Next 4 Leaders
- High Reliability Schools Conference
- iRead Training
- Positive Schools: Mental Health and Well-being Conference
- Thinking and Learning Conference
- Transform Learning
- Visible Learning
- Youth Mental Health First Aid

6. Student Profile

Student Attendance

Student Attendance 6 May – 2 June 2014

Year Level	% Attendance
Year 7	94.6
Year 8	92.2
Year 9	92.2
Year 10	91.1
Average for Years 7-10 during period	92.5%

Student attendance in Year 11 and 12 is managed on a class rather than a daily basis. The rate of attendance was 93.7% for Year 11 students and 91.6% for Year 12 students.

Management of Student Non Attendance

Each student is assigned a Pastoral Care Advisor (Years 7-8) or a House Coordinator (Years 9-12) who monitors attendance and welfare issues. Parents contact PCAs/House Coordinators when students are absent, and notes to explain absences are submitted to the school. Parents of students in Years 7-12 receive an SMS message on days when their student is absent from school at the start of the day as another check. House Coordinators/PCAs actively follow up parental notes to ensure absences are explained.

Any concerns about poor attendance patterns are referred by the Pastoral Leaders to the relevant AP Pastoral Care for action. Should this not resolve the issue the matter maybe referred to the Principal who will work with the parents, and, if necessary, the relevant government agency to ensure attendance requirements are met.

Student Retention Rates

Daramalan College had an enrolment of 1416 students from Years 7 to 12 at the time of the February 2014 Census. Over the year, 97 students left the College of whom 60 students went to other colleges. Others who left transferred with families interstate or overseas. A number of Year 11 and 12 students left to begin employment or apprenticeships. All vacant positions in Years 7-10 were filled immediately from our waiting list.

The percentage of students who left during or at the end of 2014 (excluding Year 12 Graduates) was 6.85%.

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■ 7. Teaching and Learning

Important progress was made over 2014 with our initiative to strengthen the culture of learning at Daramalan College. Staff implemented agreed school-wide practices in pedagogy and student welfare and audited their progress over the year. A survey of teachers revealed overwhelming support for growing these initiatives with early evidence that students are placing more value on their learning and taking more responsibility for their behaviour. In preparation for this, curriculum leaders worked with their teachers to formulate a Department-based action research project for 2015 into the effect on student engagement of providing more opportunities for personalised learning.

In support of our culture of learning initiatives, Daramalan College became a founding member of the AITSL ACT/NSW Learning Frontiers hub. This is a collaborative venture to investigate and support innovative approaches to student engagement. Our annual Professional Learning Conference with Tom March focused on harnessing the opportunities in the Australian Curriculum and digital technologies for deepening student engagement and creating a stronger culture of learning.

Teachers have demonstrated their commitment to professional learning through their engagement with TQI requirements. Groups of teachers worked together to devise protocols for classroom observations; these will become expected practice in 2015.

■ 8. Student, Parent and Staff Satisfaction Surveys

Students, parents and staff were asked to complete satisfaction surveys in 2014. Responses available to the questions below were: Strongly Disagree, Disagree, No Opinion, Agree and Strongly Agree. Positive responses were made by those who submitted responses of Agree or Strongly Agree.

Student Responses

416 students from Years 7-12 responded to the survey. Students were asked to complete the survey towards the end of Term 4. From the students who offered an opinion:

- 95% responded positively to *“Daramalan College is a safe place.”*
- 90% of students responded positively to *“I would recommend Daramalan as a good school to others.”*

Parent Responses

All parents were sent a link to an on-line survey. 232 parents responded to the survey. From the data received parents responses were overwhelmingly positive in regards to the following statement:

- 96% responded positively to *“Do you consider that Daramalan offers students good opportunities to learn?”*
- 94% responded positively to *“Do the Semester reports you receive provide useful feedback on your child/children’s progress?”*
- 96% responded positively to *“I consider that the College provides a well-balanced curriculum.”*
- 91% responded positively to *“I would recommend Daramalan to other families.”*
- 95% responded positively to *“How do you rate your overall satisfaction with Daramalan?”*
- 86% responded positively to *“The Pastoral Care provided at Daramalan is valued and effective.”*

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Staff Responses

All staff were asked to complete the staff survey. 121 staff members completed the survey. Their responses were:

- 79% responded positively to *"I feel that I am valued as an employee"*
- 92% responded positively to *"If I need training, I am able to ask for it"*
- 88% responded positively to *"My immediate supervisor recognises my contributions"*
- 89% responded positively to *"I am treated with respect by my colleagues"*

9. Academic Performance

In a cohort of 199 students, all but two students received a Year 12 Certificate and 159 students (80%) received an ATAR (Australian Tertiary Admission Rank).

ATAR Results Summary

Median ATAR: 71.05

Highest ATAR: 99.3

ATAR	Number of Students	%	
99+	1	0.6	
95+	10	6	
90 plus	28	18	
80 plus	51	32	ANU entry
70 plus	83	52	
65 plus	92	58	UC entry

The highest ATAR achieved by a Daramalan College student was 99.3. As shown above, 10 students achieved an ATAR above 95.

University Entry

Of those seeking university entry, 92 (58%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 51 students (32%) gained general admission to the Australian National University with an ATAR of 80 or higher.

Vocational Education

Vocational Education continued to be a significant area of achievement for Daramalan College students in 2014.

- 7 students completed an Australian School Based Apprenticeship (ASBA).
- 75 Year 12 students (38%) received one or more Vocational Certificates. The number of Vocational

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Certificates awarded to Year 10, 11 & 12 students in the various industry groups appear in the table below.

Industry Group

Automotive	6
Business & Clerical	38
Building & Construction	1
Computing	38
Textiles, Clothing, Footwear & Furnishings	2
Tourism & Hospitality	79

Post School Destination

The following table shows the number of offers that universities made to Daramalan students for 2014.

University of Canberra	64
Australian National University	35
Australian Catholic University	17
University of Wollongong	4
UNSW/ADFA	4
Charles Sturt University	3
Macquarie University	3
Griffith University	2
University of Western Sydney	2
University of Sydney	1

NAPLAN Results 2014

The following information shows Daramalan College's results in the 2014 National Assessment Program-Literacy and Numeracy (NAPLAN).

School and National Mean Scale Scores					
Year 7	Reading	Writing	Spelling	Grammar	Numeracy
National	546	512	545	543	546
Daramalan	571	530	557	576	567
Year 9	Reading	Writing	Spelling	Grammar	Numeracy
National	580	555	582	574	588
Daramalan	595	564	587	585	598

These results indicate that the mean score achieved by Daramalan students in each test of literacy and numeracy is above 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	97%	90%	94%	95%	97%
Daramalan	100%	95%	98%	99%	99%

Year 9	Reading	Writing	Spelling	Grammar	Numeracy Grammar &
National	94%	83%	91%	91%	96%
Daramalan	96%	85%	94%	94%	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.

Proportion of students in Achievement Bands

Year 7	Reading		Writing		Spelling		Grammar		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 9	17%	10%	9%	4%	14%	10%	18%	11%	16%	12%
Band 8	25%	19%	13%	11%	24%	20%	25%	18%	20%	17%
Band 7	32%	28%	26%	24%	29%	28%	31%	26%	34%	26%
Band 6	21%	25%	31%	31%	20%	22%	16%	24%	24%	26%
Band 5	5%	13%	17%	19%	10%	9%	14%	14%	6%	14%
Band 4	0%	3%	5%	10%	2%	6%	1%	5%	1%	3%

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

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

The College introduced Bring Your Own Device to Year 9 students, with most parents choosing to buy rather than to lease a laptop. The success of this initiative means that BYOD will be extended to Years 9-12 in 2015. The highly successful iRead program was introduced for identified Year 7 students. Dr Kaye Lowe provided an excellent presentation to parents and staff on dyslexia as well as training in the program. Investigations into a replacement learning management system concluded with the decision to move to My Big Campus in 2015. Adopting a train-the trainer model, teachers from across the school attended a two day workshop at the end of 2014.

Pastoral

The College implemented a new Pastoral Structure in 2014 to improve students' transition from Year 10 to Year 11, increase opportunities for House activities leading to increased House spirit, and provide more stability for students by decreasing the number of staff that they work with in pastoral leadership positions. The College had a strong focus on mental health and well-being through such activities as RUOkay Day.

Facilities

The construction of a flexible learning area to provide teachers with an alternative space to practice a wider range of pedagogies.

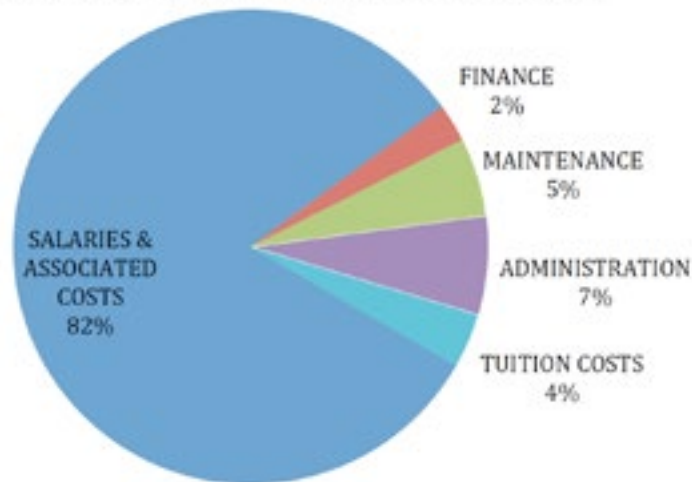
Additionally, construction of new canteen for Year 7-12 was undertaken. An aim of this canteen was to provide students with healthy freshly-cooked food choices based on extensive research on the relationship between nutrition and well-being.

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11. Finances

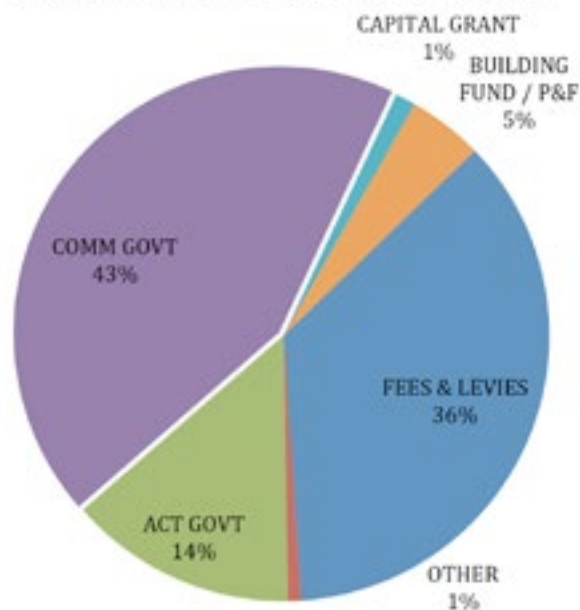
Expenditure - School Year 2014

EXPENDITURE 2014 SCHOOL YEAR



Income - School Year 2014

INCOME 2014 SCHOOL YEAR



This report was prepared by Ian Garrity, Deputy Principal, with contributions from other members of the College Executive and staff, June, 2015