



DARAMALAN COLLEGE

ANNUAL
SCHOOL REPORT

2016

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2016 Annual Report

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■ 1. Introduction

Principal's Message

Welcome to the 2016 Annual Report for Daramalan College.

Context

Daramalan College is an independent Catholic secondary 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.

Enrolments

The College's total enrolment was 1412 in August 2016 which reflects both the strong support of our current families and the high regard with which the College is held within the Canberra community. A very successful Open Evening was held in March 2016 promoting some of what the College offers students from Years 7-12 and this resulted in strong numbers of applications for places in 2017.

Major Events

On a number of occasions throughout the year the College shared major liturgical celebrations to mark significant events such as the opening of the school year and the commissioning of our student leaders, Sacred Heart Day and Chevalier Day. Through these celebrations as well as the retreat program, class Masses and the Religious Education program, students had the opportunity to focus on aspects of their faith development. It was pleasing to see the growing number of students involved in the planning for our liturgies throughout the year under the guidance of the Assistant Principal Mission.

We were very pleased to have a number of students competing internationally with great success in areas as diverse as Science, sport and Food Technology. Two students who achieved success in the BHP Billiton Science and Engineering Competition were selected to attend the Science and Engineering Fair in Phoenix, Arizona which was a great opportunity for them to meet with other students from around the world and to gain new ideas and knowledge about Science. In addition, a Year 11 and a Year 12 student were successful in the International Culinary Confederation Competition, gaining a Gold medal and second place in the rankings.

In October we had a large fundraising dinner for our Scholarship Fund that had as the host chefs a former student and a former staff member. The event drew a pleasing number of people who enjoyed not only the food and wine but the opportunity to catch up with people from different decades in the College's history. This event was promoted as a positive way that the wider College community could support students who would otherwise not be able to enrol at the College.

During the September school holiday period a group of staff and students went to Vietnam for a community service project organised by the Asia Pacific Youth Foundation. The group spent much of their time building a kindergarten in a small village in the north of Vietnam which was greatly appreciated. They raised funds for the construction materials prior to their departure and the experience of participating in the project was powerful for the students who returned with a strong desire to do more for others.

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The annual Charity Walk was a great success once again with approximately \$28,000 raised to support both Caritas Australia and the local St Vincent de Paul organisation. The event not only raises money for these worthy organisations but also promotes awareness about people in greater need than most in our school community. Speakers from both organisations spoke at a school assembly about how the money raised from this event would progress their work which assisted in students gaining a greater understanding of what their efforts could achieve.

School Improvement Plan

Work continued during the year on our School Improvement Plan (SIP). The SIP aligns with the College's broad Strategic Plan that covers 2012-2022 and focusses on four key areas identified as being ones of most significance at this time to improving aspects of our operations. These four focus areas for 2016-2018 specify desired outcomes, strategies and ways by which improvement will be measured.

Staff

During the year we had a number of staff departures including the retirement of several long-standing staff at the end of the year. We were able to find suitably qualified staff to fill all the vacancies that arose throughout the year as a result of these departures or staff taking leave.

It was decided during the second half of 2016 that we would review the role descriptions of some staff in leadership positions to ensure there would be clearer lines of reporting and responsibilities into the future.

Student Leadership

Our student leaders continued to play a significant role within the college during 2016. During the year a new selection process for the 2017 student leaders was designed and proved to be very successful in attracting strong applicants for the positions of responsibility when they were advertised during Term 3.

The College Captains met formally with the College Board at one of its regular meetings which enabled Board members to get student feedback about a number of issues of interest to them.

Parent Participation

Members of the Parents and Friends Association as well as many individual parents gave assistance on the Charity Walk day to enable this major event to run very smoothly. Parent volunteers were also out in force on Sacred Heart Day and Chevalier Day which was greatly appreciated by staff and students alike.

While attendance at the Parents and Friends Association meetings is not high, there is a group of very committed parents who participate in meetings in a very positive way and represent parent views on issues discussed at the meetings.

The Parent-Teacher interviews that are held part way through each semester were once again very well attended by parents who were keen to meet with teachers about their student's academic progress and very large numbers of parents attended the end of year Awards and Graduation ceremonies.

The annual Grandparents Day in June gave not only parents but also hundreds of grandparents the opportunity to visit the College and see its facilities as well as to become more aware of some of the opportunities that their grandchildren experience at school.

Building work

Throughout all of 2016 work on the construction of the Dempsey Wing replacement building was undertaken. This was a very large project that involved both demolition as well as construction and fit out. By the end of 2016 the building was close to completion in preparation for the 2017 school year. A number of smaller projects were completed also late in 2016 including some office refurbishments and the transformation of the former canteen area into new pastoral offices and an open quiet space for students.

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Student Achievements

Our Year 12 students once again achieved a high level of success in their academic and vocational achievements. The class of 2016 had in it many talented students and their results reflected this. Eight students achieved ATARs over 95 which was a tribute to their hard work and abilities while others showed their talents in areas as diverse as Art, Mathematics, Chemistry and vocational subjects. Two students shared the top ATAR in the College which is not something that happens often. Forty-four students achieved one or more Vocational Certificates and four students completed an Australian School Based Apprenticeship with a Registered Training Organisation outside of Daramalan in addition to their ACT Senior Secondary Certificate.

Students from all year groups performed with great success in Drama productions, in Music and Dance performances as well as in academic and other competitions. The two major Drama productions led to eight nominations as finalists in the Canberra Area Theatre Awards which was very pleasing.

During 2016 our students achieved outstanding success in a wide range of Science competitions and programs. Two students were selected to attend the 2017 Australian Science Olympiad Summer School after gaining High Distinctions in the Science Olympiads competition in Earth Science. In addition, another eight Distinctions were achieved by students in different branches of Science in this challenging competition.

Twenty-five students gained Silver CSIRO CREST awards and three gained Gold awards. The three Gold CREST winners were members of the group of twenty-six finalists chosen from all over Australia to attend the BHP Billiton Science and Engineering Awards held in Melbourne. In addition, Science teacher, Colin Price, was the ACT Nominee for the Science Educator Award for his work with the CSIRO CREST program. In other Science achievements, two Year 11 students were selected for the Honeywell Engineering Summer School in Sydney which provided them with great insights into career opportunities in engineering.

Two students reached the finals of the ACT Excellence Awards in Vocational Education and Training which is a highly competitive event. A student doing the Vocational Business Administration course excelled in the Schools WorldSkills competition taking out a Silver Medal.

Community Service events continued to have a high profile with large numbers of students participating in activities including the Relay for Life event, World Vision's 40 Hour Famine, Shave for the Cure and the Vinnies Sleepout.

Many of our sports teams reached the finals in their competitions and there were a number of outstanding individual sports achievements with students selected for ACT as well as Australian teams competing in Australia and overseas.

Conclusion

2016 was a very successful year for the College in fulfilling its Mission as providing excellent education in all aspects to enable students to grow in faith, knowledge and service



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 2016 were:

Mr Michael Jamieson, Chair

Mr Christopher Fearon, Deputy Chair

Ms Rita Daniels, Principal

Mr Hugh Boulter

Ms Claire Carton

Ms Adrienne Day (from August 2016)

Ms Pamela Hussey

Fr. Robert Irwin MSC

Fr. James Littleton MSC (resigned May 2016)

Ms Pauline Luchetti

Mr David O'Rourke

Mr Bill Rowe

Br. Barry Smith MSC

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.

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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
- Community Engagement Committee

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.

■ 4. Enrolment Policy

See website www.daramalan.act.edu.au

■ 5. Registration Status

Daramalan College successfully completed its Registration process in 2014. The College is registered until 31 December 2019.

To obtain a copy of a registration panel report please contact the Liaison Unit via the ACT Education Directorate's web form: Online: ACT Education and Training Contact Form which can be found at

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http://www.education.act.gov.au/contact_us . Enter “Panel report request” into the subject field when using this form. Alternatively, members of the public may inspect a copy of the report during business hours at the offices of the ACT Education Directorate.

■ 6. Staff profile

Number of teaching staff:

Daramalan had 110 full time equivalent 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:

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

Number of Indigenous Staff:

1 teacher recognised their cultural background as Indigenous.

Teaching Staff Absences:

Absences Semester 1 = 486.90 days

Absences Semester 2 = 786.66 days

Total Absences for 20156 = 1272.56 days

Total Teaching Staff = 110

Absentee % = [Total Absences for Year / (Number of Teaching Staff x Teacher Days)] x 100

= [1272.56 / (110 x 193)] x 100

= 5.99%

Therefore attendance rate of teaching staff = 94.01%

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 = 116

Number of staff who left in 2016 = 9

Staff retention rate = 95.08%

Teacher Qualifications

The teaching staff numbers and qualifications fluctuated during 2016 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 130 (including job shares, part time and contract staff). Of these the staff qualifications were:

- 76 staff held four year Bachelor Degrees/Dip Ed’s or the equivalent,
- 22 staff held five year or Honours equivalent Degrees with Dip Ed’s or double degrees,
- 23 teaching staff held a Masters degree, with one staff having two Masters degrees.

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This means that over 37.8% of Daramalan's teaching Staff in 2016 were more than four year trained. All teaching staff held current ACT Teacher Quality Institute registrations or Permits to Teach.

Professional Learning – Whole School

Daramalan Staff commenced the year with whole staff training on the MSC Ethos and sessions with Dr Thomas Neilson on Positive Behaviour Management and Pedagogy.

During our Professional Learning Week in July all departments spent sessions on professional learning activities for identified priorities in each department. One day was spent as a Spiritual Retreat with guest presenters Fr Denis Uhr and Helen Bramanathan who took the staff through sessions on 'The New Creation Story' and 'Christian Meditation'. The Spirituality Day was followed by a one day teaching conference with speakers Helen Dudeny on 'Identifying Gifted and Talented students', alternating with Megan Campbell and Maureen Howe presenting the 'Everyone, Everyday: A Toolkit for Inclusion'. Other sessions during the Professional Learning Week were presented by Daramalan staff and covered Differentiated instructions and strategies. 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 Staff Harassment Guidelines, and
- Personalised learning.

Individual Staff Professional Learning Courses

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

- *AATE Conference,*
- *Positive Schools Conference,*
- *Differentiation,*
- *Careers Conference,*
- *STEM Teaching Conference,*
- *AISACT Colloquium,*
- *ACTATE Conference,*
- *Language Teachers Conference,*
- *ACTivate Conference,*
- *ASPECT Autism in Education Conference,*
- *Literacy and Numeracy Coaching,*
- *Mental Health and Wellbeing,*
- *MindMatters,*
- *Mathematics Conference,*
- *Technologies Education*
- *Recycling Conference,*
- *VET Conference, and*
- *Visual Arts Education Conference.*

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7. Student Profile

Student Attendance

Student Attendance 1 February– 11 December 2016

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	88.7%	89.1%	88.1%
Year 8	86.1%	86.3%	85.8%
Year 9	84.1%	85.0%	83.2%
Year 10	80.7%	81.5%	79.9%
Average for Yrs 7-10	84.9%	85.5%	84.2%
Year 11	92.4%	93.6%	90.7%
Year 12	91.7%	92.9%	90.2%
Average for Yrs 11-12	92.1%	93.2%	90.5%

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

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 Assistant Principal Pastoral Care for action. Should this not resolve the issue the matter may be 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 1412 students from Years 7 to 12 at the time of the February 2016 Census.

The table below describes the destinations for any students who left Daramalan College during or at the end of 2016. All vacant positions in Years 7-10 were filled immediately from our waiting list. The line “Transition to College” is specifically for students who completed their High School education at Daramalan and received a Year 10 Certificate, but who then chose to attend Years 11 and 12 elsewhere.

The percentage of students who left during or at the end of 2015 (excluding Year 12 Graduates) was 7.36%.

Year	Destination		
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship
7	5	4	0
8	10	5	0
9	10	8	0
10	0	4	0
Transition to College	36	7	0
11	6	4	0
12	1	2	2

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■ 8. Teaching and Learning

The College continues to develop a stronger culture of learning. In 2016 there was a renewed focus on differentiation across the school, extending the work done in previous years on personalised learning and cooperative learning.

The curriculum coordinators researched effective leadership for differentiation, brainstormed strategies that would work in the context of this school and worked with their teachers to devise a Department Framework for Differentiation to guide teaching and learning. Curriculum coordinators then held initial discussions on writing a new curriculum extension policy.

During the Professional Learning week in June all teachers attended a range of workshops and presentations by guest speakers and teachers who could offer strategies for effective differentiation.

The Literacy and Numeracy Committee led the school in conducting a detailed analysis of our NAPLAN results. Teams of teachers identified gaps in the students' skill set and then worked with their department to write a Literacy & Numeracy Action Plan. This evidence-based approach to planning has taken a stronger priority across the school, for example, with the curriculum coordinators using the National School Improvement Tool to track the progress of initiatives taken in teaching and learning over the last 12 months.

A Thinking Skills group was established to investigate how best to introduce a more explicit approach to developing students' metacognitive skills. Teachers and curriculum coordinators researched a range of thinking skills frameworks, interviewed students and took advantage of in-house professional learning to reach a decision on which framework to trial in their department over 2017.

Teachmeets continued in 2016 on the last Wednesday of each month. Topics included:

- inquiry-based learning
- G&T
- writing SMART goals for IPs
- AST Short Response test
- staff pilgrimage to Issoudun
- using a thinking skills framework to increase student engagement
- metacognitive skills

■ 9. Student, Parent and Staff Satisfaction Surveys

Students, parents and staff were asked to complete satisfaction surveys in 2016. Responses available to the questions below were: Strongly Disagree, Disagree, No Opinion, Agree and Strongly Agree. Positive responses noted were made by those who submitted responses of Agree or Strongly Agree.

Student Responses

256 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:

- 91% responded positively to *"I feel safe at school"*
- 85% of students responded positively to *"I would recommend Daramalan as a good school to others."*
- 90.5% of students responded positively to *"My teachers treat me with respect."*

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Parent Responses

All parents were sent a link to an on-line survey. 311 parents responded to the survey. From parents who offered an opinion regarding the following statements:

- 92% responded positively to *“Do you consider that Daramalan offers students good opportunities to learn?”*
- 91% responded positively to *“Do the Semester reports you receive provide useful feedback on your child/children’s progress?”*
- 89% responded positively to *“I consider that the College provides a well-balanced curriculum.”*
- 93% responded positively to *“I would recommend Daramalan to other families.”*

Staff Responses

All staff were asked to complete the staff survey. 105 staff members completed the survey. Of those who offered an opinion:

- 94% responded positively to *“I am valued as an employee.”*
- 89% responded positively to *“If I need training, I am able to ask for it.”*
- 93% responded positively to *“I am satisfied in my current job.”*

10. Academic Performance

In a cohort of 217 students, 214 students received an ACT Senior Secondary Certificate and 170 students (79%) received an ATAR (Australian Tertiary Admission Rank). Three students elected not to complete their Year 12 studies and received an ACT Statement of Achievement.

ATAR Results Summary

Median ATAR: 71.00

Highest ATAR: 98.8

ATAR	Number of Students	%	
95+	8	5	
90 plus	20	12	
80 plus	56	33	ANU entry
70 plus	89	52	
65 plus	106	62	UC entry
65 plus	112	71	UC entry

The highest ATAR achieved by a Daramalan College student was 98.8. As shown above, 8 students achieved an ATAR above 95.

University Entry

Of those seeking university entry, 106 (62%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 56 students (33%) gained general admission to the Australian National University with an ATAR of 80 or higher

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Vocational Education

Vocational Education continued to be a significant area of achievement for Daramalan College students in 2016.

- 4 students completed an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 44 Year 12 students (21%) received one or more Vocational Certificates. The number of Vocational Certificates awarded to Year 10, 11 & 12 students in the various industry groups appear in the table on the following page.

Industry Group

Automotive	10
Business & Clerical	12
Building & Construction	2
Computing	40
Engineering & Mining Resources	1
Textiles, Clothing, Footwear & Furnishings	3
Tourism & Hospitality	40

Post School Destination

The following table shows the number of offers that universities made to Daramalan students for 2016.

University of Canberra	94
Australian National University	33
Australian Catholic University	14
University of Wollongong	2
UNSW	3
Charles Sturt University	3
University of Newcastle	1
Sydney University of Technology	1
University of Western Sydney	1
Griffith University	1

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NAPLAN Results 2015

The following information shows Daramalan College's results in the 2016 National Assessment Program-Literacy and Numeracy (NAPLAN).

School and National Mean Scale Scores					
Year 7	Reading	Writing	Spelling	Grammar	Numeracy
National	541	515	543	540	550
Daramalan	561	529	546	555	560
Year 9	Reading	Writing	Spelling	Grammar	Numeracy
National	581	549	580	569	589
Daramalan	602	555	594	591	605

These results indicate that the mean score achieved by Daramalan students in each test of literacy and numeracy is above the national mean.

Proportion of students at or above the National Minimum Standard

Year 7	Reading	Writing	Spelling	Grammar	Numeracy
National	96%	91%	95%	94%	97%
Daramalan	98%	95%	98%	98%	98%

Year 9	Reading	Writing	Spelling	Grammar	Numeracy Grammar &
National	98%	85%	92%	92%	97%
Daramalan	98%	92%	95%	95%	100%

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

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 or above	13%	9%	5%	4%	10%	10%	14%	7%	7%	12%
Band 8	25%	18%	16%	12%	20%	18%	21%	20%	24%	19%
Band 7	25%	28%	29%	25%	29%	28%	30%	27%	40%	29%
Band 6	27%	27%	28%	31%	24%	24%	19%	26%	22%	24%
Band 5	8%	14%	17%	18%	15%	12%	13%	14%	5%	12%
Band 4 or below	2%	4%	8%	15%	5%	8%	5%	8%	0%	3%

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Year 9	Reading		Writing		Spelling		Grammar		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 10	8%	6%	2%	3%	9%	7%	7%	4%	8%	8%
Band 9	22%	15%	7%	9%	16%	15%	20%	12%	21%	14%
Band 8	33%	27%	23%	20%	33%	27%	27%	25%	36%	27%
Band 7	24%	29%	34%	28%	23%	27%	26%	30%	24%	31%
Band 6	10%	16%	27%	23%	13%	15%	14%	20%	12%	15%
Band 5 or below	2%	5%	8%	15%	5%	8%	5%	8%	0%	3%

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.

■ 11. Initiatives

Teaching and Learning

From Term 3 students in Year 8 were able to bring their own electronic device to school. The success of this initiative is in part due to clear specifications for devices being made known to parents six months earlier, meaning that all students came with a device that is suitable for the range of activities required in high school. The school introduced a new learning management system at the start of the year, supported by a year-long program of professional learning directed to groups within the staff. The impact on teaching and learning has been significant, for example, with the introduction of e-portfolios and online marking.

Pastoral Care

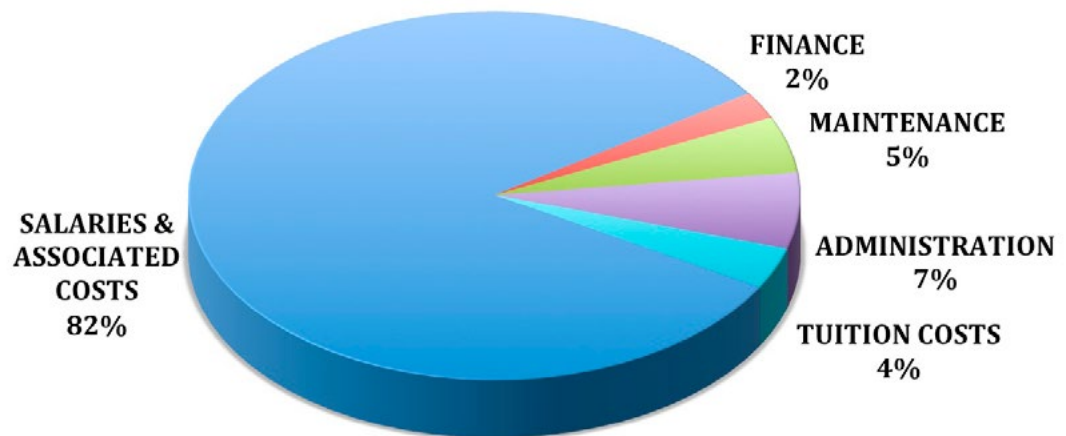
The College continued a review of the Behaviour Management Framework with a focus on positive methodology in 2016. The Peer Support Mentoring program that was successfully trialled in 2015 continued to be run in 2016. Year 10 students presented the content of Pastoral program to the Year 7 groups in Pastoral lessons during Semester one which was well received.

A Positive Education Committee was established in Semester two with a number of staff undertaking study for a Certificate in Positive Education to assist in leading possible reforms in this area.

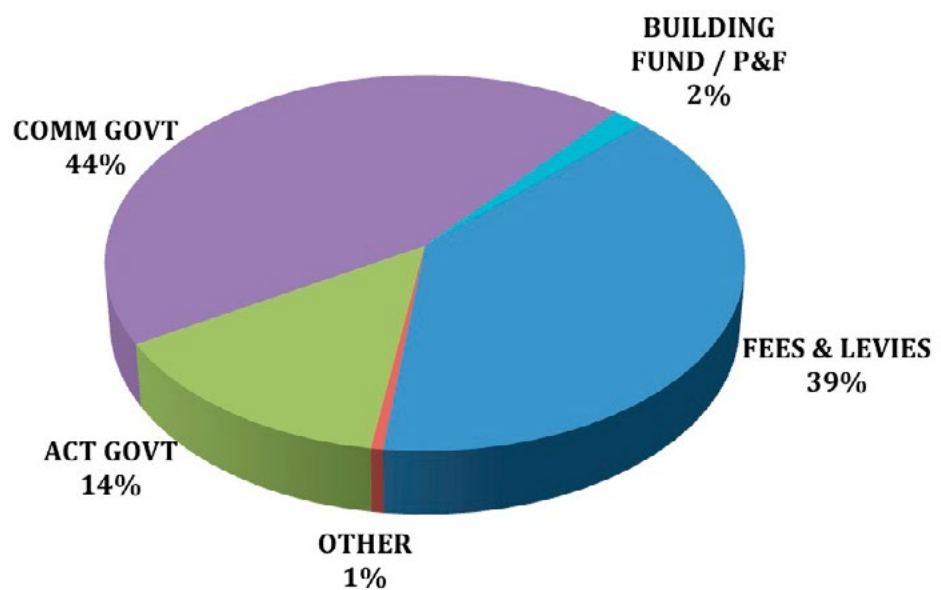
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12. Finances

Expenditure - School Year 2016



Income - School Year 2016



This report was prepared by Angela Dunn, Assistant Principal - Staffing, with contributions from other members of the College Executive and staff, June, 2017