



DARAMALAN COLLEGE

ANNUAL
SCHOOL REPORT

2018

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2018 Annual Report

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2018 Annual Report

■ 1. Introduction

Principal's Message

Welcome to the 2018 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 1,400 at the August 2018 Census. A very successful Open Evening was held in March 2018, promoting some of what the College offers to students from Years 7-12 and this resulted in very large numbers of applications for places in Year 7, 2019.

Major Events

On a number of occasions throughout 2018 the College held 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, our students had the opportunity to focus on aspects of their faith development. It was pleasing to see the growing number of students who took an active role in planning our liturgies throughout the year under the guidance of the Assistant Principal Mission. In addition, a large number of students participated in Social Justice and charitable activities such as the Vinnies Sleep-out, raising funds for the McGrath Foundation, Pink Stumps Day and Shave for the Cure, to name just a few of the many charities supported. Each House group also had a charity or community group for which they raised money as well as awareness.

During our Chevalier Day celebrations in October, we were delighted to welcome back to the College the first two women on the staff Mary Barton and Jean Reid, who is now 103 years of age. They joined many other visitors, including former students they taught in the 1960s and 1970s, which made for a very special addition to the celebrations that day.

In 2018 we implemented fully a new School Management System and the successful planning done in 2017 ensured there was a relatively smooth transition to the new system. Training in different aspects of the system continued throughout the year to enable staff to become more proficient in using its capabilities.

We have an exchange program with schools in Germany, France and Japan. Early in 2018 we had a visit from the students and staff from our sister school in Dresden which was a great success. We also had students and staff from a school in Bourges visit during the year which was enjoyed by the visitors and their host families. In the September/October holiday period a group of Daramalan students and staff visited a school in Kochi, Japan, where the students got to experience life as a school student in Japan.

The College's commitment, through the Scholarship Fund, to providing access to students who would otherwise not be able to attend the College on financial grounds remained strong in 2018. In October we held a major fundraising event for our Scholarship Fund which drew a pleasing number of people who enjoyed the Tallagandra Hill wine-tasting.

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The annual Charity Walk was a success once again with approximately \$26,000 raised to support both Caritas Australia and the local St Vincent de Paul organisation. The day not only raises money for these worthy organisations but also promotes awareness about those in greater need than most people 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 on the Charity Walk could achieve.

The Environment group was very active during 2018. Members of the group took an active role in promoting the importance of recycling and reducing rubbish including having a “Nude Food Day” for the second year in a row. In May we had a number of students from other schools visit as part of an Eco Tour to see what we have been doing to promote sustainability and the environment in general. A notable aspect of the day was a visit by the ACT Climate Change and Sustainability Minister who spent some time looking at the vegetable garden and speaking to students about the importance of sustainability.

A number of students also participated in the Vision 2020 Parliament of Youth on Sustainability presenting papers on a wide range of innovative proposals. One of the students was announced as the winner of the Years 10-12 section of the event which was very pleasing.

Strategic Planning

In October we launched formally the College Board’s new Vision and Mission Statements as well as its Strategic Goals and Objectives. The final document is a succinct yet powerful one that captures all the key elements of the College. The development process involved extensive staff and Board participation and collaboration for close to a year.

Staff

While most of the teaching and support staff remained relatively stable during the year, we did have several changes in the Executive team. Among the key changes that occurred were the replacement of the College’s Business Manager (Br Barry Smith MSC) at the end of June and the departure of the Deputy Principal (Ian Garrity) at the end of 2018. Both these people made very substantial contributions to the College over many years and these were acknowledged in their farewells. In addition, the dedicated and long-serving Head of Information Services (Jan Dudley) retired mid-year.

We filled the position of Assistant Principal Teaching and Learning at the beginning of the year after a gap of one year during which time we re-shaped some of the responsibilities for members of the Executive team. This appointment brought about a strong renewed focus on achieving consistent high quality teaching whilst keeping a focus on learning at the centre of this.

We gained the services of an MSC priest, Fr Kimi Vunivesilevu MSC, in a chaplaincy role for one day per week from early in 2018 and he provides support to the Assistant Principal Mission as well as being available to staff and students who wish to see him.

One of the Performing Arts staff, Lucy Cronan, received an ACEL Growing in Leadership Award in recognition of the work that she has done over some years in mentoring and demonstrating excellent leadership both within her subject area and beyond.

During the year we had several other staff departures but we were able to find suitably qualified staff to fill all the vacancies that arose.

Student Leadership

Our student leaders continued to play a significant role within the College during 2018. The new leadership selection process proved to be very successful in attracting a large field of strong applicants for the positions of responsibility when they were advertised.

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The College Captains met formally with the College Board at one of its regular meetings which enabled Board members to get direct student feedback about a number of issues of interest to them. As a group the student leaders worked very collaboratively and each one achieved positive outcomes in their areas of responsibility.

Late in 2018 we made a decision to make a new leadership position available by having both the areas of Environment and Sport led by two Vice Captains rather than a single Vice Captain. This change was well received by staff and students alike as it reflected the growing importance of the Environment component of the role.

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 parent attendance at the Parents and Friends Association meetings throughout the year was not high, a group of very committed parents participated in the meetings in a very positive way and represented parent views on the issues discussed. The Parents and Friends Association's financial contribution to the Dempsey landscaping was a valued support to the success of the project.

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 of our Year 7 students but also hundreds of grandparents the opportunity to visit the College and see its facilities as well as some of the opportunities that their grandchildren experience at school. It was a very popular day despite the cold weather.

Building work

In early 2018 the landscaping of the Dempsey courtyard was completed and this marked the end of a significant building project. The courtyard proved to be very popular with both students and staff throughout the year and as the trees grow they will provide increasing shade in the summer months.

During the remainder of the year, no major building works were undertaken. However, the Building Committee of the College Board began an audit of all the facilities with a view to this information guiding the priority given to future projects.

Student Achievements

The year began well with three students selected as part of the twenty-six students from across Australia to attend the BHP Billiton Science and Engineering Awards in Melbourne. One of these students, Kavinya Welikala, was then selected to go to the Intel International Science and Engineering Fair in Pittsburgh to present her project which was an integrated mobile heart monitor that automatically alerted Emergency Services via a phone app in the event of a heart-related medical incident. She went to Pittsburgh in May and had the opportunity to meet with many talented young scientists like her. A number of other Science students were selected for programs including the University of Sydney Gifted and Talented Program and the National Science Forum.

Late in the year a Year 12 student, Sophie Corver, was named "ACT Vocational Student of the Year" for 2018 at the ACT Training Excellence Awards while a Year 11 student, Lillian Junakovic, was a finalist in the "School-based Apprentice of the Year" category at the same event which was a great achievement for these students and the staff who assisted them to gain this recognition.

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In February six students gained Canberra Area Theatre Awards for the 2017 College productions of “Hamlet” and the High School production of “The Lion, the Witch and the Wardrobe”. These awards followed on the successes of previous years being achieved in the Performing Arts. The performances of “The Crucible” by the senior Drama students were a sell out with many students achieving excellent public recognition for their work in this production.

Our Year 12 students once again achieved a high level of success in their academic and vocational achievements. The class of 2018 had in it many talented students and their results reflected this. Nineteen 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. The top ATARs achieved by students in the College were 99.7 and 99.00.

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 as diverse as Geography, Mathematics, Chemistry, debating and a very wide range of sports.

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 competed with success and there were a significant number of outstanding individual sports achievements with students being selected for many ACT as well as a number of Australian sports teams

Conclusion

2018 was a very successful year for the College in fulfilling its Mission as providing excellent holistic education program which enables students to grow in faith, knowledge and service.



Rita Daniels
Principal

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 and the Australian Charities and Not-for Profits 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).

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The company members are appointed by the Provincial-in-Council. Until recently, only a member of the MSC Congregation could be a company member but this changed in 2018 when four lay people were appointed as company members. 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 last member of the Missionaries of the Sacred Heart congregation working in the College, departed to undertake a new role in July 2018.

The Principal of the College is appointed by the Provincial. All lay teachers and support staff are employees 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. Staff members are not eligible to be appointed as Directors, except in the case of members of staff who are also members of the MSC congregation.

The members of the College Board for 2018 were:

- **Mr Chris Fearon**, Chair
- **Ms Adrienne Day**, Deputy Chair
- **Ms Rita Daniels**, Principal
- **Mr Hugh Boulter** (until October 2018)
- **Mrs Mary Dorrian** (from May 2018)
- **Ms Pamela Hussey** (until March 2018)
- **Fr. Robert Irwin MSC**
- **Ms Letitia Kennedy**
- **Ms Pauline Luchetti**
- **Mr John Nicholl**
- **Mr David O'Rourke**
- **Mr Bill Rowe** (until March 2018)
- **Mr Michael Slaven** (from May 2018)
- **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 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
- Community Engagement Committee

These committees report to the Directors at each meeting.

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■ 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 <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 120 teaching staff (112.85 full time equivalent) in 2018.

Number of support staff:

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

Number of Indigenous Staff:

1 teacher recognised their cultural background as Indigenous.

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Teaching Staff Absences:

Total Absences for 2018 = 1147

Total Teaching Staff = 120

Absentee % = [Total Absences for Year / (Number of 1.0 FTE Teaching Staff x Teacher Days)] x 100

= [1147 / (120 x 190)] x 100

= 5.35%. Therefore, the attendance rate of teaching staff = 94.65%

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 = 120

Number of staff who left in 2018 = 15

Staff retention rate = 87.5%

Teacher Qualifications

The 2018 teaching staff qualifications were:

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

This means that over 29.2% of Daramalan's teaching Staff in 2018 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 a number of professional learning activities including introductory training sessions in the school management system Synergetic, Classroom Observations and Performance and Development Plan creation. A whole staff session on Strategic Planning and MSC Identity as well as a Staff Wellbeing Workshop were also attended.

During our Professional Learning Week in July all departments spent sessions on professional learning activities for identified priorities in each department. Prior to this day, Curriculum leaders, both current and past, participated in an afternoon workshop focused on the leadership implications of refining and revisiting the College's vision, mission and strategic priorities. One day was dedicated to spiritual formation in the 2018 Liturgical theme, Hospitality. This day began with staff undertaking a volunteer activity in the community. Staff were then asked to reflect upon their volunteering experiences and how they aligned with our theme of Hospitality. Sr Jane Keogh CSB then presented a session reflecting further on our liturgical theme of Hospitality, which focused on refugees. This day was followed by a one day whole staff wellbeing and a positive education focus day. This day involved a combination of staff completing modules from the Wellbeing Toolkit, a session on Restorative Justice, and a Wellbeing activity of their choosing. Other sessions during the Professional Learning Week were presented by Daramalan staff and covered a range of school and individual professional learning needs.

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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
- Various feedback sessions from conferences attended by staff throughout the year.

Individual Staff Professional Learning Courses

The College continued to support staff with their spiritual formation. The following courses were well attended by staff through the year:

- Introduction to MSC Ethos (1 day course),
- Teaching with Heart (1 day course),
- Journey to the Heart (5 day retreat),
- Heart-Centred Leadership (5 day retreat).

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

- ACT BSSS Assessment Procedures,
- AISACT Colloquium,
- Positive Behaviours Workshops
- Collaborative Professionalism Conference,
- Mentoring and Coaching workshops,
- AST Preparation and Marking,
- Careers Conference,
- Classroom Management,
- Critical and Creative thinking across the Curriculum,
- Effective Pedagogy and High Impact Strategies,
- The Future of Education Skills workshops,
- Language Teachers Conference,
- Understanding learning needs especially Autism Spectrum Disorder,
- Accidental Counsellor training,
- Mental Health and Wellbeing,
- Positive Education Conference,
- Teaching Aboriginal and Torres Strait Islander students,
- Technologies Education,
- VET Conference.

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■ 7. Student Profile

Student Attendance

Student Attendance 5 February – 12 December 2018

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	84.3%	83.2%	85.7%
Year 8	80.2%	80.1%	80.3%
Year 9	80.0%	80.1%	80.0%
Year 10	82.8%	85.4%	79.2%
Average for Yrs 7-10 for 2018	81.8%	82.2%	81.3%
Year 11	89.1%	90.9%	87.1%
Year 12	97.9%	98.4%	97.3%
Average for Yrs 11-12 for 2018	93.3%	94.5%	92.0%

Student attendance in Year 11 and 12 is managed on a class rather than a daily basis. Approved leave has been included in the 2018 data, accounting for the percentage discrepancy from 2017.

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 may be referred to the Principal who will work with the AP Pastoral Care, parents, and, if necessary, the relevant government agency to ensure attendance requirements are met.

Student Retention Rates

Daramalan College had an enrolment of 1415 students from Years 7 to 12 at the time of the February 2018 Census.

The table below describes the destinations for any students who left Daramalan College during or at the end of 2018. All vacant positions in Years 7, 8, 9 and 10 were filled from our waiting list. There were a small number of vacancies for students wishing to enrol in Years 11 and 12 during 2018. 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 2018 (excluding year 12 graduates) was 9.25%.

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Year	Destination			
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship	Homeschool Dis Ed Exempt
7	7	4	0	0
8	11	2	0	0
9	9	4	0	2
10	5	3	0	1
Transition to College	52	8	2	0
11	14	1	2	0
12	2	1	1	0
Total	100	23	5	3

8. Teaching and Learning

Following a review of key College roles in 2017, the Assistant Principal Teaching and Learning portfolio was refined for the beginning of 2018. The appointment of a new AP Teaching and Learning enabled a revision of a number of areas within the College's Teaching and Learning sphere. In particular, the format of the Curriculum Coordinator's Committee (CCC) meetings were altered significantly in order to foster more collaborative and productive pedagogical conversations. Leadership from the middle became a focus for this group, in recognition that they are the engine room for change, having major agency with staff and students and classroom practice.

The development of an explicit change agenda, guided by the advice of ACER School Improvement Tool was a strategic priority for the CCC. Through collaborative meetings and the development of key direction groups, this agenda was workshopped and evolved into the substance which now forms the completed CCC Strategic Development Plan 2019 – 2021.

The delivery model, timings and associated processes for the AST Trial sequence was reviewed and improved. This improvement centred around three primary strategic objectives; digitalisation of processes to economise logistics, data capture and result distribution; a systematic cyclical approach to allow for the measure of growth and the provision of effective feedback between trials; and the involvement of the pastoral team and middle leaders in the delivery of growth feedback and preparation advice for AST trials. This process has proved to be a major improvement, building understanding and capacity in our broader staff and has delivered effective and timely feedback to our students.

Developing Early Career Teachers (ECTs) was identified as a priority and the appointment of an ECT mentor proved to be a valuable investment. A number of ECTs were assessed for, and achieved, their full TQI Registration in 2018. Classroom observations, workshops and meetings saw this group build in confidence and develop the skills and resilience required for longevity in the teaching profession and the College.

The continuation of classroom observations and professional conversations through the implementation of Performance and Development plans aligned with the AITSL Standards continued into 2018. These, combined with the focus on staff sharing through forums such as Teachmeets and the delivery of workshops during designated Professional Learning Weeks, enabled the development of a future-focused pedagogical approach and shared language.

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Numerous other first time event organisation processes dominated the focus for Teaching and Learning including; the roll out of NAPLAN On-line, the hosting of the Academy Gifted and Talented Days and other external standardised assessments (NAP, TIMSS and Allwell). The deployment of these events was supported effectively by the Assistant Assessment Coordinator, with this role proving to be a significant support to the AP Teaching and Learning, allowing more time to be devoted to strategic level thinking and leadership.

The formation of a strategic thinking group to become known as the Digital Transformation Team was initiated. A Terms of Reference (T of R) was defined and the group members were appointed and met several times. Sector partner schools were visited to provide inspiration and a frame of reference for the DTT's future work. The idea of a digital landscape map was conceived and its development initiated. The primacy of this map will prove to be vital in guiding the transforming of the digital environment at the College into future years.

■ 9. Student, Parent and Staff Satisfaction Surveys

Students, parents and staff were asked to complete satisfaction surveys during Term 4, 2018. Responses available to the questions for staff and parent respondents below were: Strongly Disagree, Disagree, Neither Agree or Disagree, Agree and Strongly Agree. Positive responses noted were made by those who submitted responses of Agree or Strongly Agree.

Responses collected from students were categorised: Almost Never, Sometimes, Often, Almost Always. Positive responses noted were made by those who submitted responses of Sometimes, Often and Almost Always.

Student Responses

1091 students from Years 7-12 responded to the survey. Students were asked to complete the survey towards the end of Term 4.

- 90% of students responded positively to the statement *"teachers and students treat each other with respect."*
- 92% responded positively to the statement *"tasks allow me to explore my potential and discover new things."*
- 96% of students responded positively to the statement *"learning is important to me."*

Parent Responses

All parents were sent a link to an on-line survey. 128 parents/families responded to the survey.

- 95% responded positively to *"The range of learning areas offered is excellent."*
- 91% responded positively to *"Do the Semester reports you receive provide useful feedback on your child/children's progress?"*
- 90% responded positively to the statement, *"Most teachers provide excellent help and support for students when it is needed."*
- 97% responded positively to *"Students are encouraged to be responsible for their own learning."*
- 90% responded positively to *"I would recommend Daramalan to other families."*

Staff Responses

All staff were asked to complete the staff survey, with 150 staff members (111 teaching staff and 39 support staff) completing the survey. Of those who offered an opinion:

- 86% responded positively to the statement *"My colleagues value my opinion"*.
- 86% responded positively to *"Feeling positive and content at work"*.
- 94.5% responded positively to *"The College encourages further professional learning."*
- 89% responded positively that *"The school promotes a culture of professional growth."*

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10. Academic Performance

In a cohort of 197 students, all students received an ACT Senior Secondary Certificate and 158 students (80.2%) received an ATAR (Australian Tertiary Admission Rank).

ATAR Results Summary

Median ATAR: 74.7

Highest ATAR: 99.7

ATAR	Number of Students	%	
99 +	2	1.2	
90 +	35	21.3	
80 +	68	41.5	ANU entry
70 +	96	58.5	
65 +	112	68.3	UC entry

The highest ATAR achieved by a Daramalan College student was 99.7. As shown above, two students achieved an ATAR above 99.

University Entry

Of those seeking university entry, 112 (68.3%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 68 students (41.5%) 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 2018.

- 12 students participated in an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 27 Year 12 students (14.2%) 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 below.

Industry Group

• Automotive	8
• Building & Construction	1
• Business & Clerical	12
• Computing	27
• Textiles, Clothing, Footwear & Furnishings	4
• Tourism & Hospitality	22

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Post School Destination

The following table shows the number of offers that universities made to Daramalan students for 2018..

ACT/NSW Institution	Number of offers
• Australian Catholic University	15
• Australian National University	52
• Charles Sturt University	4
• ICMS (International College of Management, Sydney)	1
• Macquarie University	2
• University of Canberra	169
• University of New England	1
• University of Newcastle	1
• University of Sydney	3
• UTS	2
• University of Wollongong	9
• UNSW	7

NAPLAN Results 2018

Broad Analysis Observations

Our growth in NAPLAN measures for Year 9 students is below that of the state average and statistically similar school group (SSSG), particularly in the Reading domain (see Figure 10.1). The Daramalan Reading Routine (DRR) is one strategy which hopes to address this shortfall in growth in reading.

We have proportionately more average performing students than the state and SSSG average, ie we have 'more students in the middle' of the bell curve and less at the top and bottom ends of the performance scale (see Figure 10.3).

Over time, our student's NAPLAN performance tracks similar to the state average, but lower than the SSSG (see Figure 10.5).

The following Figures show Daramalan College's growth, performance and historical results in the National Assessment Program-Literacy and Numeracy (NAPLAN).

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Figure 10.1: Year 9 2018 - Growth

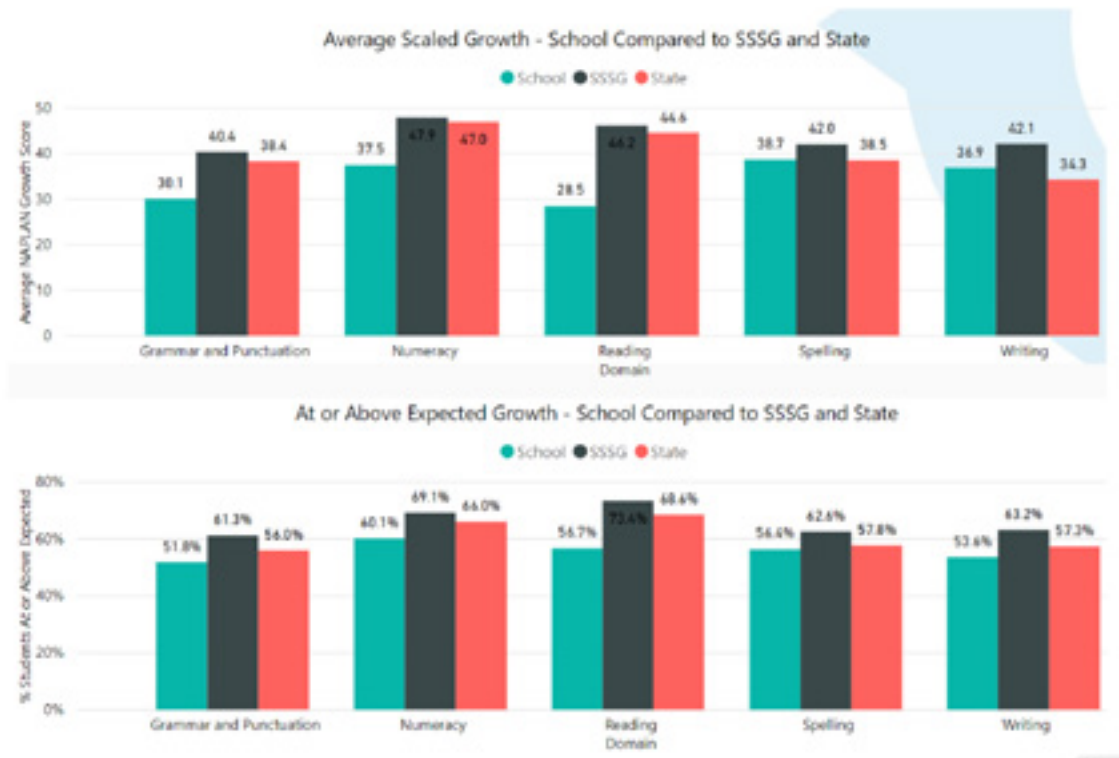


Figure 10.1: Year 7 2018 - Growth



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Figure 10.3: Year 9 2018 - Achievement

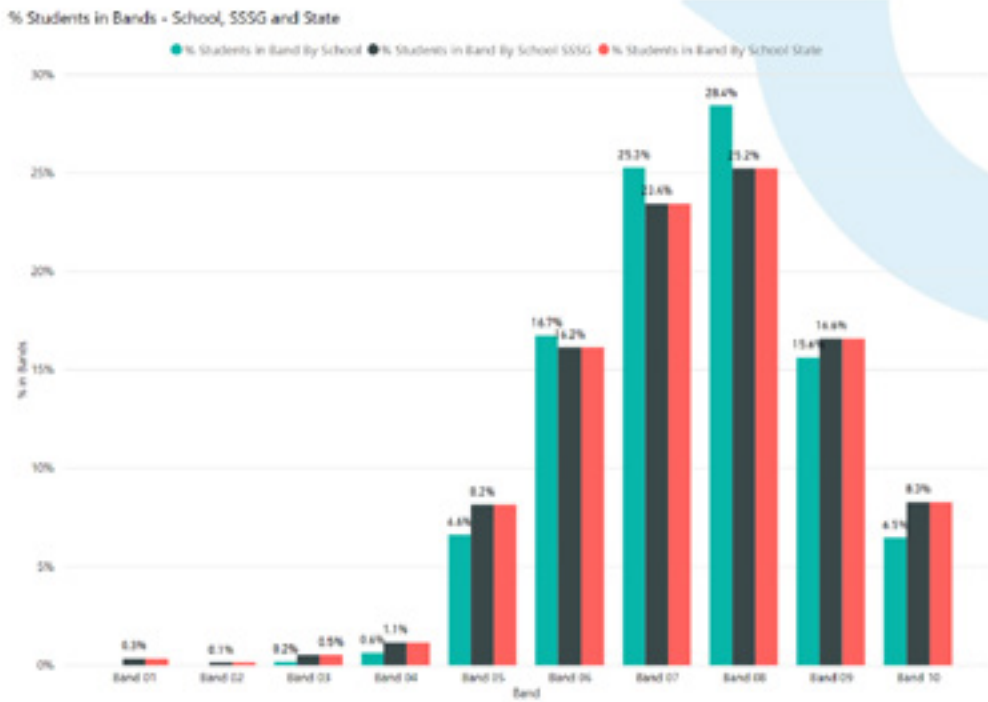
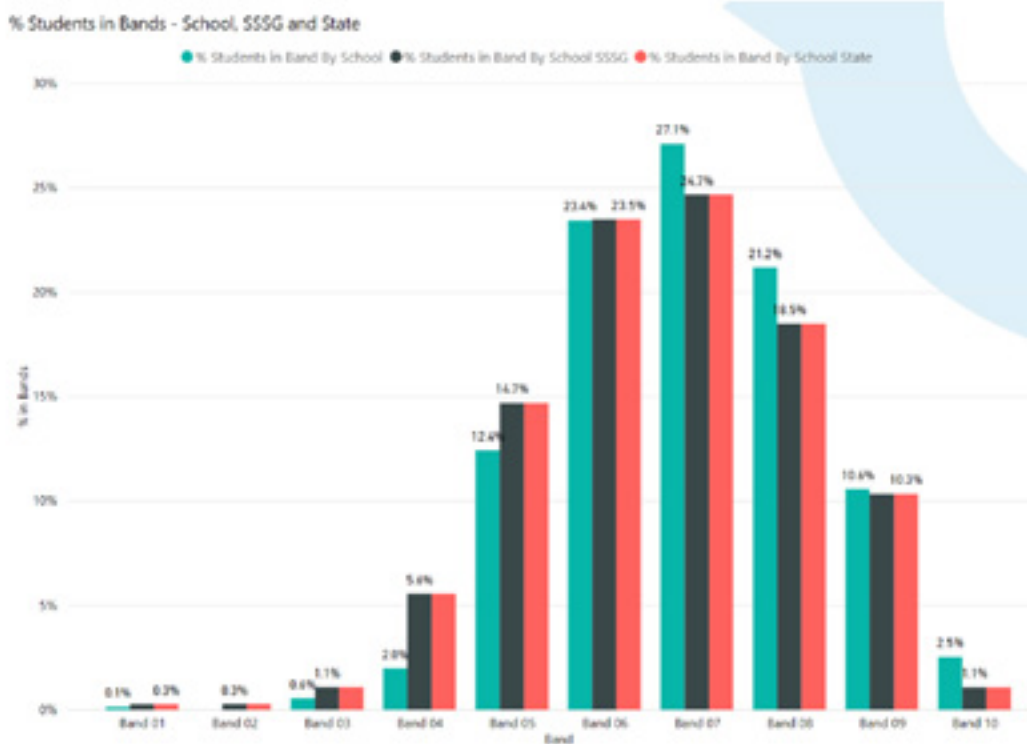


Figure 10.4: Year 7 2018 - Achievement



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Figure 10.5 – Year 9 – Average NAPLAN Score Over Time

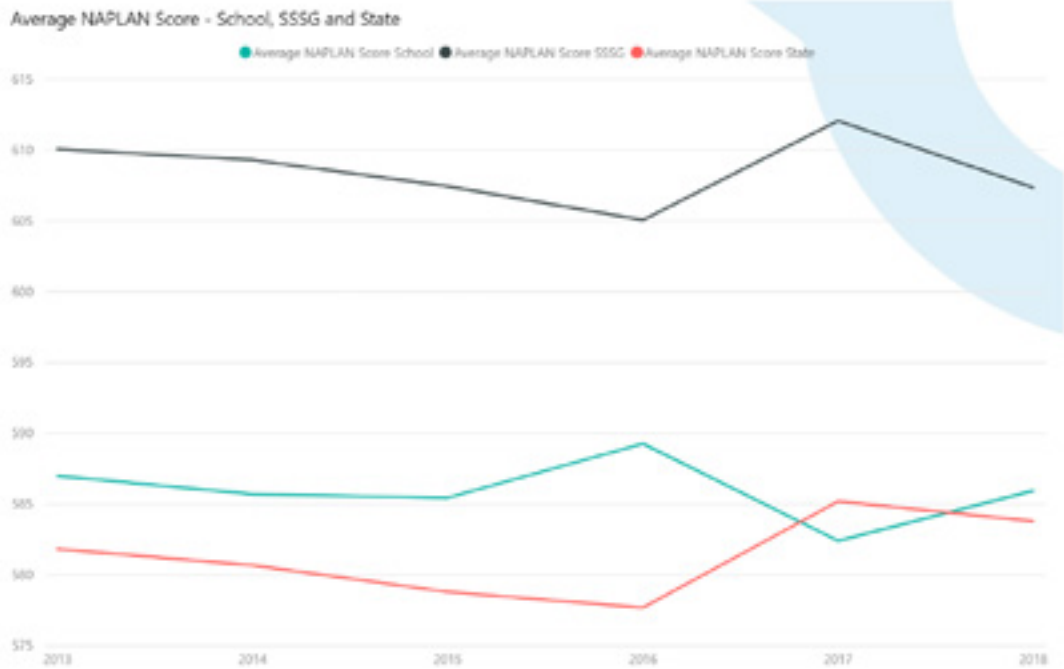
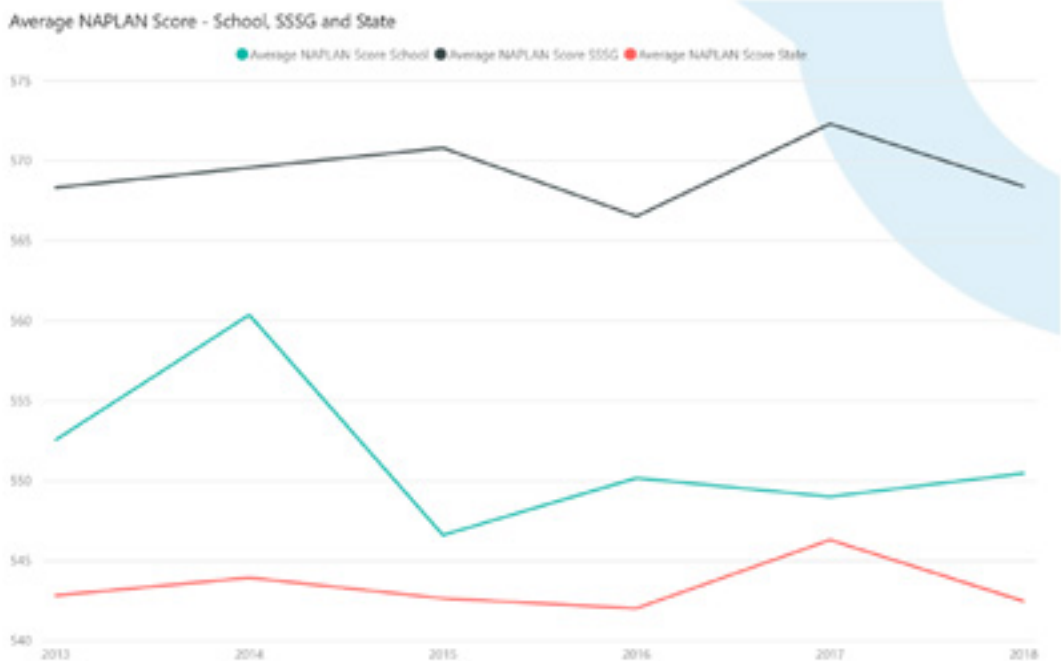


Figure 10.6 – Year 7 – Average NAPLAN Score Over Time



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■ 11. Initiatives

Increasing student engagement and wellbeing continued to be a focus during 2018. The appointment of a Wellbeing Coordinator enabled a review of the pastoral program to be undertaken with progress on aligning the program with a Positive Education focus underway. A trial of Positive Education focused pastoral lessons and associated year-based themes proved successful and will continue to be further refined into 2019. Throughout 2018, the development of a Model of Holistic Education began following further research into the application of restorative practices at the College and its alignment with Positive Education practices. It is anticipated that the final Model of Holistic Education document will be finalised during 2019 following extensive consultation.

Staff wellbeing was also a key priority in 2018, with staff professional learning activities having this as their focus. Staff completed online modules as part of their professional learning and engaged in a range of wellbeing activities throughout the year. The College Wellbeing Committee also met regularly to ensure that issues relating to student and staff wellbeing were considered and acted upon.

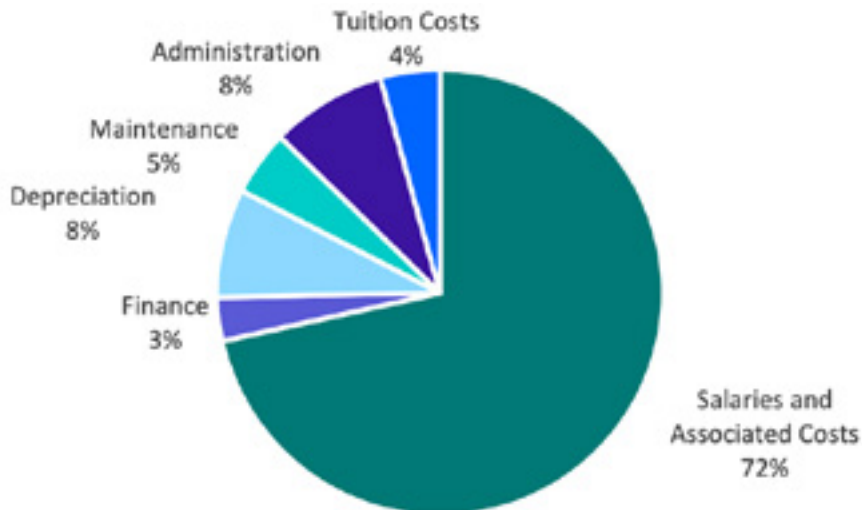
Towards the end of 2018, a number of staff attended the CYSMA Youth Ministry retreat days. This enabled the development of a Youth Ministry program to be included as a timetable offering for Year 10 students in 2019. Community service and the College links with St Vincent de Paul were also further enhanced with the introduction of the Blue Vinnies recycle bins located throughout the school, and the training of staff as part of the Night Patrol initiative.

Throughout 2018, the College Board undertook an extensive consultation process in the development of a new Vision and Mission Statement. These statements underpin the College Strategic Goals and Objectives which were used in late 2018 for the strategic planning of whole-school professional learning, departmental strategic planning, and the progression of the Model of Holistic Education.

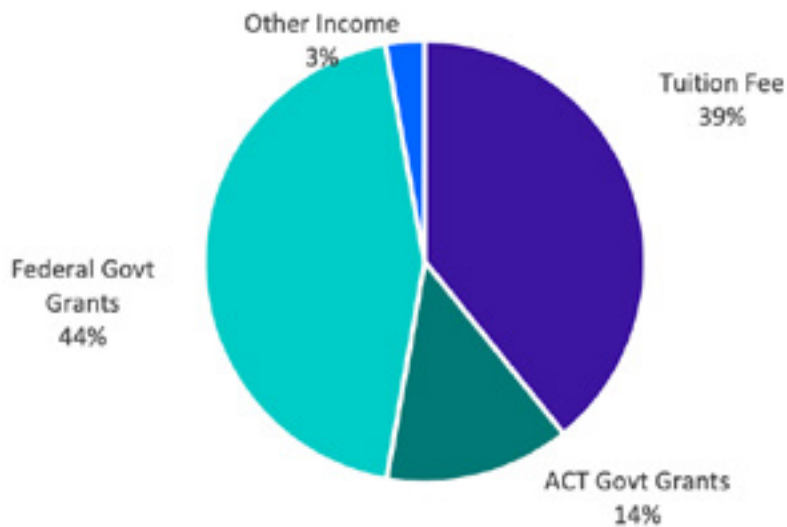
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■ 12. Finances

Expenditure - School Year 2018



Income - School Year 2018



This report was prepared by Rachel Davies, Deputy Principal, with contributions from other members of the College Executive and staff, June, 2019