



DARAMALAN COLLEGE

ANNUAL  
SCHOOL REPORT

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2009

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## ■ Introduction

### Principal's Message

2009 was a very successful year for Daramalan College and one that started a new chapter in the history of the College with my appointment as Principal. The theme for the year was Faith and different aspects of this theme were explored in the liturgies and major assemblies held throughout the year.

The school year began in a very positive way with major events like the Opening Assembly and the annual Swimming Carnival providing a showcase for the great school spirit and enthusiasm that exist within the school community. Sacred Heart Day in June and Chevalier Day in October were both special community days on which we held significant liturgies to mark our commitment to being an MSC school.

Throughout the first half of the year preparations which began in 2008 continued for the School Registration process that was undertaken over three days in September by an external panel established by the Non-Government Schools' Section of the ACT Department of Education. The outcome of the Registration was very successful and affirming of the great work that is being done in the college. The report gave a number of Commendations which covered the college's commitment to the MSC charism, the inclusive practices that meet the diverse needs of students, the college's commitment to the provision of ICT facilities, the commitment to high quality teaching and learning and the Retreat and Liturgical Program. The College was also commended on the way its facilities are maintained and the quality of the new facilities that have been added in recent years. It is a report of which all members of the school community can be proud.

One of the outstanding characteristics of the college is the strong Community Service program and the support of charities. The annual Kilothon in March raised over \$25,000 which was distributed between St Vincent de Paul and Caritas Australia. Money was also raised for MSC missions, the Vinnies Winter Appeal and there were very generous donations of food, clothing and money for the Victorian Bushfire Relief Fund. Many visits were made by students to aged care facilities and there was strong support for various community fundraising appeals throughout the year.

In 2009 we enjoyed a number of wonderful music and drama performances by our talented students and staff. Large numbers of students participated in the Rock Eisteddfod and the Dance Festival as well as in numerous sports and cultural activity teams. At the end of the year the student Art Expo and the Technology, Design and Fashion Expo (dGAFF) provided parents and visitors with the opportunity to see the creative talents of our students in many forms. At the Gala Night and Fashion Parade we celebrated the impressive achievements of our students in all extra curricular pursuits, including all sports, drama, dance, music, debating and community service, as well as the designs of Fashion students. The annual Carols by Candlelight concert completed the year for our musicians and singers.

The College received a grant of \$200,000 from the Federal Government which was used to continue our window replacement program. The ACT Government also donated \$15,000 to the P and F which was used to purchase additional lockable bubblers. Under the Federal Government's National Secondary Schools Computer Fund program we received funding for the replacement of 330 computers and this program will be extended over the coming years in order to reach the 1:1 ratio of computers for students in Years 9-12 by the end of 2011.



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Increasing use was made of electronic communication with parents with newsletters being emailed home on a regular basis in addition to other information that we wanted parents to have in a timely manner. Parent Information Nights were well attended and there was also an opportunity for parents to learn more about Cyber Safety at an evening held in May.

We were delighted by the excellent results achieved by our Year 12 students. The top ATAR (formerly UAI) achieved was 99.90 and seven students gained an ATAR over 99. Over 23% of our students gained an ATAR over 90 which is well above the ACT average of 17.6%. Additionally, a significant number of students gained vocational qualifications and two students reached the final rounds of the ACT Vocational Excellence Awards.

Daramalan College is a very dynamic school which provides an excellent academic education and an extensive co-curricula program. Underpinning this is a Pastoral Care system that ensures that all students are provided with care, support and guidance throughout their time at the college. The staff of the College, together with members of the College Board and the Parents and Friends, are very dedicated in their commitment to making Daramalan College a great school for everyone.

I am proud to present this Annual Report to the community.

**Rita Daniels**  
**Principal**

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## ■ Daramalan College Governance

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

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

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

The Principal of the College is appointed by the Provincial.

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

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

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

The members of the Board for 2009 were -

**Mr Mike Jamieson, Chair**

**Ms Karen Curtis, D/Chair (resigned May 2009)**

**Ms Lisa Barlin (from Oct 2009)**

**Ms Rita Daniels (from Feb 2009)**

**Mr Ben Faulks (from Aug 2009)**

**Mr Chris Fearon, D/Chair from May 2009**

**Mr David Garratt (resigned Feb 2009)**

**Ms Pamela Hussey**

**Fr Robert Irwin**

**Fr Jim Littleton**

**Ms Stephanie Lynch (resigned May 2009)**

**Mrs Anne Lyons**

**Mr Peter McGrath**

**Br Barry Smith**

**Fr Denis Uhr (resigned Feb 2009)**

**Ms Joan Warhurst**



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

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

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

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

## ■ 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.

## ■ Enrolment Policy

See website [www.daramalan.act.edu.au](http://www.daramalan.act.edu.au)

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## ■ Staff Profile

### Teaching Staff

Absences Sem 1 - 471.5

Absences Sem 2 - 515.3

Total Absences for 2009 - 986.8 days

Total Teaching Staff (Timetabled positions) - 110

Absentee % -  $[\text{Total Absences for 2009} / (\text{Number of Teaching Staff} \times \text{Teaching Days})] \times 100$

-  $[986.8 / (110 \times 193)] \times 100$

- 4.65%

Therefore attendance rate of teaching staff - 95.35%

Included in the above absences are: Carer, Discretionary, Exam, Funeral, 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

The percentage of staff that left during 2009 was 10.9%.

### Teacher Qualifications

The teaching staff numbers and qualifications fluctuated during 2009 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 124. Of these the staff qualifications were:

- 1 staff member has a three year training qualification
- 82 staff hold four year Bachelor Degrees/Dip Ed's or the equivalent
- 19 staff hold five year or Honours equivalent Degrees with Dip Ed's or double degrees
- 22 teaching staff hold a Masters degrees.

This means that over 33% of Daramalan's teaching Staff in 2009 were more than four year trained.

### Professional Development of Staff - Whole School

In-school professional development focused on further developing the skills of staff in the use of ICT in classrooms and staff rooms, including use of IWB's, *Scootle*, and *Filamentality*, with elective sessions on *PowerPoint*, *Daranet* and Data Projectors. The whole staff participated in a Staff Matters workshop, run by personnel from the MindMatters office. Support and teaching staff examined the importance of looking after their own physical and mental wellbeing and explored strategies for doing so. Staff also attended a one day retreat, with Fr Chris Gleeson sj as the facilitator.

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## Individual Staff Professional Development Courses 2009

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

- Canberra Maths Association Conference
- IWB Training
- Mind Matters Training – Student Empowerment, Introductory Workshops
- Australian Computers in Education Conference
- ACSA Conference – Curriculum: A National Conversation
- ACTCEA Meetings
- ACTMLTA Conference
- ACT Literacy and Numeracy Week Workshop
- ACT MYSA Mini Conference and Workshop
- Australian School Librarians Association Conference
- Bilingual Education in the NT, principles, policy and practice
- Bridge Program – Australia Indonesia School Partnership
- Creative Teaching
- First Aid Certification
- History Teachers Conference
- BSSS Workshops for Frameworks Revisions
- AATE and ALEA Conferences
- Craft Australia Workshop
- Adobe Indesign Course
- Bell Shakespeare presentation
- Bullying and Behaviour Management
- Catholic Means Every Child Counts Inservice
- Curriculum Mapping
- Curriculum Support – Every Chance to Differentiate in the High School Years
- Desk Top Publishing Course
- Differentiating College Assessment
- Enriching Design and Technology through Quality Teaching
- Enriching Textiles and Fashion through Quality Teaching
- Language Teachers Conferences, including Japanese
- Making a Difference – Differentiation in the middle years
- Managing People
- Maths Problem Solving in the Senior years
- Microsoft Excel
- NAPLAN workshops
- National Language Certificate Training
- AGQTP Quality Teaching Inservice
- Rave the Matrix
- Restorative Practices training
- State Conference for Teachers of German
- Teaching the Abrahamic Religions
- Teaching Ethics today
- Textiles – Complex cloth Dyeing processes
- IT Training – IWB training
- Vocational Education Directors 09 Conference



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## ■ Student Profile

### Student Attendance

Student Attendance for the period covering 4 – 29 May, 2009.

Year Level	% Attendance
Year 7	94.6
Year 8	92.3
Year 9	91.9
Year 10	90.5
<b>Average for Years 7-10</b>	<b>92.2</b>

NB: These figures may have been affected by the H1N1 exclusions which required a number of students to stay at home for up to 7 days following overseas/interstate travel.

### Management of Student Non Attendance

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

### Student Retention Rates

Daramalan College had an enrolment of 1482 students from Years 7 to 12 at the time of the August Census. Over the year 61 students left the College. A large number of these transferred with families interstate or overseas. This reflects the nature of the population of Canberra, which has a large number of people employed in the Defence Forces, Public Service and business, who often take postings abroad and interstate. A number of Year 11 and 12 students left to begin employment.

The percentage of students who left during or at the end of 2009 (excluding Year 12 Graduands) was 4.1%.

## ■ Teaching and Learning

As part of our Framework for Quality Teaching there was a whole school focus on differentiation throughout 2009. Teachers worked within Departments to explore how to modify assessment items and teaching strategies in order to better meet the needs of all students. Presentations at Staff Meetings addressed issues related to Learning Support while a committee with representatives from most Departments drafted a Gifted and Talented Policy. Many staff attended external workshops on differentiation.

In-school professional development concentrated on ICT. More classrooms were equipped with Interactive White Boards and wireless technology, and banks of lap top computers were positioned throughout the school.

A new curriculum structure was devised for implementation in 2010. It will enable the school to comply with the demands of both the National Curriculum and the ACT Curriculum Framework yet maintain our commitment to student choice and to offering multiple pathways through the compulsory years of schooling.

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## ■ Student, Parent and Staff Satisfaction Surveys

Surveys of all these groups took place during 2009.

### **Student Response: A sample of 298 students, representing all year groups, were surveyed in October 2009**

- 94.6% of students responded with a positive answer to the statement *“I believe that Daramalan College offers me good opportunities to learn.”*
- 85.2% reported that they felt Daramalan College provided a caring environment.
- 88.9% of students responded with a positive answer to the statement *“Daramalan College offers a broad curriculum which caters for my needs.”*
- 91.9% of students agreed that they felt safe at school.
- 87.9% of respondents said that they would recommend Daramalan College as a good school to others.

### **Parent Response: A parental survey was distributed at the Semester 2 Parent Teacher Evening.**

From the data received parent responses were overwhelmingly positive in regards to the following statements:

- 93.8% responded positively to the statement *“I believe that my son/daughter is well looked after at Daramalan College.”*
- 93.8% responded positively to the statement *“Daramalan offers a broad curriculum which caters to my child’s needs.”*
- 96.3% responded positively to the statement *“The staff at Daramalan College are interested and caring towards my child.”*
- 94.8% responded positively to the statement *“I would recommend Daramalan College as a good school to others.”*
- 98.7% responded positively to the statement *“My contact with Staff at Daramalan is usually constructive.”*

### **Staff Response: All Staff (teachers and support staff) were surveyed in September on many issues including Equal Opportunity issues.** Their responses to the following important statements were:

- 95.4% reported a positive response to the statement *“I am satisfied in my current job.”*
- 95% reported a positive response to the statement *“I feel valued as an employee.”*
- 97% of staff who responded to the statement *“Women and men have the same chances of being appointed to promotions positions”* reported a positive response.
- 98% of staff who responded to the statement *“My immediate supervisor genuinely supports equal opportunity”* reported a positive response.
- 87.9% reported a positive response to the statement *“I am encouraged to participate in training activities that will help my development.”*
- 93.9% of staff who responded to the statement *“My immediate supervisor is understanding when I have family demands that make it difficult for me to do my work”* reported a positive response.

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## ■ Academic Performance

The Year 12 results for 2009 were very pleasing in every category.

There were significantly more students who completed Year 12 in 2009 than in 2008 (236 vs 202). In a cohort of 236 students, all students received a Year 12 Certificate and 166 students (70%) received an ATAR (Australian Tertiary Admission Rank -previously known as the UAI).

### ATAR Results Summary – Median ATAR -78.75

ATAR	Number of Students	%	
>99.0	7	4.2	
>90	39	23.5	
>80	76	45.8	ANU entry
>70	124	74.7	
>65	142	85.6	UC entry

Daramalan's highest achieving student achieved an outstanding ATAR of 99.9, the third highest in the ACT. Overall, 7 students received an ATAR over 99.

### University Entry

Of those seeking university entry, 142 students (86%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 76 students (46%) 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 many students in 2009.

- 15 students completed an Australian School Based Apprenticeship (ASBA). Two of these were with Daramalan College as the RTO.
- The number of Vocational Certificates awarded to Year 10, 11 & 12 students in the various industry groups appears below.

#### Industry Group

• Automotive	10
• Business & Clerical	39
• Computing	63
• Textiles, Clothing Footwear & Furnishings	11
• Tourism & Hospitality	81

#### Number of students with at least one Vocational Certificate in Year 12 cohort

	Female	Male	Total
<b>Daramalan</b>	<b>29</b>	<b>25</b>	<b>54</b>
ACT Public	349	383	732
ACT Non-Government	178	171	349
All Colleges	527	554	1081

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## Post School Destinations:

- A significant number of students qualified for entry to tertiary institutions and most took up offers.
- At least 14 students were placed in schools in the UK for a “Gap Year”. A number of other students are undertaking other forms of “gap year”.
- The following is a summary of the Main Round offers for University admission made to Year 12 2009 Daramalan students. This information was received from UAC in Term 1 2010.

University	Number of offers
Australian National University	52
University of Canberra	50
Australian Catholic University	5
University of New South Wales	3
University of Sydney	3
Griffith University	2
University of Western Sydney	1
Macquarie University	2
University of Wollongong	4
Charles Sturt University-Wagga	11
Charles Sturt University-Albury	1

## NAPLAN Results 2009

The following information shows Daramalan College’s results in the 2009 National Assessment Program-Literacy and Numeracy (NAPLAN).

School and National Mean Scale Scores					
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	541	532	540	539	544
Daramalan	<b>561</b>	<b>564</b>	<b>544</b>	<b>555</b>	<b>551</b>
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	580	569	576	574	589
Daramalan	<b>597</b>	<b>593</b>	<b>597</b>	<b>597</b>	<b>612</b>

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 & Punctuation	Numeracy
National	94%	93%	93%	92%	95%
Daramalan	<b>96%</b>	<b>97%</b>	<b>94%</b>	<b>96%</b>	<b>99%</b>

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	92%	88%	90%	90%	95%
Daramalan	<b>97%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>100%</b>

Compared with national results, Daramalan College has consistently higher proportions of students who have demonstrated literacy and numeracy levels above the National Minimum Standard.

## Proportion of students in Achievement Bands

YEAR 7	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 9	<b>13%</b>	9%	<b>16%</b>	8%	<b>9%</b>	9%	<b>19%</b>	10%	<b>10%</b>	10%
Band 8	<b>25%</b>	19%	<b>27%</b>	15%	<b>20%</b>	18%	<b>9%</b>	18%	<b>19%</b>	17%
Band 7	<b>26%</b>	29%	<b>20%</b>	27%	<b>29%</b>	29%	<b>32%</b>	28%	<b>31%</b>	28%
Band 6	<b>24%</b>	24%	<b>27%</b>	28%	<b>26%</b>	25%	<b>25%</b>	24%	<b>30%</b>	26%
Band 5	<b>8%</b>	13%	<b>8%</b>	14%	<b>10%</b>	12%	<b>12%</b>	13%	<b>11%</b>	14%
Band 4	<b>4%</b>	5%	<b>2%</b>	6%	<b>6%</b>	6%	<b>3%</b>	7%	<b>0%</b>	4%

YEAR 9	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 10	<b>7%</b>	7%	<b>13%</b>	7%	<b>13%</b>	6%	<b>9%</b>	5%	<b>9%</b>	8%
Band 9	<b>20%</b>	16%	<b>13%</b>	12%	<b>18%</b>	15%	<b>16%</b>	14%	<b>27%</b>	16%
Band 8	<b>36%</b>	29%	<b>31%</b>	22%	<b>24%</b>	26%	<b>29%</b>	26%	<b>32%</b>	28%
Band 7	<b>23%</b>	27%	<b>23%</b>	27%	<b>31%</b>	27%	<b>31%</b>	28%	<b>22%</b>	28%
Band 6	<b>11%</b>	16%	<b>16%</b>	19%	<b>9%</b>	16%	<b>10%</b>	17%	<b>9%</b>	15%
Band 5	<b>3%</b>	6%	<b>5%</b>	11%	<b>5%</b>	9%	<b>4%</b>	8%	<b>0%</b>	4%

Analysis of these results shows that Daramalan students are well represented in the middle and upper achievement bands.

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## ■ Initiatives

### Academic

Course writing was completed in preparation for Registration, with new programs introduced within the academic, spiritual, vocational and extra-curricular dimensions of the school. New courses include Financial Literacy, additional History and Geography units, a Year 7-12 Retreat and Liturgical Program, a Community Service document, and a Careers and Transition Program. All other courses were reviewed and updated.

This was complemented by the compilation of a whole school scope and sequence document which demonstrates how the ACT Curriculum Framework has been embedded throughout the curriculum, including in those areas not addressed by Every chance to learn such as Community Service and the Retreat and Liturgical Program.

The Registration Panel commended the school on these initiatives in the academic curriculum, as well as the introduction of the Daramalan College Framework for Quality Teaching, the provision of ICT resources throughout the school, and programs specifically designed to address the needs of students requiring additional support.

All teachers were given access to SMART (NAPLAN data) and in serviced in how to use this excellent site. This will support their planning and teaching for meeting the literacy and numeracy needs of all their students.

### Spiritual

The Ministry program at Daramalan is the vehicle through which the MSC ethos is translated to the students and a charism for the whole school community to follow. The program involves whole school Masses to celebrate important days in our liturgical calendar, an innovative, reflective Retreat program, and an active Youth Ministry Team.

The purpose of the Retreat and Liturgical program at Daramalan College is to provide students with an opportunity to develop and deepen their understanding of the charism of Heart Spirituality:

- That God is a God of love
- That each student is a beloved son or daughter of God
- That love is manifested in our relationships with each other.

The motto of the Missionaries of the Sacred Heart highlights the missionary spirituality: "May the Sacred Heart of Jesus be everywhere loved" and at Daramalan we have adopted this ethos with passion and fervour. Qualities such as justice, respect, faith, compassion, hospitality and forgiveness are the foundation fibre and focus in all programs established at Daramalan College. These qualities or focus words form the thematic material in all programs at Daramalan, across the curriculum. This year is the "Year of Faith", so this virtue was the common thread though all content across the spiritual curriculum and formed the thematic material for each Mass, Liturgy and Student or staff Retreat.

During this year, the students from across the academic spectrum chose to participate in extra enriching service activities. These students form the Daramalan Youth Ministry Team, whose student membership increased from 14 to 38 members. The focus of the Youth Ministry Team is to be of service in the area of School Liturgies, Retreats and whole school Liturgical events. The heart of the Youth Ministry Team is the call to service and the accumulated hours completed is accredited on their School Certificate.



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These particular students worked in their free time. The Youth Ministry Team provided these students with another opportunity to develop their leadership skills as they were presented with various circumstances, including higher order thinking tasks.

In July, our first St Vincent de Paul Conference, St Augustine was established. It formed the foundation of our inaugural Year 12 course, "Christian Service Project", which supported and provided training for participation in the Night Patrol. The St Augustine Conference were invited by guest speakers from the St Joseph the Carpenter Conference to take part in a disadvantaged children's camp. Students also had other opportunities to work with and for the community. These activities included;

- *Increased awareness and understanding of community needs e.g. Year of the Blood Donor*
- *St Vincent de Paul Winter Appeal Sleepout; \$1,000 raised for the homeless in Canberra*
- *A.C.T. Blind Society*
- *Biggest Morning Tea and Coffee*
- *Epilepsy Foundation*
- *Whole school response to Victorian Bush Fires.*
- *Forty Hour Famine*
- *Franciscan and St Anthony Orphanage in the Philippines*
- *Guide Dogs for the Blind*
- *Knitting Project for the disadvantaged and the elderly*
- *Legacy*
- *Leukaemia Foundation (Shave for a Cure.)*
- *Movember*
- *Parkinsons Disease Collection*
- *Pink Ribbon Day*
- *Relay for Life*
- *Blood Bank*
- *Samaritan House*
- *St Vincent de Paul & Caritas (Kilothon)*

Our major liturgical celebrations each year include Opening Mass, Ash Wednesday, Holy Thursday Liturgy, Sacred Heart Day, Chevalier Day and Graduation and Christmas Masses. On these occasions the whole school gathers to celebrate together, along with the MSC community, parish priests, MSC Associates and parents. These celebrations proved to be an enriching experience, with many commenting throughout the day how proud they are to be part of the Daramalan family.

During third term, Year Masses were reintroduced to orientate the students to the rituals and traditions of the Catholic Church. Students designed their own Mass so that particular concerns and issues typical of each Year group were addressed through prayer and reflection.

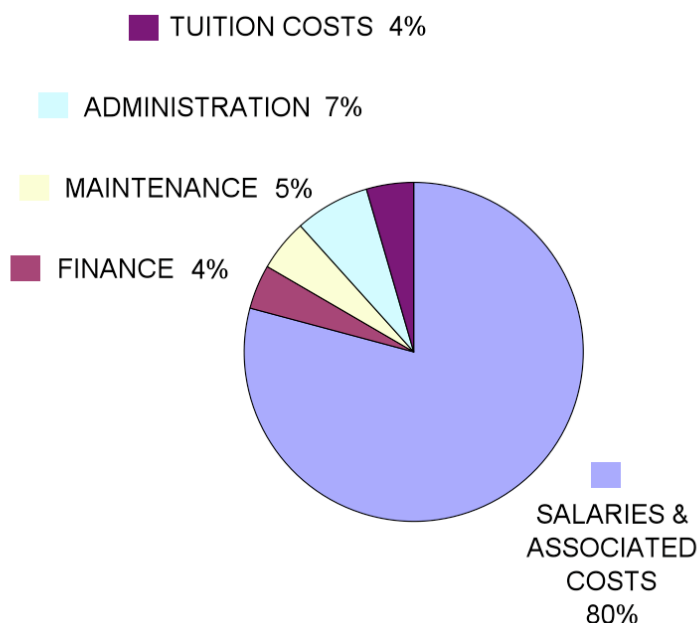
A Staff Spiritual Formation policy was written by the MSC Australian Province and distributed to staff. From this policy new expectations were put into place to ensure that the staff have every opportunity to strengthen and explore their own spiritual journey. Staff and students were continually given opportunities to embrace the ethos and traditions of MSC charism in the preparation and participation in major Liturgical events and Retreats including the Year 12 Graduation Mass, the Year 10 End of Year Mass, and the Christmas Masses for Years 7, 8 and 9.

# 2009 Annual Report

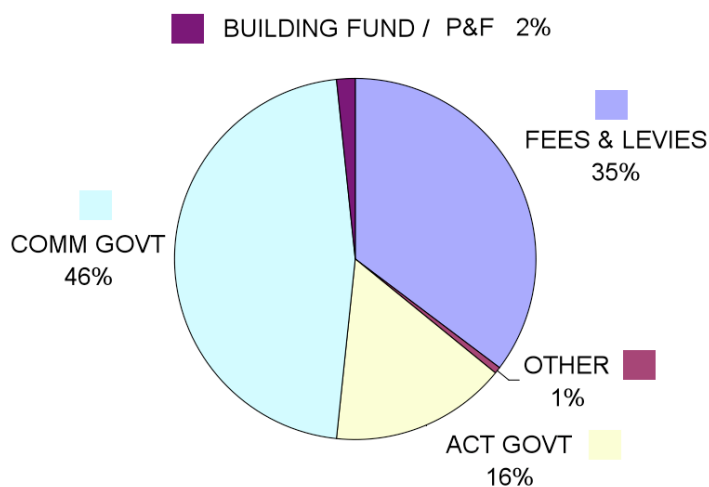
The various aspects of the Retreat and Liturgical program, under the ethos of the Ministries of the Sacred Heart endeavoured to help the students and staff believe that they are able to change the world by building a community of love. In 2009, Daramalan students and staff had memorable, fulfilling opportunities to display that love for one another and nurture their own hearts so that in turn they are able to nurture the hearts of others. Above all, the students were encouraged to recognise that they have all the worth and significance they need within them. We are God's precious creation.

## ■ Finances

### Expenditure - School Year 2009



### Income - School Year 2009



*This report was prepared by Angela Dunn, Assistant Principal Staff Welfare and Administration, in collaboration with other members of the College Executive and staff. May 2010.*