



DARAMALAN COLLEGE

ANNUAL  
SCHOOL REPORT

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2010

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# 2010 Annual Report

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## ■ 1. Introduction

### Principal's Message

Welcome to the 2010 Annual Report for Daramalan College.

In 2010 Daramalan College continued to provide a high quality learning environment for its students. Demand for places continued to be very strong, especially in Years 7-10 and this reflects the college's reputation as being a school that caters and cares for students with a wide range of skills and interests.

Our theme for 2010 was Compassion and this theme was borne out in many practical ways. A large number of students participated in Community Service activities, reaching out to those in need of financial assistance, companionship or other forms of support. Students visited people in aged care facilities, raised money for many charitable organisations and gave generously of their time and money whenever it was sought. The annual Kilothon raised about \$27,000 which was shared between St Vincent de Paul and Caritas Australia. Students also gave generously to the Vinnies Winter Appeal for blankets and cash to buy warm clothing for homeless people in the Canberra area.

The staffing of the college was relatively stable with only a small number of staff resigning throughout the year. We were able to replace them with well qualified staff which assisted in maintaining a stable learning environment. One major change to staffing was the creation a new Executive position for a Director of Curriculum in Years 7-10 to reflect the increasing focus on curriculum development and accountability in these years.

Staff participated in a wide range of Professional Learning opportunities both individually as well as together. One of the sessions that all staff participated in was a one day workshop focussing on Mind Matters – Student Matters and this was very well received. This day involved the study and identification of mental health issues amongst youth.

One of the major focus areas for 2010 was the introduction of laptops for all Year 9 students and the upgrading of the IT Network using funding from the Federal Government's National Secondary School Computer Fund (NSSCF). A lot of work was put into preparing for the laptop distribution including holding an information session for parents and doing surveys of teachers and students before and after the laptops were distributed to ascertain how they may have changed teaching and learning. All students participated in sessions run by the Australian Federal Police's High Tech Crime section on cyber-safety prior to the laptops being made available. By mid 2011 the College will have met the 1:1 ratio for students in Years 9-12 as required by our acceptance of funding under the NSSCF. The expanded use of technology in teaching and learning has led us to upgrade our network infrastructure and to have wireless access available in all areas of the school.

During 2010 the college embarked on planning for a number of major events which will occur in the coming years. Extensive planning was undertaken in preparation for the replacement of the current Lysaught Wing (which houses Design and Technology subjects). This building project is expected to begin late in 2011 and will provide students and staff with contemporary learning spaces for subjects including Woodwork, Metalwork, Fashion, Graphics and Auto Technology.



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In 2011 the College will celebrate its 50 years as an educational institution in Canberra. Planning for the celebrations began in 2010 and will continue throughout 2011 to ensure this milestone is marked in a significant way.

Our Year 12 students achieved very pleasing results with the top ATAR being 99.85 and four students getting a rank over 99. Of our Year 12 cohort 74% chose to qualify for an ATAR and of these the overwhelming majority gained admission to a course of choice at a tertiary institution. In addition, over 180 Vocational Certificates were awarded to students in Years 10-12.

Our students participated with distinction in many subject-based competitions as well as in co-curricular activities. A Year 11 student was ranked one of the top 40 Science students across Australia in the Rio Tinto Big Science competition. He was presented with his award at Parliament House in November 2010. In the Royal Australian Chemical Institute (RACI) Titration Competition, our students achieved First, Second and Third place in the ACT finals and in the Preliminary round of the RACI Secondary Schools Titration Stakes our teams finished First, Third, Fifth and Thirteenth out of thirty-two teams. Six students were selected for the University of Sydney – Science Gifted and Talented Discovery Program while 23 students gained High Distinctions in the National Chemistry Quiz and others achieved well in the Australian Mathematics Competition.

Senior Drama students performed an outstanding production of “King Lear” while other students enjoyed performing in “Beach Blanket Tempest” earlier in the year. The annual Art Expo and DGAFF Expo were both well attended and highlighted the very high standard of work being done in Art, Design, Fashion, Furniture Construction and Graphics classes.

Overall 2010 was a very good year for the staff and students of the college in academic and vocational areas, sport, spiritual development, cultural activities and community events. I sincerely thank all our College Board members, the parents, staff and students for their very positive contributions throughout the year.

**Rita Daniels**  
**Principal**

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## ■ 2. Daramalan College Governance

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

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

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

The Principal of the College is appointed by the Provincial.

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

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

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

The members of the Board for 2010 were -

**Mr Michael Jamieson, Chair**

**Mr Christopher Fearon, D/Chair**

**Ms Lisa Barlin**

**Ms Rita Daniels**

**Mr Benjamin Faulks**

**Ms Pamela Hussey**

**Fr. Robert Irwin**

**Fr. James Littleton**

**Ms Anne Lyons**

**Mr Peter McGrath**

**Br. Barry Smith**

**Ms Joan Warhurst**

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.

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

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

## ■ 3. Mission Statement

### MSC Vision of Education

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

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

While aiming for excellence in the search for truth, MSC schools recognise the importance of balanced human development and strive to help the young students to achieve their full potential

in all areas of life, and to be ready to show initiative in parish, religious and civic life. They are attentive to the needs and aspirations of individuals, especially of those who are disadvantaged or isolated: mentally, physically, financially, emotionally or geographically.

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

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

## ■ 4. Enrolment Policy

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

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## ■ 5. Staff Profile

### Number of teaching staff:

111 timetabled positions, with a total of 123 teachers working at Daramalan at some time during the year.

### Number of support staff:

38 support staff were employed in either administration, maintenance or teacher's aide capacities.

### Number of Indigenous Staff:

1 teacher recognises their cultural background as Indigenous.

### Teaching Staff Absences:

Absences Semester 1 = 410

Absences Semester 2 = 655

### Total Absences for 2010 = 1065 days

### Total Teaching Staff (Timetabled positions) = 111

$$\begin{aligned}\text{Absentee \%} &= [\text{Total Absences for Year} / (\text{Number of Teaching Staff} \times \text{Teaching Days})] \times 100 \\ &= [1065 / (111 \times 184)] \times 100 \\ &= 5.26\%\end{aligned}$$

Therefore attendance rate of teaching staff = 94.74%

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

Total number of timetabled teaching staff = 111

Number of staff who left in 2010 = 10

Staff retention rate = 91%

### Teacher Qualifications

The teaching staff numbers and qualifications fluctuated during 2010 as a number of staff retired or took long service leave and were replaced. The overall number of teaching staff who worked at Daramalan for part or the whole of the year was 123 (including job shares, part time and contract staff). Of these the staff qualifications were:

- 1 staff member held a three year training qualification
- 77 staff held four year Bachelor Degrees/Dip Ed's or the equivalent
- 25 staff held five year or Honours equivalent Degrees with Dip Ed's or double degrees
- 20 teaching staff hold a Masters degree, with two staff having two Masters degrees

This means that 36.5% of Daramalan's teaching Staff in 2010 were more than four year trained.

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## **Professional Development of Staff - Whole School 2010**

Daramalan staff commenced the year with a whole staff Mind Matters Training Day on Mental Health Issues for students.

During our Professional Learning Week in early July all departments spent a day on activities they identified as needing time to complete: e.g.: The Science department toured the Space Centre, the Mathematics department were in-serviced on aspects of Scientific calculators, the Food Technology department upgraded their First Aid Skills, while the SOSE department received further IT training. Other sessions available during Staff Week included: Daranet Training, Inspiration 8 – Brainstorming and planning in the classroom, LAM's – creating interactive lesson sequences

On another full day all staff participated in a day retreat program focussing on contemporary Catholicity and Spirituality. It was facilitated by the Chevalier Institute Team.

Staff then had a two day intensive Professional Development course with Dr Ian Lillico, founder of the Boys Forward Institute and a Churchill Scholarship recipient. This course covered boys' education issues, classroom discipline and transitions education.

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

- Daramalan Staff Code of Conduct Policy, Mandatory Reporting, Lockdown and Evacuation Procedures and Harassment Guidelines
- Copyright issues, the MySchool Website and NAPLAN
- ACT Asthma Friendly Schools Training (Asthma Foundation)
- Integrating 1:1 Laptop programs
- Use of YouTube in classes and embedding such on the intranet
- Benefits of Studying Languages
- Demonstrations of "Atomic Learning" and "Study Skills" programs

## **Individual Staff Professional Development Courses 2010**

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

- Mind Matters ACT Training days
- Australian Computers in Education Conference (Brisbane)
- ACT Literacy and Numeracy Week Workshop
- National and Regional Mathematics Conferences
- First Aid Certification
- NSW German Teachers Conference (Sydney)
- BSSS Workshops for Frameworks Revisions
- Textiles – Complex cloth dyeing processes
- The Accidental Counsellor Course
- Revved Up – Anger Management Workshop
- Boys and Technology National Conference (Melbourne)
- ACARA National Consultation Workshops
- BSSS Differentiation Workshops
- Stride Foundation "Empowering Young People-Peer Mediation" Workshop
- Gifted and Talented CEO Workshop
- Conference for Leaders in Technology and Design



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## ■ 6. Student Profile

### Student Attendance

Student Attendance 3 – 28 May, 2010.

Year Level	% Attendance
Year 7	93.8
Year 8	91.2
Year 9	90.7
Year 10	91.5
Average for Years 7-10	91.82%

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

### Management of Student Non Attendance

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

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

### Student Retention Rates

Daramalan College had an enrolment of 1480 students from Years 7 to 12 at the time of the February Census. Over the year 94 students left the College, many of whom were replaced immediately. A significant number of those who left 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 2010 (excluding Year 12 Graduands) was 6.35%.

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## ■ 7. Teaching and Learning

Differentiation of the curriculum to meet the needs of individual students continued to be a major focus in 2010. Heads of Department worked with great energy on the draft Gifted and Talented policy which will be implemented in 2011. The Framework for Quality Teaching template was modified to place stronger emphasis on meeting the range of student learning needs when planning lessons across Years 7-12. All assessment items for Years 7-12 were examined to ensure equity and variety, while the importance of a whole school approach to literacy was affirmed by all teachers being required to demonstrate the use of NAPLAN data in their lesson planning across Years 8-10.

In line with our Academic Care Charter, which stresses the deep connection between the academic and pastoral dimensions of learning, our whole school professional development conference by Dr Ian Lilloco interrogated a range of current issues in education including Understanding and Working with Boys, Discipline and Bullying, Transitions, and Teaching Digital Natives.

The Year 7 Rich Tasks continued to integrate learning across disciplines. The first Rich Task raised awareness of the work of the Australian Marine Conservation Society; the second directly related to the school's theme for 2010, the Year of Compassion. Students were asked to consider the Big Question: "What good can come from walking in someone else's shoes?" The Languages Department joined the Rich Task in 2010.

The distribution of laptops to Year 9 students in July followed extensive preparation by teachers, including the establishment of a Laptop Committee to facilitate this initiative and a student support team to provide assistance to both teachers and students. Surveys of parents, students and teachers were conducted prior to the distribution and again at the end of the year to track changes in attitudes and to teaching and learning practices. These demonstrate the success of the program. Laptops were also purchased for the use of senior students in the Information Centre and for borrowing.

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## ■ 8. Student, Parent and Staff Satisfaction Surveys

Surveys of all these groups took place during 2010.

### **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:

- 96.5% responded positively to the statement: *"I believe that my son/daughter is well looked after at Daramalan."*
- 96.5% responded positively to the statement: *"Daramalan offers a broad curriculum which caters to my child's needs."*
- 97.6% 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."*
- 94.2% responded positively to the statement: *"My contact with Staff at Daramalan is usually constructive."*

### **Student Response: A sample of 464 students, with students from all year groups, were surveyed in October 2010:**

- 92% of students responded with a positive answer to the statement *"I believe that Daramalan College offers me good opportunities to learn."*
- 82.5% reported that they felt Daramalan College provided a caring environment.
- 83.3% of students responded with a positive answer to the statement *"Daramalan College offers a broad curriculum which caters for my needs."*
- 83.4% of respondents said that they would recommend Daramalan College as a good school to others.

### **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:

- 93.2% reported a positive response to the statement *"I am satisfied in my current job."*
- 93.2% reported a positive response to the statement *"I feel valued as an employee."*
- 97.5% of staff who responded to the statement *"Women and men have the same chances of being appointed to promotions positions"* reported a positive response.
- 99% of staff who responded to the statement *"My immediate supervisor genuinely supports equal opportunity"* reported a positive response.
- 91.3% reported a positive response to the statement *"I am encouraged to participate in training activities that will help my development."*
- 93.3% 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.
- 98.5% reported a positive response to the statement *"I am treated with respect by my colleagues."*

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## ■ 9. Academic Performance

The Year 12 results for 2010 were very pleasing in every category. In a cohort of 222 students, **all students received a Year 12 Certificate and 165 students (74%) received an ATAR (Australian Tertiary Admission Rank)**

**ATAR Results Summary – Median ATAR: 72.15**

ATAR	Number of Students	%	
>99.0	4	2.4	
>90	23	13.9	
>80	50	30.3	ANU entry
>70	90	54.6	
>65	114	69.1	UC entry

**The highest performing student achieved an outstanding ATAR of 99.85, equivalent to the third highest score possible in the ACT. Overall, 4 students received an ATAR over 99.**

### University Entry

Of those seeking university entry, 114 students (69.1%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 50 students (30.3%) gained general admission to the Australian National University with an ATAR of 80 or higher.

Vocational Education continued to be a significant area of achievement for Daramalan College students in 2010.

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- 7 students completed an Australian School Based Apprenticeship (ASBA).
- The number of Vocational Certificates awarded to Year 10, 11 & 12 students in the various industry groups appear below.

## Industry Group

• Automotive	10
• Building & Construction	3
• Business & Clerical	12
• Computing	47
• Textiles, Clothing Footwear & Furnishings	7
• Tourism & Hospitality	102

## Post School Destinations:

- 36 students left Year 12 mid year or beyond to enter employment or training, having achieved their Year 12 Certificate.
- 15 students were placed in schools in the UK for a 'Gap Year.'
- The following is a summary of the Main Round offers for University admission made to Year 12 2010 Daramalan students. This information was received from UAC in Term 1 2011.

University	Number of offers
Australian National University	37
University of Canberra	71
Australian Catholic University	7
University of New South Wales	2
University of Sydney	1
La Trobe University	1
University of Newcastle	3
Southern Cross University	1
University of Technology Sydney	1
University of Wollongong	1
Charles Sturt University	7
CIT (Bachelor Courses)	2

## NAPLAN Results 2010

The following information shows Daramalan College's results in the 2010 National Assessment

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Program-Literacy and Numeracy (NAPLAN).

School and National Mean Scale Scores					
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	546	533	545	535	548
Daramalan	<b>566</b>	<b>545</b>	<b>548</b>	<b>558</b>	<b>558</b>
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	574	568	579	579	585
Daramalan	<b>592</b>	<b>576</b>	<b>584</b>	<b>601</b>	<b>610</b>

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 & Punctuation	Numeracy
National	95%	93%	93%	92%	95%
Daramalan	<b>100%</b>	<b>98%</b>	<b>98%</b>	<b>97%</b>	<b>100%</b>
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	91%	87%	90%	91%	93%
Daramalan	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>96%</b>	<b>99%</b>

The tables above showed that 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>	10%	<b>7%</b>	8%	<b>7%</b>	9%	<b>12%</b>	9%	<b>14%</b>	12%
Band 8	<b>27%</b>	19%	<b>21%</b>	16%	<b>24%</b>	21%	<b>18%</b>	17%	<b>15%</b>	18%
Band 7	<b>31%</b>	29%	<b>33%</b>	28%	<b>32%</b>	29%	<b>37%</b>	26%	<b>34%</b>	27%
Band 6	<b>19%</b>	24%	<b>28%</b>	28%	<b>23%</b>	22%	<b>24%</b>	25%	<b>27%</b>	26%
Band 5	<b>9%</b>	13%	<b>9%</b>	14%	<b>12%</b>	12%	<b>7%</b>	14%	<b>9%</b>	13%
Band 4	<b>0%</b>	4%	<b>2%</b>	6%	<b>2%</b>	6%	<b>3%</b>	7%	<b>0%</b>	3%

YEAR 9	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 10	<b>6%</b>	4%	<b>6%</b>	7%	<b>6%</b>	7%	<b>14%</b>	6%	<b>15%</b>	8%
Band 9	<b>21%</b>	14%	<b>11%</b>	12%	<b>16%</b>	15%	<b>16%</b>	16%	<b>17%</b>	15%
Band 8	<b>31%</b>	27%	<b>32%</b>	22%	<b>32%</b>	26%	<b>35%</b>	27%	<b>29%</b>	27%
Band 7	<b>27%</b>	28%	<b>31%</b>	27%	<b>30%</b>	26%	<b>25%</b>	27%	<b>28%</b>	28%
Band 6	<b>10%</b>	18%	<b>15%</b>	19%	<b>11%</b>	16%	<b>7%</b>	16%	<b>10%</b>	16%
Band 5	<b>5%</b>	8%	<b>5%</b>	11%	<b>5%</b>	9%	<b>4%</b>	8%	<b>1%</b>	5%

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

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## ■ 10. Initiatives

### Academic

After extensive research, the school introduced *studyskillshandbook*, an on-line study skills resource for the use of students, parents and teachers, as well as *Atomic Learning* which provides a series of on-line tutorials in a range of technology skills. These resources strengthen the partnership between the school and the community in supporting student learning.

The strong focus of the school on Transition Education was developed further by the introduction of the Year 10 Transition Program, a two day course designed to introduce students to a range of issues and resources relevant to their studies in Year 11. Topics included goal setting, test preparation, stress management and how the College system works. Year 10 students were also given experience in sitting formal examinations through the introduction of formal examinations in Maths, English and Religious Education.

All departments took on more responsibility for providing specific preparation for the ACT Scaling Test for Year 12 students seeking tertiary entrance.

A Curriculum Team was established to support Heads of Department in being accountable for the quality of education delivered at Daramalan College. The team consists of the Directors of Curriculum and the Director of Teaching and Learning.

Heads of Department were involved in on-going preparation for the introduction of the Australian Curriculum in Phase 1 and Phase 2 through the distribution and discussion of material, as well as through their attendance at forums and workshops.

### 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 was the "Year of Compassion", 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.

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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. These particular students work 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, offering the spirit of service to others.

Students from the Youth Ministry Team and the Community Service Group contributed many hours to the following causes:

- *A. C. T. Blind Society*
- *Biggest Morning Tea and Coffee*
- *Epilepsy Foundation*
- *Response Haiti disaster "Hats for Haiti"*
- *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*

Our major liturgical celebrations each year include the Opening Mass, Ash Wednesday, Holy Thursday Liturgy, Sacred Heart Day, Chevalier Day and Graduation and Advent Masses. On these occasions the whole school gathered to celebrate together, along with the MSC community, parish priests, MSC Associates and parents. These whole school events proved to be an enriching experience as they are an invitation to faith and a celebration of community.

During third term, each Year group designed their own Mass so that particular concerns and issues typical of each Year group were addressed through prayer and reflection.

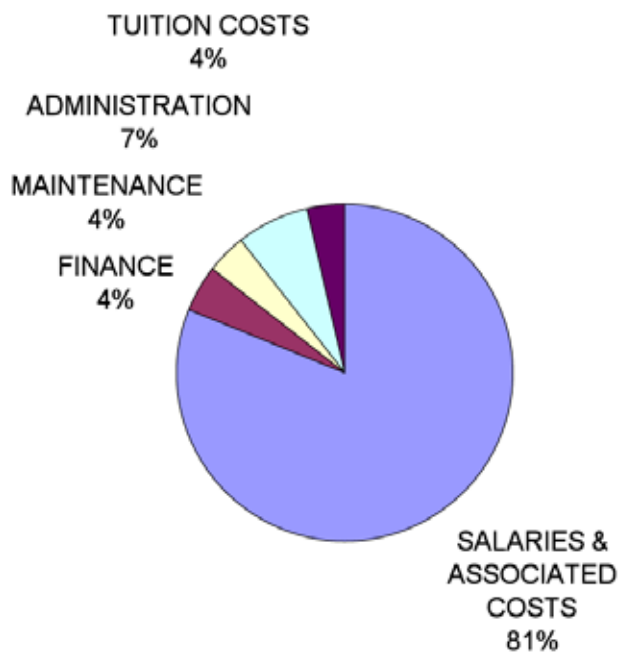
The annual Staff Retreat offered the staff the opportunity to strengthen and explore their own spiritual journey. Staff and students were continually given opportunities to embrace the ethos and traditions of MSC charism in the preparation and participation in major Liturgical events and Retreats. The various aspects of the Retreat and Liturgical program, under the ethos of the Missionaries 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.



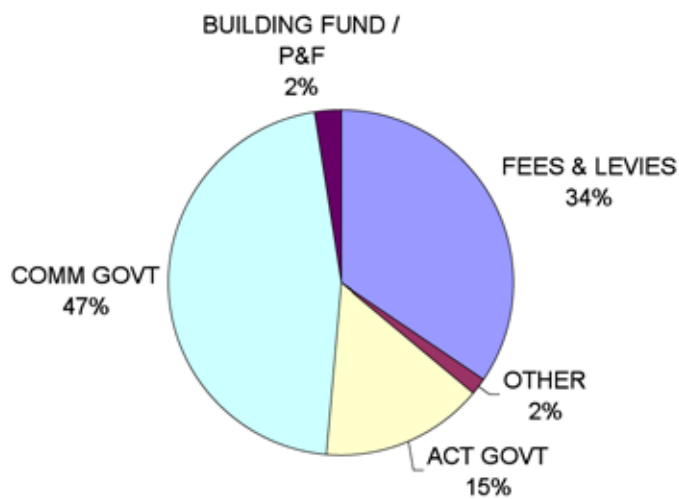
# 2010 Annual Report

## ■ 11. Finances

### Expenditure - School Year 2010



### Income - School Year 2010



12. This report was prepared by Angela Dunn, Assistant Principal Staff Welfare and Administration, with contributions from other members of the College Executive and staff. May 2011.