DARAMALAN COLLEGE

ANNUAL SCHOOL REPORT

2011

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2011 Annual Report

1. Introduction

Principal's Message

Welcome to the 2011 Annual Report for Daramalan College.

Daramalan College is an independent Catholic school established in 1962 by the Missionaries of the Sacred Heart. The Mission of the College is to be a community that is strong in faith, committed to excellence in Catholic education and committed to acknowledging the love of God for every individual. We aim to live out our Mission Statement by providing excellent education in an environment where students are able to feel valued and affirmed and where students and staff can grow in faith as well as knowledge and service to others.

The theme for 2011 was Hospitality and this was used as a focus for many assemblies and activities. The annual Kilothon once again raised over $27,000 for the local St Vincent de Paul Society and Caritas Australia to use in their work for people less fortunate than most of us. In addition, students gave generously to the Vinnies Winter Appeal, to a small primary school seriously affected by the Queensland floods, to the MS Mega Swim to raise funds for Multiple Sclerosis as well as to fundraising efforts for groups like the Canberra Blind Society and the 40 Hour Famine Appeal.

Once again, the staffing of the College was relatively stable overall with very few staff leaving. A significant number of people in leadership positions took Long Service Leave throughout the year and this gave others valuable opportunities to experience leadership roles for extended lengths of time. In the second half of 2011 a decision was made to establish a Deputy position to support the overall administration of the college and this position was filled from the start of 2012.

Our staff continued to be active in Professional Learning opportunities relating to their subject areas, to Teaching and Learning as well as to Pastoral Care. Another major focus for staff development has been on ensuring that all staff have the opportunity to develop a stronger understanding of the ethos of the Missionaries of the Sacred Heart (MSC) so that they can help model to the students with whom they interact positive values such as respect, compassion, justice and forgiveness.

We were very pleased to see the building work for the Sharpe Extension finally begin after a long period of planning. This building will provide contemporary teaching spaces for Woodwork, Fashion and Graphics as well as a new Staff Room. Late in 2011 we were advised that we were successful in gaining funding for a Trade Training Centre in partnership with Emmaus Christian School. On our campus we will be able to construct new facilities for Metal Technology and Auto Technology with the support of Trade Training Centre funding. This project will begin as soon as possible after the Sharpe Extension is completed.

The College Board and members of the Executive spent a considerable time in 2011 focussing on the development of the College's new Strategic Plan. One rewarding aspect of this work included an evaluation of the current plan and achievements made over the past five years.

The Parents and Friends Committee worked well again in 2011 with their focus being on ways that they can contribute to supporting the education of their children. They gave a generous donation towards a digital video system which was installed in all areas of the school as well as several large external monitors that run messages for students.

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Our Year 12 students achieved very pleasing results once again and most of them finished school planning to move into tertiary education or training.

A lot of work was done throughout 2011 in planning the Jubilee celebrations for 2012. This planning was undertaken by past and current staff as well as a number of former students who wished to contribute to making 2012 a very special year in the history of the college. One significant step was the writing of a history of the school by a local historian which has become an invaluable source of information.

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.

Mr Michael Jamieson, *Chair*

Mr Christopher Fearon, *Deputy Chair*

Ms Lisa Barlin

Ms Rita Daniels, *Principal*

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.

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>.

5. Staff Profile

Number of teaching staff:

Daramalan College had 110 full time equivalent timetabled positions in 2011, with a total of 125 teachers working at Daramalan at some time during the year. This included 16 staff working in job share positions.

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 = 525

Absences Semester 2 = 596.5

Total Absences for 2011 = 1121.5 days

Total Teaching Staff (Timetabled positions) = 110

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

= [1121 / (110 x 185)] x 100

= 5.51%

Therefore attendance rate of teaching staff = 94.49%

Included in the above absences are: 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 teaching staff = 125

Number of teaching staff who left in 2011 = 11 (4 of the departing teachers had been in job sharing positions). Two support staff left and were replaced during 2011.

Teaching staff retention rate = 91.2%

Teacher Qualifications

The teaching staff numbers and qualifications fluctuated during 2011 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 125 (including a record number of job share positions plus part time and contract staff).

Of these teaching staff their qualifications were:

- **3 staff held three year Education qualifications**
- **74 staff held four year Bachelor Degrees/Dip Ed's or the equivalent**
- **23 staff held five year or Honours equivalent Degrees/Qualifications with Dip Ed's or double degrees**
- **25 teaching staff hold a Masters degree, with two staff having two Masters degrees each.**

Professional Development of Staff - Whole School 2011

Daramalan Staff commenced the year with a whole staff Training Day on Restorative Practices with Matt Casey.

During our Professional Learning Week in early July all departments spent a day on activities they identified as important as Professional Learning. One day was spent as a Spiritual Retreat with guest presenters, followed by a two day teaching conference on Differentiation with Ruth Phillips.

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

- **Whole Staff CPR Training and certification**
- **Daramalan Staff Code of Conduct Policy, Mandatory Reporting, Lockdown and Evacuation Procedures and Harassment Guidelines**
- **Australian Curriculum**
- **Learning Support Programs CEO**
- **Mental Health Ambassadors Program**
- **National Professional Teacher Standards**

Individual Staff Professional Development Courses 2011

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

- Psychology/Sociology Workshop at ANU
- ACT Literacy and Numeracy Week Workshop
- BSSS New teachers Workshop
- Mental Health and Wellbeing of Young People Seminar
- Classroom observation and the evaluation of teacher performance conference
- NSW German Teachers Conference (Sydney)
- BSSS Workshops for Frameworks Revisions
- The Accidental Counsellor Course
- Positive Schools 2011 Pastoral Care Conference
- Suzuki Autumn School – teacher qualification
- Generations in Jazz PD Forum
- Indonesian Teachers Network PD
- Ecolamp Sustainability Course
- AHISA Leadership Conference
- Happiness and It's Causes Conference
- AFMLTA National Conference
- Australian Association Of Maths Teachers 2011 Conference
- Technology in K-12 Education National Conference
- Marine Teachers Association Annual Conference
- Genesis Creations Fabric colouring

- Intro to AIM for French Teachers
- Understanding Assessment Practice
- Practising Diversity
- Geography Going National Conference
- Welcoming the New Roman Missal
- Beginning Teachers Workshop
- 21st Century Skills ICT Program CISCO
- 'Throw out your excuse book' Student Welfare Training
- Simple Spatial Geography
- Multi Literacy Training Workshop
- UNE Careers Advisors Summit
- Accidental Counsellor Training
- Working with the Australian Curriculum Training Day
- ANU Workshop for Physics Teachers
- ACT Language Teachers Conferences
- ACEL Conference – Learning Landscapes
- Motivating the Unmotivated: Reaching the Hard to Reach Students
- Certificate IV in Training and Assessment
- Ralph Pirozza – Differentiation Conference
- Equity, Diversity and Inclusion Training day
- Exploring the Australian Curriculum
- 2011 ACTMEN Conference
- Unpacking the Australian Curriculum – Mathematics

6. Student Profile

Student Attendance

Student Attendance 2 – 27 May, 2011.

Year Level	% Attendance
Year 7	94.9
Year 8	91.3
Year 9	91.3
Year 10	89.8
Average for Years 7-10 during 2-27 May, 2011	91.85%

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 absences are explained by the end of each reporting period.

Student Retention Rates

Daramalan College had an enrolment of 1481 students from Years 7 to 12 at the time of the February 2011 Census. Over the year, 105 students left the College, many of whom were replaced immediately. Some students went to other colleges. A significant number of those who left transferred with families interstate or overseas. A number of Year 11 and 12 students left to begin employment.

The percentage of students who left during or at the end of 2011 (excluding Year 12 Graduands) was 7.4%.

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7. Teaching and Learning

For the past several years Daramalan College has focused vigorously on differentiated teaching across the whole school, in line with the goals articulated in the College's Strategic Plan. A Learning Support Officer from the Catholic Education Office addressed staff on the latest legislative requirements related to addressing the full range of special needs among students. The annual Staff Professional Development Conference was dedicated to differentiation, with a two day workshop run by Ruth Phillips. Staff worked in curriculum teams to produce differentiated units that were then shared. The Framework for Quality Teaching template was subsequently modified to place stronger emphasis on pre-assessment when planning lessons across Years 7-12.

After two years of extensive research and drafting, the Gifted and Talented Policy was finalised, with staff having six months to work with it before its launch to the community in 2012. At the other end of the ability spectrum, teachers were much more involved in the writing of Independent Education Plans for students requiring a more personalised curriculum.

The Year 7 Rich Tasks continued to integrate learning across disciplines. The first Rich Task looked at water from the perspective of English, Languages, Religious Education and Science; the second directly related to the school's theme for 2011, the Year of Hospitality. Students were asked to consider the Big Question: "Why should Australians offer hospitality to refugees, especially during the season of Advent?"

8. Student, Parent and Staff Satisfaction Surveys

Surveys of all these groups took place during 2011.

Parent Response: A parental survey was distributed at the Semester 2 Parent Teacher Evening and was offered to parents on the College intranet. From the data received parent responses were overwhelmingly positive in regards to the following statements:

- 98.6% responded positively to the statement: *"I believe that my son/daughter is well looked after at Daramalan College."*
- 94.4% responded positively to the statement: *"Daramalan offers a broad curriculum which caters to my child's needs."*
- 94.4% responded positively to the statement: *"The staff of Daramalan College are interested and caring towards my child."*
- 93.1% responded positively to the statement: *"I would recommend Daramalan College as a good school to others."*
- 93.3% responded positively to the statement: *"My contact with Staff at Daramalan is usually constructive."*

Student Response:: 596 students with representation from all year groups were surveyed in October 2011. Their responses to the following important statements were:

- 89.5% of students responded with a positive answer to the statement *"I believe that Daramalan College offers me good opportunities to learn."*
- 83% reported that they felt Daramalan College provided a caring environment.
- 82.5% of students responded with a positive answer to the statement *"Daramalan College offers a broad curriculum which caters for my needs."*
- 82.4% 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 2011 on many issues including Equal Opportunity issues. Their responses to the following important statements were:

- 92.8% returned a positive response to the statement *"I am satisfied in my current job."*
- 90.7% returned a positive response to the statement *"I feel valued as an employee."*
- 92.1% returned a positive response to the statement *"Women and men have the same chances of being appointed to promotions positions."*
- 90% returned a positive response to the statement *"My immediate supervisor genuinely supports equal opportunity."*
- 91.3% reported a positive response to the statement *"I am encouraged to participate in training activities that will help my development."*
- 92.9% reported a positive response to the statement *"My immediate supervisor is understanding when I have family demands that make it difficult for me to do my work."*
- 92.8% reported a positive response to the statement *"I am treated with respect by my colleagues."*

Positive responses were made by those who recorded replies of 'Agree' or 'Strongly Agree'.

9. Academic Performance

The Year 12 results for 2011 were very pleasing in every category.

In a cohort of 234 students, all students received a Year 12 Certificate and 171 students (73.1%) received an ATAR (Australian Tertiary Admission Rank)

- **ATAR Results Summary – Median ATAR 76.35**
- **Daramalan College Highest ATAR 99.9**

ATAR Results Summary – Median ATAR: 72.15

ATAR	Number of Students	%	
>99.0	4	2.3	
>90	37	21.6	
>80	72	42.1	ANU entry
>70	104	60.8	
>65	132	77	UC entry

The highest ATAR achieved by a Daramalan College student was 99.9, the second highest possible in the ACT. Overall, 4 students received an ATAR over 99.

University Entry

Of those seeking university entry, 132 students (77%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 72 students (42.1%) 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 2011.

- 14 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 4
- Business & Clerical 30
- Computing 27
- Textiles, Clothing, Footwear & Furnishings 10
- Tourism & Hospitality 91

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Post School Destinations:

- 43 students left Year 11 or 12 mid year or beyond to enter employment or training, or having achieved their Year 12 Certificate.
- 13 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 2011 Daramalan students. This information was received from UAC in Term 1 2012.

University	Number of offers
Australian National University	53
University of Canberra	71
Australian Catholic University	9
University of New South Wales	3
University of Sydney	1
University of Newcastle	2
University of Technology Sydney	3
University of Wollongong	8
Charles Sturt University	4
University of Western Sydney	4

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NAPLAN Results 2011

The following information shows Daramalan College's results in the 2011 National Assessment Program-Literacy and Numeracy (NAPLAN).

School and National Mean Scale Scores					
Year 7	**Reading**	**Writing**	**Spelling**	**Grammar & Punctuation**	**Numeracy**
National	540	529	538	532	545
Daramalan	**557**	**539**	**536**	**544**	**551**
Year 9	**Reading**	**Writing**	**Spelling**	**Grammar & Punctuation**	**Numeracy**
National	580	566	581	572	583
Daramalan	**606**	**596**	**588**	**595**	**598**

These results indicate that the mean score achieved by Daramalan students in each test of literacy and numeracy is above the national mean except for Year 7 Spelling which is just below the national mean.

Proportion of students at or above the National Minimum Standard

Year 7	**Reading**	**Writing**	**Spelling**	**Grammar & Punctuation**	**Numeracy**
National	96%	93%	94%	94%	96%
Daramalan	**99%**	**96%**	**96%**	**98%**	**98%**
Year 9	**Reading**	**Writing**	**Spelling**	**Grammar & Punctuation**	**Numeracy**
National	94%	86%	92%	91%	94%
Daramalan	**97%**	**90%**	**92%**	**95%**	**97%**

The tables above indicated 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.

YEAR 7	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 9	**11%**	9%	**9%**	8%	**4%**	8%	**8%**	7%	**11%**	12%
Band 8	**23%**	18%	**17%**	15%	**19%**	18%	**20%**	17%	**16%**	17%
Band 7	**27%**	28%	**30%**	26%	**36%**	29%	**27%**	28%	**37%**	26%
Band 6	**30%**	26%	**22%**	28%	**26%**	25%	**32%**	27%	**22%**	26%
Band 5	**8%**	15%	**15%**	17%	**12%**	13%	**11%**	15%	**11%**	14%
Band 4	**1%**	4%	**4%**	7%	**4%**	6%	**2%**	6%	**2%**	4%

YEAR 9	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 10	**10%**	5%	**15%**	8%	**7%**	7%	**8%**	5%	**11%**	9%
Band 9	**24%**	15%	**23%**	13%	**23%**	16%	**13%**	14%	**16%**	15%
Band 8	**30%**	27%	**20%**	21%	**25%**	27%	**40%**	26%	**28%**	24%
Band 7	**23%**	28%	**21%**	24%	**25%**	26%	**25%**	28%	**28%**	27%
Band 6	**10%**	17%	**12%**	19%	**12%**	15%	**9%**	18%	**14%**	19%
Band 5	**3%**	6%	**10%**	14%	**8%**	8%	**5%**	9%	**3%**	6%

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

The Year 10 Transition Program was modified to be more interactive. This two day course is designed to help students explore in greater depth a range of issues relevant to their studies in Year 11. New topics included memory, oral presentations and advanced research skills.

In line with best practice principles issued by the Board of Senior Secondary Education, the Year 11 AST practice schedule was adjusted to include a Short Response Test trial.

Teams of teachers were engaged in preparation for the introduction of the Australian Curriculum in Phase 1 and Phase 2 through the rewriting of curriculum documents. The opportunity arose to extend the Year 7 Thinking Carnival into Years 8 and 9. This was a great success among students, teachers and the community. Students engaged in higher order thinking activities throughout the day with an additional focus on the multiple intelligences and preferred learning styles.

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. 2011 was the "Year of Hospitality", 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 the year, the students from across the academic spectrum chose to participate in enriching service activities. Students from the Youth Ministry Team and the Community Service Group, for example, contributed many hours to fundraising for the following causes::

- *A.C.T. Blind Society*
- *Biggest Morning Tea*
- *Epilepsy Foundation*
- *Queensland Flood Appeal*
- *Forty Hour Famine*
- *Franciscan and St Anthony Orphanage in the Philippines*
- *Guide Dogs for the Blind*
- *Legacy*
- *Leukaemia Foundation (Shave for a Cure.)*
- *Movember*
- *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 and Easter liturgies, the ANZAC Day Ceremony, Sacred Heart Day, Chevalier Day, Graduation Masses and Advent Masses. On these occasions the whole school gathers 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 Term 3, students in each Year group designed their own Mass so that particular concerns and issues typical of each Year group were addressed through prayer and reflection. Hospitality was the main theme throughout each Mass.

The annual Staff Retreat offered the staff the opportunity to strengthen and explore their own spiritual journey. The theme for the day was "The Challenges the Catholic Church Presents to Us Today". Our two facilitators on the day were Paul Collins and Matt Casey. These sessions enabled staff the opportunity to recognise changing attitudes and views towards and about the Catholic Church in contemporary society.

The Student Retreats were a great success and enabled the students to embrace the ethos and traditions of MSC charism as well as providing an opportunity for heart renewal, where the students are encouraged to reflect on their attitudes and behaviour towards those people who are important to them.

All these activities endeavoured to help the students and staff of the College believe the vision of Fr Jules Chevalier, that they are able to change the world by building a community of love.

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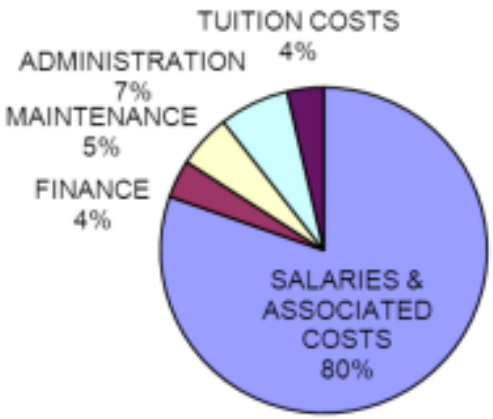
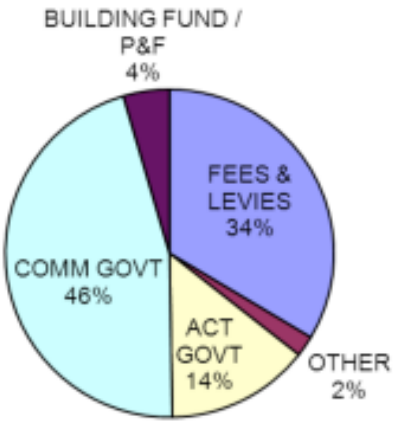
11. Finances

Expenditure - School Year 2011



Income - School Year 2011



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 2012.