



DARAMALAN COLLEGE

ANNUAL  
SCHOOL REPORT

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2013

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## ■ 1. Introduction

### Principal's Message

#### Welcome to the 2013 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.

After a year of celebrations for our college's 50 year jubilee in 2012, the major foci in 2013 were on:

- curriculum development
- policy review and development
- a new model of reporting to parents
- continuing our building program
- looking at options for the structure of Pastoral Care and
- establishing the agreed elements of the "Culture of Learning" project to be implemented in 2014.

A number of departments spent time working closely on documentation to trial and embed the Australian Curriculum in all aspects of their courses. This involved significant changes in not only the content of units of work but also the pedagogy and assessment standards.

Building work continued with the building of new spaces for teaching Automotive Technology and Metal Technology to complete all the Design and Technology department facilities. The Federal Government through the Round 4 Trade Training Centre program provided \$3.0m to a combined Daramalan College/ Emmaus Christian School project to be known as the Dickson Area Trade Training Centre. This project has enabled a very productive relationship to be formalised between these two education providers.

The Charity Walk once again raised over \$28,000 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 St Vincent de Paul Winter Appeal, as well as to Home in Queanbeyan, a local service which provides accommodation for people living with mental health issues, and a literacy project in Columbia being run by a past student of the college. Many other charities and community groups benefited from students raising money through appeals as well as stalls and activities within the college as part of our Community Service program and Market Days.

Once again, the staffing of the college was relatively stable but several members of the Executive, in particular, changed roles due to the departure at the end of 2012 of one of the college's longest serving staff members, Mr Michael Scott Smith. Mr Smith had been Assistant Principal Pastoral Care in Years 7-10 for about thirty years so his departure was a significant change for the College. In October 2013 a decision was made to move to a House structure for Pastoral Care in 2014 and planning for this was undertaken. The appointment of House Coordinators for each of the eight House groups was completed in November.

Staff from all areas within the College continued to contribute with enthusiasm and dedication to their work throughout the year with many having a strong involvement in the co-curricular programs as well as other special events within the college.

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The Parents and Friends Association continued its practical support of the college in 2013 with their decision to assist in funding the building of a new canteen during 2014. The new canteen will have a healthy food focus as well as comfortable eating areas and it will be a great asset to the students following its completion. In addition to the important role played by the P&F Association in developing college facilities, pleasing numbers of parents volunteered their time to assist with major events including the Charity Walk and Sacred Heart Day celebrations. The P&F also revised its Constitution late in 2013 to cover changes that have evolved over recent years, particularly in relation to quorums and eligibility for positions of office.

Our Year 12 students achieved very pleasing results once again in academic and vocational areas. We continued to have students in the top Australian Tertiary Admission Rankings (ATAR) with the top student in 2012 gaining a rank of 98.9. About 75% of our Year 12 cohort attained an ATAR, well above the ACT average. 15 students completed an Australian School Based Apprenticeship (ASBA) which was close to double the number who achieved this in 2012. About 32% of Year 12 students took a Vocational course offered by the college in areas such as Business Administration, Furniture Construction, Auto Technology and Fashion & Textiles as part of their Year 12 studies program.



**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 2013 were:

- Mr Michael Jamieson, Chair
- Mr Christopher Fearon, Deputy Chair
- Ms Lisa Barlin (until February 2013)
- Ms Rita Daniels, Principal
- Mr Benjamin Faulks (until May 2013)
- Ms Pamela Hussey
- Fr. Robert Irwin MSC
- Fr. James Littleton MSC
- Ms Pauline Luchetti (from June 2013)
- Ms Anne Lyons
- Mr Peter McGrath
- Mr David O'Rourke (from June 2013)
- Br. Barry Smith MSC
- Ms Joan Warhurst (until December 2013)

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

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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 constitute 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, Policy Review, Finance, 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.

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## ■ 4. Enrolment Policy

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

## ■ 5. Staff Profile

### **Number of teaching staff:**

Daramalan College had 112 timetabled teaching positions and three teacher-librarians positions. Two of the teaching positions involved job-sharing.

### **Number of support staff:**

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

### **Number of Indigenous Staff:**

1 teacher recognises their cultural background as Indigenous.

### **Teaching Staff Absences:**

Absences for 2013 = 1189.5 days

Total Teaching Staff (Timetabled positions) = 112

Total Absences for 2013 = 1189.5 days

$$\begin{aligned}\text{Absentee \%} &= [\text{Total Absences for Year} / (\text{Number of Teaching Staff} \times \text{Teacher Days})] \times 100 \\ &= [1189.5 / (112 \times 184)] \times 100 \\ &= 5.77\%\end{aligned}$$

### **Therefore attendance rate of teaching staff = 94.23%**

Included in the above absences are: Army Reserve, Carer, Discretionary, Exam, Funeral, Jury Duty, LWOP-short blocks, Paternity, Sick, Worker's Compensation-short blocks.

Absences not included are: LSL, LWOP-extended blocks, Maternity, Worker's Compensation-extended blocks, Sick-extended blocks. (An extended block is one term or more).

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## **Staff Retention**

Total number of timetabled teaching staff = 112

Number of staff who left in 2013 = 13

Staff retention rate = 88.4%

## **Teacher Qualifications**

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:

- 73 staff held four year Bachelor Degrees/Dip Ed's or the equivalent
- 30 staff held five year or Honours equivalent Degrees with Dip Ed's or post graduate degrees
- 20 teaching staff held a Masters degree

This means that 41% of Daramalan's teaching staff in 2013 were more than four year trained.

## **Professional Learning – Whole School**

Daramalan Staff commenced the year with whole staff and smaller group training in the following areas:

- Mindmatters Leadership Conference for Coordinators, Pastoral Care Advisors and Executive Members
- Understanding the Australian Professional Teaching Standards
- Professional Office Practices for Support Staff

During our Professional Learning Week in early July all departments spent a day on professional learning activities for identified priorities in each department. One day was spent as a Spiritual Retreat with guest presenter Fr Frank Brennan SJ, followed by a one day teaching conference titled Effective Student Behaviour. This day conference was attended by another secondary college teaching staff and was facilitated by Bill Rogers. The final day of the July Professional Learning Week was used by individuals to address their own professional learning needs.

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

- Whole Staff CPR Training and certification
- Daramalan Staff Code of Conduct Policy, Workplace Health Safety Policy and Procedures, Mandatory Reporting, Lockdown and Evacuation Procedures and Harassment Guidelines
- Australian Curriculum
- The College's new approach to assessment and reporting
- Learning Support Programs



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## Individual Staff Professional Learning Courses

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

- AAMT Conference
- ACHPER Conference
- Australian Curriculum
- BSSS Course/Framework Panels
- BSSS New Teachers Workshop
- CISCO Networking Academy
- Digital Ideas for the Classroom
- Dyslexia 5-day training course
- Equipping Australian Schools for the 21st Asian Century
- Learning Frontiers
- Positive Schools: Mental Health and Well-being Conference
- Spelling Workshop
- Thinking and Learning Conference
- Visible Learning
- Youth Mental Health First Aid

## 6. Student Profile

### Student Attendance

Student Attendance 6 May – 2 June 2013

Year Level	% Attendance
Year 7	93.7%
Year 8	91.5%
Year 9	92.8%
Year 10	91.0%
<b>Average for Years 7-10 during period 6 May - 2 June 2013</b>	<b>92.3%</b>

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.

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## Student Retention Rates

Daramalan College had an enrolment of 1460 students from Years 7 to 12 at the time of the February 2013 Census. Over the year, 151 students left the College, many of whom were replaced immediately. 91 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 2013 (excluding Year 12 Graduands) was 10.3%.

## ■ 7. Teaching and Learning

In line with the school's Strategic Plan, a major focus throughout 2013 was investigating the most effective strategies for strengthening the culture of learning at Daramalan College. Teams of teaching, pastoral and support staff conducted an extensive review of national and international research which interrogated issues such as motivation, the science of learning and 21st century fluencies. An ethical and highly practical dimension to these discussions was added during the annual Staff Professional Learning Conference in July when our presenter, Bill Rogers, led teachers through the behaviour management principles for which he is so well known. Drawing also on John Hattie's meta-analysis, titled *Visible Learning*, our investigation culminated in staff reaching agreement on a series of school-wide practices designed to support students to value their learning and that of others, as well as to take more responsibility for their behaviour. These will be implemented from 2014.

Course writing gathered pace in preparation for Registration in 2014. All Departments worked to either write new courses under the Australian Curriculum Phase 1 or to update existing courses while awaiting release of the final version of Phase 2 and 3 curricula.

Initiatives taken over the last few years in the areas of assessment & reporting culminated in a move to standards-based assessment in all subjects across Years 7 to 10 and a reduction in the number of summative assessment tasks to make more time for the consolidation of skills and concepts. School-wide assessment task templates were trialled and finalised after strong endorsement from students and staff. New unit outlines were implemented, as were improved reports. The latter gives parents more useful information on a subject-by-subject basis and now include Pastoral Care comments.

A major evaluation was undertaken of the implementation of 1:1 laptops by teachers, students, parents and school leaders. This delivered a very good response rate with thoughtful, useful feedback that will be used to inform the next stage of ICT integration at Daramalan College: the introduction of Bring Your Own Device (BYOD) from 2014. Results show that most teachers are using ICT as an effective tool for providing stimulating learning experiences and are willing to trial activities such as *Skwirk* and *Scoutle*. A continuum of ICT skills in Years 7 to 10 was also completed, for use by teachers in 2014.

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

Students, parents and staff were asked to complete satisfaction surveys in 2013. Responses available to the questions below were: Strongly Disagree, Disagree, No Opinion, Agree and Strongly Agree. The summary below uses responses which expressed an opinion. Positive responses were made by those who submitted responses of Agree or Strongly Agree.

### Student Responses

317 students from Years 7-10 responded to the survey. Students were asked to complete the survey in pastoral care groups towards the end of Term 4. Student responses to the survey included:

- 83% responded positively to *"I believe that Daramalan College has a supportive environment"*
- 93% responded positively to *"I believe that Daramalan College offers me good opportunities to learn"*
- 83% of students responded positively to *"I recommend Daramalan College as a good school to others"*

### Parent Responses

All parents were sent a link to an on-line survey. 340 parents responded to the survey. From the data received parents responses were overwhelmingly positive in regards to the following statement:

- 98% responded positively to *"Do you consider that Daramalan offers students good opportunities to learn"*
- 96% responded positively to *"I would recommend Daramalan to other families"*
- 95% responded positively to *"Do the semester reports you receive provide useful feedback on your child/ children's progress"*
- 96% responded positively to *"If I need to speak to a staff member they are generally available and helpful"*

### Staff Responses

All staff were asked to complete the staff survey. 121 staff members completed the survey. Their responses were:

- 92% responded positively to *"I am satisfied in my current job"*
- 98% responded positively to *"If I need training, I am able to ask for it"*
- 92% responded positively to *"My immediate supervisor recognises my contributions"*
- 94% responded positively to *"I am treated with respect by my colleagues"*

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## 9. Academic Performance

In a cohort of 228 students, all students received a Year 12 Certificate and 171 students (75%) received an ATAR (Australian Tertiary Admission Rank).

### ATAR Results Summary

Median ATAR: 73.45

Highest ATAR: 98.9

ATAR	Number of Students	%	
95+	10	6	
90 plus	28	16	
80 plus	64	37	ANU entry
70 plus	99	58	
65 plus	126	74	UC entry

The highest ATAR achieved by a Daramalan College student was 98.9. As shown above, 10 students achieved an ATAR above 95.

### University Entry

Of those seeking university entry, 126 (74%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 64 students (37%) 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 2013.

- 15 students completed an Australian School Based Apprenticeship (ASBA).
- 73 Year 12 students (32%) received one or more Vocational Certificates. The number of Vocational Certificates awarded to Year 10, 11 & 12 students in the various industry groups appear in the table below.

### Industry Group

Automotive	5
Business & Clerical	32
Building & Construction	1
Computing	32
Textiles, Clothing, Footwear & Furnishings	12
Tourism & Hospitality	52

### Post School Destination

- 17 students completed their Year 12 studies early to enter the workforce or begin an apprenticeship. 4 students received GAP placements for 2014 in UK schools.
- 151 students were offered placements at various universities. Other than ANU, there are no available figures to compare offers to those who accepted placements or may have deferred tertiary places.

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- 48 students were offered places at ANU with 35 accepting a placement. Double Degrees were the most popular with 10 students enrolling in a Flexible Double Degree in varying combinations of Arts, Social Science, Business and Science.
- 88 students were offered places at the University of Canberra with B Sports Coaching & Exercise Science, B Human Nutrition, B Information Technology, B Science (Psychology), B Education, B Graphic Design, and B Justice Studies the most popular degrees.
- 10 students were offered places at the Australian Catholic University Canberra campus in courses including Nursing, Education and Speech Pathology.
- 2 students were offered places at Wollongong University, 3 at University of Sydney, 2 at University of Technology Sydney, 1 at Charles Sturt University, 3 at University of NSW, 1 at University of Western Sydney, 2 at Griffith University (Qld), 2 at University of Newcastle and 1 at Southern Cross University. There is a definite trend for students accepting tertiary placements, to remain close to Canberra rather than study interstate.

## NAPLAN Results 2013

The following information shows Daramalan College's results in the 2013 National Assessment Program-Literacy and Numeracy (NAPLAN).

School and National Mean Scale Scores					
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	541	517	549	535	542
Daramalan	<b>564</b>	<b>536</b>	<b>554</b>	<b>552</b>	<b>557</b>
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	580	554	583	573	584
Daramalan	<b>594</b>	<b>565</b>	<b>587</b>	<b>589</b>	<b>600</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	Numeracy
National	93%	91%	95%	92%	97%
Daramalan	<b>98%</b>	<b>96%</b>	<b>95%</b>	<b>96%</b>	<b>100%</b>
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	95%	84%	94%	89%	92%
Daramalan	<b>98%</b>	<b>87%</b>	<b>96%</b>	<b>94%</b>	<b>96%</b>

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

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## 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	15%	8%	11%	5%	8%	10%	11%	9%	8%	11%
Band 8	31%	18%	19%	12%	28%	21%	26%	17%	26%	16%
Band 7	26%	30%	22%	25%	28%	30%	27%	26%	33%	26%
Band 6	19%	26%	26%	30%	24%	22%	23%	24%	26%	28%
Band 5	8%	13%	15%	17%	6%	10%	8%	14%	7%	15%
Band 4	2%	7%	4%	9%	5%	5%	4%	8%	0%	3%

YEAR 9	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 10	6%	5%	7%	6%	6%	5%	8%	7%	15%	11%
Band 9	20%	15%	14%	11%	10%	16%	14%	14%	14%	14%
Band 8	31%	28%	26%	20%	37%	29%	25%	24%	30%	22%
Band 7	27%	29%	22%	25%	31%	28%	37%	25%	25%	26%
Band 6	13%	16%	18%	21%	12%	14%	9%	18%	11%	18%
Band 5	2%	5%	13%	16%	4%	6%	6%	11%	6%	8%

Analysis of these results shows that Daramalan students are well represented in the middle and upper achievement bands when compared to national results, Band 5 being the national average for Year 7 and Band 6 for Year 9.

## 10. Initiatives

### Academic

The school's investigation into building a stronger culture of learning had the goal of articulating a school-wide pedagogy, titled the Daramalan Elements of Effective Learning. This document connects strongly with national initiatives that the school is implementing such as the Australian Professional Standards for Teachers and the Australian Teacher Performance and Development Framework. It is also aligned with our Strategic Plan goals and new pastoral system. This connectivity and alignment means that in the areas of teaching and learning and pastoral care the school is moving in one clear direction that situates our MSC ethos in the national education discourse.

### Pastoral

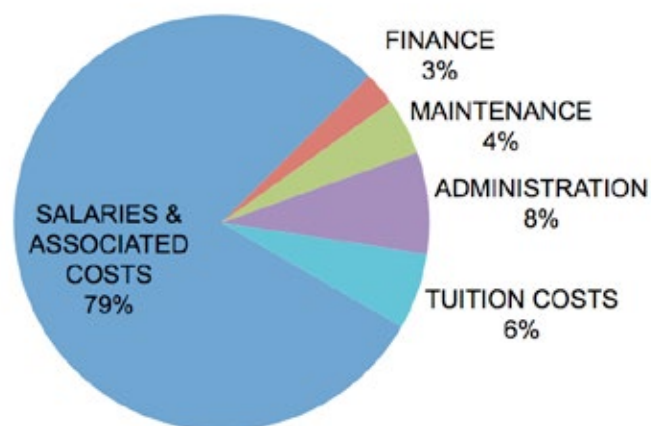
The College reviewed its Pastoral Care structure and discussed possible models at staff meetings during the first three terms of 2013. In Term 4, the new Pastoral Care structure was announced. This new model aims to improve students' transition from Year 10 to Year 11, increase opportunities for House activities leading to increased House spirit, and provide more stability for students by decreasing the number of staff that they work with in pastoral leadership positions. Complementing the new staffing model was the decision to introduce daily scheduled pastoral care time for students in Years 11 and 12. This should improve communication and care for senior students as well as increase the time that our pastoral leaders can concentrate on pastoral matters rather than administrative tasks.

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## 11. Finances

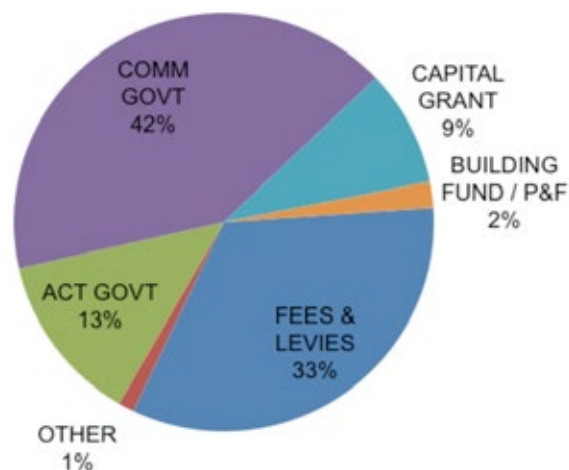
Expenditure - School Year 2013

### EXPENDITURE 2013 SCHOOL YEAR



Income - School Year 2013

### INCOME 2013 SCHOOL YEAR



*This report was prepared by Ian Garrity, Deputy Principal, with contributions from other members of the College Executive and staff, April, 2014.*