



DARAMALAN COLLEGE

ANNUAL
SCHOOL REPORT

2015

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2015 Annual Report

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■ 1. Introduction

Principal's Message

Welcome to the 2015 Annual Report for Daramalan College.

Context

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

Enrolments

The College's enrolments increased to 1434 in 2015 which was a pleasing outcome that reflects both the strong support of our current families and the high regard in which the College is held within the Canberra community. A very successful Open Evening was held in March 2015 promoting some of what the College offers students from Years 7-12 and this resulted in strong numbers of applications for places in 2016.

Major Events

During the year a number of major events were held including a special commemoration service for ANZAC Day to mark the one hundred year anniversary of the landing at Gallipoli. In addition, staff, students, parents and members of the wider community made many hundreds of poppies which were placed in our memorial garden as a tribute to all those who died in this campaign. Later in the year a group of students and staff visited Gallipoli as part of a History tour to Turkey to mark the anniversary of this significant event in Australia's history and they were deeply touched by what they saw both at Gallipoli and the nearby cemeteries and memorials.

On a number of occasions throughout the year the College shared major liturgical celebrations to mark significant events such as the opening of the school year and the commissioning of our student leaders, Sacred Heart Day and Chevalier Day. Through these celebrations as well as the retreat program, class Masses and the Religious Education program, students had the opportunity to focus on aspects of their faith development. It was pleasing to see the growing number of students involved in the planning for our liturgies throughout the year.

Another major event was the inaugural dinner held to raise funds for the College Scholarship Fund. Two chefs from the USA, one a former student, came to the College and worked with students and staff to create an outstanding fundraising dinner that was a sell-out. In addition to those involved in preparing the dinner itself, a number of former students and current parents worked to gain sponsorship for the event in order to minimise costs and increase the proceeds going to the Scholarship Fund. It was an excellent achievement and reflects the strong connections of the Daramalan family within the broader community. For the students who were part of the event it was a very special opportunity to work with world-class chefs and to learn skills from them.

We had students travel to various parts of the world as part of their studies and co-curricular activities in 2015. In addition to the History tour to Turkey, groups of students went to Germany and France for Language tours and to the USA and New Zealand for sports tours. These are wonderful opportunities that

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were made possible by the work of staff willing to undertake the required planning and the support of parents who enabled their students to participate in the tours.

School Improvement Plan

A key focus area during the year was on the preparation of our School Improvement Plan (SIP). The SIP aligns with the College's broad Strategic Plan that covers 2012-2022 but focusses in on four key areas identified as being ones of most significance at this time to improving aspects of our operations. These four focus areas for 2016-2018 specify desired outcomes, strategies and ways by which improvement will be measured and they were determined as a result of extensive consultation with staff, the College Executive and the College Board.

Charity Walk

The annual Charity Walk was a great success once again with approximately \$28,000 raised to support both Caritas Australia and the local St Vincent de Paul organisation. The day not only raises money for these worthy organisations but also promotes awareness about those in greater need than most in our school community. Representatives from both organisations spoke at a school assembly about how the money raised from this event would progress their work which assisted students to gain a greater understanding of what their efforts could achieve.

Staff

During the year we had relatively few staff departures but we experienced deep sadness in February and June with the deaths of two long-serving staff members who had been significant contributors to the College in their leadership roles. Several teaching staff who had taken extended leave decided to retire or resign to take on other work during 2015 and their positions were filled by well qualified applicants.

A number of senior staff members took Long Service Leave during the year which opened up opportunities for other staff to act in higher level positions and these experiences proved to be very beneficial to all concerned. The College is fortunate to have a significant number of teachers keen to apply for leadership roles in both the academic and pastoral areas.

Student Leadership

During the year we continued to monitor the way our relatively new pastoral structure works and to refine our processes in response to issues that were identified. From this came a revision of the student leadership structure which came into effect for the 2016 student leaders who were voted into their roles during September 2015. The aim of the new structure is to align the student leadership positions more closely with College priorities.

Parent Participation

Members of the Parents and Friends Association as well as many individual parents gave assistance on the Charity Walk day to enable this major event to run very smoothly. Parent volunteers were also out in force on Sacred Heart Day and Chevalier Day which was greatly appreciated by staff and students alike.

While attendance at the Parents and Friends Association meetings is not high, there is a group of very committed parents who participate in meetings in a very positive way and represent parent views on issues discussed at the meetings.

The Parent-Teacher interviews that are held part way through each semester were once again very well attended by parents who were keen to meet with teachers about their student's academic progress and very large numbers of parents attended the end of year Awards and Graduation ceremonies.

The annual Grandparents Day in June gave not only parents but also a large number of grandparents the opportunity to visit the College and see what it is like to attend school in 2015.

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Building works

Early in the year we opened new student and teaching facilities in the Littleton Wing Extension. These spaces include a new canteen, a senior student Common Room and a Flexible Learning Area which quickly became popular with teachers seeking to have a larger, more open space where students can work in different ways than what is possible in a conventional classroom. The new canteen enables us to provide students and staff with a wider variety of food options including more fresh food cooked on site in line with our move towards encouraging healthy food choices.

Work continued with the planning of the Dempsey Wing replacement building and in late November 2015 the building was handed over to the construction firm to enable them to start work on the new Science building which will be ready for use at the beginning of the 2017 school year.

Student Achievements

Our Year 12 students achieved a high level of success in their academic and vocational achievements. The class of 2015 had in it many talented students and their results reflected this. Six students achieved ATARs over 99 which was a tribute to their hard work and abilities while others showed their talents in areas as diverse as Art, Debating, Mathematics, Chemistry and vocational fields.

Students from all year groups performed with great success in Drama productions, in Music and Dance performances, as well as in academic and other competitions. For the third year in a row our Mooting students won the ACT round of the Bond University Mooting Competition and went to Queensland to compete in the finals in August.

Four students completed the Gold CSIRO CREST (Creativity in Science and Technology) projects which involves one hundred hours of investigation into a Science-based project. In addition another twenty-four students achieved a Silver CREST award which was an outstanding result for this Science initiative.

Two students reached the finals of the ACT Excellence Awards in Vocational Education and Training which is a highly competitive event and one student was named ACT Vocational School Student of the Year and the College was a finalist in the ACT VET in Schools Excellence Award. Three students doing the Vocational Business Administration course excelled in the Schools WorldSkills competition taking out the top three places in the regional event.

Community Service events continued to have a high profile with large numbers of students participating in activities including the Relay for Life event, World Vision's 40 Hour Famine, Shave for the Cure and the Vinnies Sleepout.

Many of our sports teams reached the finals in their competitions and there were a number of outstanding individual sports achievements with students selected for ACT as well as Australian teams competing in Australia and overseas.

Conclusion

2015 was a very successful year for the College in fulfilling its Mission as providing excellent education in all aspects to enable students to grow in faith, knowledge and service.



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 one MSC member, lay teachers and support staff who are jointly responsible for the academic training, supervision and guidance of students. Apart from the one MSC on staff, who is 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 college. The management of the Company is vested in the Board, however, the Board limits itself to matters of overall governance and leaves the day to day management of the college to the Principal.

The Board, as per the Constitution of the Company, consists of not more than twelve members. A delegate of the Provincial and the Principal of the College are members. Other members are appointed by the Provincial. 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 2015 were:

Mr Michael Jamieson, Chair

Mr Christopher Fearon, Deputy Chair

Ms Rita Daniels, Principal

Mr Hugh Boulter

Ms Claire Carton

Ms Pamela Hussey

Fr. Robert Irwin MSC

Fr. James Littleton MSC

Ms Pauline Luchetti

Mr David O'Rourke

Mr Bill Rowe (from March 2015)

Br. Barry Smith MSC

The term of appointment for the members is three years. The term is renewable. One of the Directors is appointed to the position of Chair by the Company members. A Deputy Chair is also appointed by the Company members, in consultation with the Chair.

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

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The Board of Directors has established a number of sub-committees. These are:

- Governance
- Policy Review
- Finance, Audit and Risk Management
- Building, Facilities, Resources and IT
- Scholarships.

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. Registration Status

Daramalan College successfully completed its Registration process in 2014. The College is registered until 31 December 2019.

To obtain a copy of a registration panel report please contact the Liaison Unit via the ACT Education Directorate's web form: Online: ACT Education and Training Contact Form which can be found at <http://www.education.act.gov.au/contact_us>. Enter "Panel report request" into the subject field when using this form. Alternatively, members of the public may inspect a copy of the report during business hours at the offices of the ACT Education Directorate.

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■ 6. Staff profile

Number of teaching staff:

Daramalan had 109 timetabled teaching positions, plus one position with the inclusive education team and three teacher-librarian positions. Two of the teaching positions involved job-sharing.

Number of support staff:

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

Number of Indigenous Staff:

1 teacher recognised their cultural background as Indigenous.

Teaching Staff Absences:

Absences Semester 1 = 536

Absences Semester 2 = 658

Total Absences for 2015 = 1194 days

Total Teaching Staff = 113

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

= $[1194 / (113 \times 193)] \times 100$

= 5.47%

Therefore attendance rate of teaching staff = 94.53%

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

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

Staff Retention

Total number of timetabled teaching staff = 113

Number of staff who left in 2015 = 11

Staff retention rate = 90.3%

Teacher Qualifications

The teaching staff numbers and qualifications fluctuated during 2015 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 122 (including job shares, part time and contract staff). Of these the staff qualifications were:

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

This means that over 35% of Daramalan's teaching Staff in 2015 were more than four year trained.

All teaching staff held current ACT Teacher Quality Institute registrations or Permits to Teach.

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Professional Learning – Whole School

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

- Effective classroom peer-observations and feedback,
- Using the College's new Learning Management System.

During our Professional Learning Week in 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 presenters Dr Thomas Nielsen from the University of Canberra and Fr Peter Hendriks, MSC. The theme for the Spirituality Day was Curriculum of Giving. The Spirituality Day was followed by a one day teaching conference on Kagan Cooperative Learning Structures. Another session during the Professional Learning Week was about inclusive practices at the College. Staff also had time to address their own professional learning needs.

Throughout the year other whole staff professional development topics covered in staff meetings included:

- Whole Staff CPR Training and certification,
- Daramalan Staff Code of Conduct Policy, Workplace Health Safety Policy and Procedures, Mandatory Reporting, Lockdown and Evacuation Procedures and Staff Harassment Guidelines, and
- Personalised learning.

Individual Staff Professional Learning Courses

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

- *AATE Conference,*
- *Boys in Education,*
- *Differentiation,*
- *Careers Conference,*
- *Direct Instruction and Deep Inquiry,*
- *EduTech,*
- *Effective Screening Tools,*
- *Goethe Institute,*
- *InTEACT Conference,*
- *Leadership in Action,*
- *Learning Frontiers,*
- *Literacy and Numeracy Coaching,*
- *Mental Health and Wellbeing,*
- *MindMatters,*
- *National Curriculum Conference,*
- *Peer Support,*
- *Personalised Learning,*
- *Positive Schools Conference,*
- *Thinking and Learning Conference,*
- *VET Networking, and*
- *Visual Arts Education Conference.*

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7. Student Profile

Student Attendance

Student Attendance 3 February – 11 December 2015

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	91.5	91.1	91.8
Year 8	93.4	93.9	92.9
Year 9	88.0	87.8	88.2
Year 10	88.0	89.6	86.4
Average for Years 7-10 during period	90.2%	90.6%	89.8%
Year 11	97.4	96.9	97.8
Year 12	94.0	91.2	96.7
Average for Years 11-12 during period	95.7%	94.1%	97.3%

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

Management of Student Non Attendance

Each student is assigned a Pastoral Care Advisor (Years 7-8) or a House Coordinator (Years 9-12) who monitors attendance and welfare issues. Parents contact PCAs/House Coordinators when students are absent, and notes to explain absences are submitted to the school. Parents of students in Years 7-12 receive an SMS message on days when their student is absent from school at the start of the day as another check. House Coordinators/PCAs actively follow up parental notes to ensure absences are explained.

Any concerns about poor attendance patterns are referred by the Pastoral Leaders to the relevant AP Pastoral Care for action. Should this not resolve the issue the matter may be referred to the Principal who will work with the parents, and, if necessary, the relevant government agency to ensure attendance requirements are met.

Student Retention Rates

Daramalan College had an enrolment of 1434 students from Years 7 to 12 at the time of the February 2015 Census.

The table below describes the destinations for any students who left Daramalan College during or at the end of 2015. All vacant positions in Years 7-10 were filled immediately from our waiting list. The line "Transition to College" is specifically for students who completed their High School education at Daramalan and received a Year 10 Certificate, but who then chose to attend Years 11 and 12 elsewhere.

Year	Destination		
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship
7	5	4	0
8	10	5	0
9	10	8	0
10	0	4	0
Transition to College	36	7	0
11	6	4	0
12	1	2	2

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■ 8. Teaching and Learning

Teachers' commitment to professional learning and improved pedagogy has been demonstrated through several initiatives taken in 2015. All teachers participated in rounds of classroom observations, with the majority taking the opportunity to partner with teachers outside their own subject. Staff feedback attests to teachers placing high value on this form of professional learning to foster stronger collegial support across the school and to share expertise in teaching strategies and student welfare to inspire more effective student learning.

TeachMeets take place six times a year and provide opportunities for individual teachers or whole Departments to lead their colleagues in professional learning. TeachMeets provide a forum for staff to report back on conferences and workshops. They can also showcase Department-wide initiatives to the whole school, display student work, share innovative teaching strategies or demonstrate how to meet new system requirements.

In 2015 each Department conducted an action research project into how best to stimulate greater student engagement by offering more personalised learning opportunities. The results have been shared with the whole teaching staff over the year. Valuable data and feedback have been collected on the kind of negotiated choices that help build a stronger culture of learning to improve student outcomes and those that do not. This initiative will be expanded in 2016.

This year's whole-school professional learning day, which focused on Kagan cooperative learning strategies, was well received by staff. During this hands-on workshop, teachers practised the activities demonstrated to experience how effective cooperative learning strategies are in creating authentically inclusive classroom environments through structured thinking routines. Student feedback continues to be very positive.

■ 9. Student, Parent and Staff Satisfaction Surveys

Students, parents and staff were asked to complete satisfaction surveys in 2015. Responses available to the questions below were: Strongly Disagree, Disagree, No Opinion, Agree and Strongly Agree. Positive responses were made by those who submitted responses of Agree or Strongly Agree.

Student Responses

326 students from Years 7-12 responded to the survey. Students were asked to complete the survey towards the end of Term 4. From the students who offered an opinion:

- 93% responded positively to *"Daramalan College is a safe place."*
- 88% of students responded positively to *"I would recommend Daramalan as a good school to others."*
- 86% of students responded positively to *"My teachers treat me with respect."*

Parent Responses

All parents were sent a link to an on-line survey. 226 parents responded to the survey. From the data received parents responses were overwhelmingly positive in regards to the following statements:

- 93% responded positively to *"Do you consider that Daramalan offers students good opportunities to learn?"*
- 96% responded positively to *"Do the Semester reports you receive provide useful feedback on your child/children's progress?"*
- 94% responded positively to *"I consider that the College provides a well-balanced curriculum."*
- 89% responded positively to *"I would recommend Daramalan to other families."*
- 92% responded positively to *"How do you rate your overall satisfaction with Daramalan?"*
- 90% responded positively to *"The Pastoral Care provided at Daramalan is valued and effective."*

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Staff Responses

All staff were asked to complete the staff survey. 139 staff members completed the survey. Their responses were:

- 85% responded positively to *"I feel that I am valued as an employee."*
- 91% responded positively to *"If I need training, I am able to ask for it."*
- 89% responded positively to *"My immediate supervisor recognises my contributions."*

10. Academic Performance

In a cohort of 194 students, all students received an ACT Senior Secondary Certificate and 158 students (82%) received an ATAR (Australian Tertiary Admission Rank).

ATAR Results Summary

- **Median ATAR: 74.45**
- **Highest ATAR: 99.9**

ATAR	Number of Students	%	
99+	6	4	
95+	117	11	
90 plus	29	18	
80 plus	58	37	ANU entry
70 plus	92	58	
65 plus	112	71	UC entry

The highest ATAR achieved by a Daramalan College student was 99.9. As shown above, 17 students achieved an ATAR above 95..

University Entry

Of those seeking university entry, 112 (71%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 58 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 2015.

- 12 students completed an Australian School Based Apprenticeship (ASBA).
- 35 Year 12 students (18%) 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 on the following page.

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Industry Group

Automotive	4
Business & Clerical	19
Building & Construction	2
Computing	26
Engineering & Mining Resources	1
Textiles, Clothing, Footwear & Furnishings	5
Tourism & Hospitality	33

Post School Destination

The following table shows the number of offers that universities made to Daramalan students for 2015.

University of Canberra	78
Australian National University	38
Australian Catholic University	23
University of Wollongong	2
UNSW	2
Charles Sturt University	1
University of Newcastle	2
University of Sydney	2

30 early offers were made to Daramalan students in December 2015. These offers were made by University of Canberra through the School Recommendations Scheme.

NAPLAN Results 2015

The following information shows Daramalan College's results in the 2015 National Assessment Program-Literacy and Numeracy (NAPLAN).

School and National Mean Scale Scores					
Year 7	Reading	Writing	Spelling	Grammar	Numeracy
National	546	511	547	541	543
Daramalan	560	527	548	548	550
Year 9	Reading	Writing	Spelling	Grammar	Numeracy
National	580	547	583	568	592
Daramalan	597	561	590	574	605

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	Numeracy
National	94%	88%	94%	93%	96%
Daramalan	97%	96%	93%	95%	99%

Year 9	Reading	Writing	Spelling	Grammar	Numeracy Grammar &
National	92%	81%	90%	90%	96%
Daramalan	96%	87%	95%	93%	98%

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

Proportion of students in Achievement Bands

Year 7	Reading		Writing		Spelling		Grammar		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 9	13%	10%	5%	4%	9%	10%	12%	11%	13%	10%
Band 8	24%	18%	19%	12%	24%	21%	17%	18%	12%	16%
Band 7	28%	28%	25%	24%	31%	30%	32%	27%	34%	27%
Band 6	24%	26%	24%	30%	22%	22%	25%	24%	28%	29%
Band 5	8%	12%	23%	18%	7%	11%	9%	13%	12%	14%
Band 4 or below	3%	3%	4%	11%	7%	5%	4%	6%	2%	2%

Year 9	Reading		Writing		Spelling		Grammar		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 10	7%	6%	4%	4%	7%	8%	5%	5%	9%	9%
Band 9	21%	15%	12%	10%	18%	16%	11%	12%	22%	15%
Band 8	32%	26%	29%	20%	31%	27%	35%	24%	33%	27%
Band 7	21%	28%	27%	25%	25%	25%	22%	29%	28%	30%
Band 6	15%	17%	15%	22%	14%	14%	20%	20%	6%	15%
Band 5 or below	3%	6%	13%	18%	5%	8%	7%	9%	1%	3%

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.

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■ 11. Initiatives

Teaching and Learning

A Department-led review of the Year 9 BYOD initiative will see it extended to Year 8 students in 2016. After an extensive review of learning management systems, a new platform has been chosen which we are confident will allow us to shape a more flexible curriculum and learning experience for students.

Taking advantage of an opportunity provided by AISACT, two teachers were trained, respectively, as literacy and numeracy coaches over 2015. The valuable work they have done upskilling colleagues will be expanded in 2016 when they take a lead role in refocusing our attention on NAPLAN data.

A re-imagining of the curriculum saw the Science Department allow all Year 10 students participating in the national CREST Awards to replace all their summative assessment with their research project. Another initiative to meet the needs of our gifted students was the hosting of two Gifted and Talented Student Conferences for all students in the ACT and local NSW area.

The College also adopted a new Individual Plan template to meet requirements for the National Consistent Collection of Data on School Students with Disability.

Pastoral Care

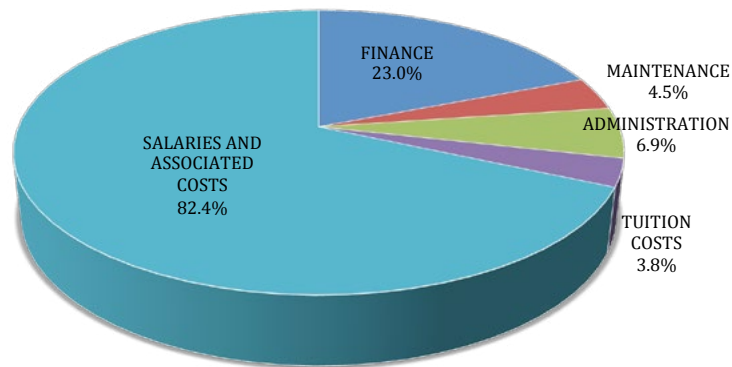
The College implemented a new Student Leadership Structure to further complement and strengthen the House system at the College. It has widened the scope for receipt of House points to include a wider range of extra curricula and academic pursuits.

The College has also increased the opportunities for student mentoring and implemented a new Peer Support Structure in the College. In 2015, the College also commenced a review of its Behaviour Management Policy to complement a restorative justice philosophy.

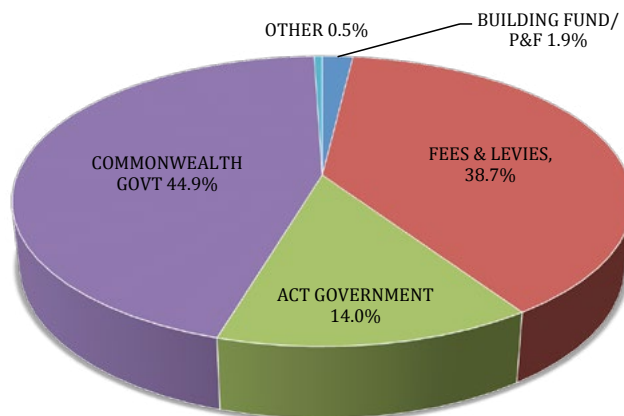
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12. Finances

Expenditure - School Year 2015



Income - School Year 2015



This report was prepared by Ian Garrity, Deputy Principal, with contributions from other members of the College Executive and staff, June, 2016