



DARAMALAN COLLEGE

ANNUAL
SCHOOL REPORT

2017

Cowper St Dickson ACT 2602

02 62456300

info@daramalan.act.edu.au

www.daramalan.act.edu.au

2017 Annual Report

Contents

■ 1. Introduction	3
■ 2. Daramalan College Governance	6
■ 3. Mission Statement.....	7
■ 4. Enrolment Policy	8
■ 5. Registration Status	8
■ 6. Staff Profile	8
■ 7. Student Profile	10
■ 8. Teaching and Learning	11
■ 9. Student, Parent and Staff Satisfaction Surveys.....	12
■ 10. Academic Performance	13
■ 11. Initiatives	15
■ 12. Finances	16

2017 Annual Report

■ 1. Introduction

Principal's Message

Welcome to the 2017 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 total enrolment was 1415 in February 2017 which reflects both the strong support of our current families and the high regard with which the College is held within the Canberra community. A very successful Open Evening was held in March 2017 promoting some of what the College offers to students from Years 7-12 and this resulted in strong numbers of applications for places in 2018.

Major Events

On a number of occasions throughout the year the College held 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 under the guidance of the Assistant Principal Mission as well as many students engaging in Social Justice and charitable activities such as the Vinnies Sleep-out, raising funds for the McGrath Foundation, Pink Stumps Day and the Love Your Sister campaign.

A major project during 2017 was preparing for and implementing a new School Management System. The significant planning and communication work associated with this project was led by the Deputy Principal and by late 2017 a number of components were fully operational and planning was in place for other aspects to come on line from the commencement of the 2018 school year. This project was a very large one and required a high degree of commitment from all involved in its implementation.

Our success in the BHP Billiton Science and Engineering Foundation awards continued with three students being selected as finalists in this national competition. These three girls were chosen from over three hundred entries from across Australia. In addition, a Year 10 student won a Microsoft Great Ideas STEAM Start-up grant from the YWCA Canberra to assist her to fund her Gold CREST project. She was the only school-aged student to gain such a grant in 2017.

Also in 2017, a Year 12 student was one of only five students chosen from across Australia to attend the 2017 Asian Science Camp which was held in Malaysia, an experience she found to be inspiring.

In Drama, three students and two staff were finalists in the Canberra Area Theatre (CAT) Awards following two very successful productions in 2016. During 2017 another two productions gained high acclaim and multiple award nominations.

2017 Annual Report

The College's commitment, through the Scholarship Fund, to providing access to students who would otherwise not be able to attend the College on financial grounds remained strong in 2017. In October we held a major fund-raising event for our Scholarship Fund which drew a pleasing number of people who enjoyed the Clonakilla wine-tasting. In addition, it was an opportunity for attendees to catch up with people from different decades in the College's history. A new scholarship in honour of Brother David Merrick MSC who died late in 2016 was launched at this event.

During the September school holiday period a group of staff and students travelled to Vietnam for the second year in a row to undertake a community service project organised by the Asia Pacific Youth Foundation. The group spent much of their time helping to build bridges in the same village where our staff and students had helped to build a kindergarten the previous year. Once again they raised funds for the construction materials prior to their departure and the experience of participating in the project was powerful for the students who returned with a strong desire to do more for others.

We welcomed a group of students and staff from our exchange school in Kochi, Japan, to the College during the year and they enjoyed a home-stay as well as attending classes as part of the experience. In the September-October holidays a number of our students and staff went to Bourges, France and Dresden, Germany on study tours which included spending time visiting our exchange schools there.

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. Speakers from both organisations spoke at a school assembly about how the money raised from this event would progress their work which assisted our students to gain a greater understanding of what their efforts could achieve.

The Environment group became very active during 2017 and conducted an audit of how rubbish was disposed of in different types of bins around the College. The members of the group took an active role in promoting recycling and reducing rubbish including having a "Nude Food Day" late in the year. A number of students also participated in the Parliament of Youth on Sustainability presenting a paper based on an Ecological Footprint Research assignment they had done as part of their classwork.

School Improvement Plan

Work continued during the year on our School Improvement Plan (SIP). The SIP aligns with the College's broad Strategic Plan that covers 2012-2022 and focuses 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.

In the second half of 2017 it was agreed that the College Board would review the College's current Strategic Plan and work was undertaken on this beginning with an externally facilitated Planning Day that brought together Board members, Executive staff and other interested staff. The outcomes from the day then provided a sound basis on which to progress work on the new Plan during the remainder of 2017 and early 2018.

Staff

During the year the Deputy Principal led a thorough review of all the role descriptions for staff in leadership positions to ensure our reporting structures and portfolio responsibilities were in alignment. This has placed us in a good position as we move towards implementing a new College Strategic Plan in 2018.

We were very pleased that one of our Science teachers, Colin Price, was the ACT Science teacher of the year nominee for the BHP Billiton Foundation Science and Engineering Awards. This nomination recognised his outstanding commitment to encouraging student participation in the CSIRO's CREST program as well as many other Science-related initiatives.

2017 Annual Report

Another staff member, Karyn Nimac, gained an ACEL Leadership Award for her work with literacy coaching and assisting staff to integrate literacy skills in their part of the curriculum.

During the year we had several staff departures but we were able to find suitably qualified staff to fill all the vacancies that arose throughout the year as a result of these departures or staff taking leave.

Student Leadership

Our student leaders continued to play a significant role within the college during 2017. During the year a modified selection process for the 2018 student leaders was designed and proved to be very successful in attracting a large field of strong applicants for the positions of responsibility when they were advertised during Term 3.

The College Captains met formally with the College Board at one of its regular meetings which enabled Board members to get direct student feedback about a number of issues of interest to them.

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 hundreds of grandparents the opportunity to visit the College and see its facilities as well as some of the opportunities that their grandchildren experience at school.

Building work

In March 2017 the new Dempsey Wing was opened for classes after over a year of construction and fit-out work. The new building houses Science laboratories and a large Science Prep room on the ground floor and three large classrooms and a staff room on the upper floor. The flexible room layout of the upper floor was utilised for the Scholarship fund-raising event in September and proved to be very useful. Throughout the remainder of the year an extensive landscaping project was undertaken around the new building.

Student Achievements

Our Year 12 students once again achieved a high level of success in their academic and vocational achievements. Within the class of 2017, there were many talented students and their results reflected this. Twenty-one students achieved ATARs over 95 which was a tribute to their hard work and abilities while others showed their talents in areas as diverse as Art, Mathematics, Chemistry and vocational subjects. The top ATARs achieved by students in the College were 99.5 and 99.05.

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 as diverse as Geography, Mathematics, Chemistry, Debating and a very wide range of sports.

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.

2017 Annual Report

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

Conclusion

2017 was a very successful year for the College in fulfilling its Mission by providing an excellent holistic education program which enables students to grow in faith, knowledge and service.



Rita Daniels
Principal

■ 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.

2017 Annual Report

The members of the College Board for 2017 were:

- Mr Michael Jamieson**, Chair (resigned August 2017)
- Mr Christopher Fearon**, Deputy Chair to August 2017 then Chair from Sept 2017
- Ms Adrienne Day**, Deputy Chair from Sept 2017
- Ms Rita Daniels**, Principal
- Mr Hugh Boulter**
- Ms Claire Carton** (resigned May 2017)
- Ms Pamela Hussey**
- Fr. Robert Irwin MSC**
- Ms Letitia Kennedy** (appointed Sept 2017)
- Ms Pauline Luchetti**
- Mr John Nicholl** (appointed Sept 2017)
- Mr David O'Rourke**
- Mr Bill Rowe**
- 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 Board 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.

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
- Community Engagement Committee

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.

2017 Annual Report

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.

■ 6. Staff profile

Number of teaching staff:

Daramalan had 115 teaching staff (108.6 full time equivalent). Four teachers were involved with job-sharing positions.

Number of support staff:

48 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:

Total Absences for 2017 = 1322

Total Teaching Staff = 115

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

= [1322 / (115 x 193)] x 100

= 5.95 %

Therefore attendance rate of teaching staff = 94.05 %

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

2017 Annual Report

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 = 115

Number of staff who left in 2017 = 10

Staff retention rate = 91.3%

Teacher Qualifications

The 2017 teaching staff qualifications were:

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

This means that over 29.6% of Daramalan's teaching Staff in 2017 were more than four year trained.

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

Professional Learning – Whole School

Daramalan Staff commenced the year with a number of professional learning activities including Appreciative Inquiry Workshops for middle leaders and a whole staff session on *Building Positive Relationships*.

During our Professional Learning Week in July all departments engaged in professional learning activities for identified priorities in their department. One day was dedicated to spiritual formation in the 2017 liturgical theme, Compassion. Phil Fitzgerald from the Chevalier Institute and Archbishop Christopher Prowse presented sessions on Compassion. A number of community members from various charity organisations formed a panel for the afternoon session and shared with staff some of the programs and challenges that are occurring in our community. This day was followed by a one day whole staff conference titled, *Increasing Student Engagement and Wellbeing*. Various speakers from the teaching staff presented a variety of sessions; some containing theory and research and others with a practical focus for classrooms. Other sessions during the Professional Learning Week were presented by Daramalan staff and covered a range of school and individual professional learning needs.

Throughout the year other whole staff professional learning 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
- Various feedback from conferences staff had attended throughout the year.

Individual Staff Professional Learning Courses

The College continued to support staff with their spiritual formation. The following courses were well attended by staff through the year:

- *Introduction to MSC Ethos* (1 day course),
- *Teaching with Heart* (1 day course),
- *Journey to the Heart* (5 day retreat),
- *Heart-Centred Leadership* (5 day retreat)

2017 Annual Report

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

- ACT BSSS Assessment Procedures,
- AISACT Colloquium,
- AST Preparation and Marking,
- Careers Conference,
- Classroom Management,
- Creative Assessment,
- Flipped Classroom Conference,
- Gifted & Talented: Curriculum Differentiation,
- Human Sexuality Focus Day,
- Language Teachers Conference,
- Literacy and Numeracy Coaching,
- Mental Health and Wellbeing,
- MindMatters,
- Positive Education Conference,
- Teaching Aboriginal and Torres Strait Islander students,
- Technologies Education,
- VET Conference.

7. Student Profile

Student Attendance

Student Attendance 1 February – 11 December 2017

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	91.2%	91.3%	91.1%
Year 8	89.7%	89.6%	89.7%
Year 9	88.9%	89.1%	88.8%
Year 10	87.9%	88.3%	87.4%
Average for Yrs 7-10 for 2017	89.4%	89.6%	89.3%
Year 11	94.0%	94.3%	93.7%
Year 12	92.9%	93.5%	92.3%
Average for Yrs 11-12 for 2017	93.5%	93.9%	93.0%

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 7-9) or a House Coordinator (Years 10-12) 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.

2017 Annual Report

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

Student Retention Rates

Daramalan College had an enrolment of 1415 students from Years 7 to 12 at the time of the February 2017 Census.

The table below describes the destinations for any students who left Daramalan College during or at the end of 2017. All vacant positions in Years 7, 9 and 10 were filled immediately from our waiting list. There were a small number of vacancies throughout Year 8 2017 and for Year 9 2018. 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.

The percentage of students who left during or at the end of 2017 (excluding Year 12 Graduates) was 8.76%.

Year	Destination		
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship
7	9	4	0
8	16	7	0
9	16	4	0
10	2	3	0
Transition to College	45	1	2
11	5	2	1
12	0	0	0

8. Teaching and Learning

The College continues to develop a stronger culture of learning. In 2017 there was a continued focus on differentiation across the curriculum, extending the work done in previous years. The Curriculum Coordinators led their teams of teachers in trialing the thinking skills framework identified in 2016 as most appropriate to their learning area. A number of teachers began a two-year training course in gifted and talented education. During the Professional Learning week in June, all teachers attended a range of workshops and presentations by guest speakers and teachers who could offer strategies for positive education with an emphasis on student and staff wellbeing.

The model of classroom observations used in preceding years was further developed and teachers were encouraged to take advantage of the opportunity to receive feedback from one or more colleagues on their classroom practice.

The Literacy and Numeracy Committee led the school in conducting a detailed analysis of our NAPLAN results. This evidence-based approach to planning has taken a stronger priority across the school.

2017 Annual Report

The College acknowledges the value of peer teaching for professional learning purposes and to this end, Teachmeets continued throughout 2017 as part of the regular meeting cycle. Topics included:

- building positive relationships
- using evidence to inform improvement
- AST explained
- mindset analysis
- growth mindset
- forming mentoring partnership
- tackling mental health with teenagers
- game-based learning.

■ 9. Student, Parent and Staff Satisfaction Surveys

Students, parents and staff were asked to complete satisfaction surveys in 2017. Responses available to the questions below were: *Strongly Disagree, Disagree, Neither Agree or Disagree, Agree* and *Strongly Agree*. Positive responses noted were made by those who submitted responses of *Agree* or *Strongly Agree*.

Student Responses

219 students from Years 7-10 responded to the survey. Students were asked to complete the survey towards the end of Term 4.

- 91% of students responded positively to *“My teachers treat me with respect.”*
- 76% responded positively to *“I am challenged to do well academically”*
- 76% of students responded positively to *“The assessment tasks I complete allow me to demonstrate my learning.”*

Parent Responses

All parents were sent a link to an on-line survey. 307 parents responded to the survey:

- 94% responded positively to *“Do you consider that Daramalan offers students good opportunities to learn?”*
- 91% responded positively to *“Do the Semester reports you receive provide useful feedback on your child/children’s progress?”*
- 91% responded positively to *“I consider that the College provides a well-balanced curriculum.”*
- 90% responded positively to *“I would recommend Daramalan to other families.”*

Staff Responses

All staff were asked to complete the staff survey. 129 staff members completed the survey. Of those who offered an opinion:

- 83% responded positively to *“I am valued as an employee.”*
- 87% responded positively to *“If I need training, I am able to ask for it.”*
- 89% responded positively to *“I am satisfied in my current job.”*

2017 Annual Report

■ 10. Academic Performance

In a cohort of 197 students, all students received an ACT Senior Secondary Certificate and 158 students (80.2%) received an ATAR (Australian Tertiary Admission Rank).

ATAR Results Summary

Median ATAR: **76.50**

Highest ATAR: **99.5**

ATAR	Number of Students	%	
99 +	2	1.3	
90 +	33	20.9	
80 +	67	42.4	ANU entry
70 +	107	67.7	
65 +	126	79.8	UC entry

The highest ATAR achieved by a Daramalan College student was 99.5. As shown above, two students achieved an ATAR above 99.0

University Entry

Of those seeking university entry, 126 (79.8%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 67 students (42.4%) 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 2017.

- 14 students participated in an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 28 Year 12 students (17.7%) received one or more Vocational Certificates. The number of Vocational Certificates awarded to Year 10, 11 and 12 students in the various industry groups appear in the table below.

Industry Group

• Automotive	12
• Business and Clerical	22
• Computing	40
• Textiles, Clothing, Footwear and Furnishings	2
• Tourism and Hospitality	47

2017 Annual Report

Post School Destination

The following table shows the number of offers that universities made to Daramalan students for 2017.

• University of Canberra	85
• Australian National University	48
• Australian Catholic University	7
• University of Wollongong	7
• UNSW	5
• Charles Sturt University	4
• Sydney University of Technology	1
• La Trobe	1
• University of New England	1

NAPLAN Results 2017

The following information shows Daramalan College's results in the 2017 National Assessment Program-Literacy and Numeracy (NAPLAN).

School and National Mean Scale Scores					
Year 7	Reading	Writing	Spelling	Grammar	Numeracy
National	545	513	550	542	554
Daramalan	558	526	549	551	561
Year 9	Reading	Writing	Spelling	Grammar	Numeracy
National	581	552	581	574	592
Daramalan	591	570	583	575	594

These results indicate that the mean score achieved by Daramalan students in each test of literacy and numeracy is above the national mean with the exception of Spelling in Year 7.

Proportion of students at or above the National Minimum Standard

Year 7	Reading	Writing	Spelling	Grammar	Numeracy
National	90%	95%	94%	97%	97%
Daramalan	95%	97%	96%	98%	98%

Year 9	Reading	Writing	Spelling	Grammar	Numeracy Grammar &
National	94%	84%	92%	91%	98%
Daramalan	95%	86%	93%	93%	100%

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.

2017 Annual Report

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 or above	12%	10%	7%	4%	8%	11%	10%	10%	10%	13%
Band 8	21%	19%	16%	12%	28%	22%	20%	19%	21%	20%
Band 7	33%	29%	23%	24%	31%	28%	33%	27%	38%	28%
Band 6	24%	24%	30%	30%	16%	21%	23%	24%	23%	23%
Band 5	8%	12%	18%	18%	14%	10%	9%	13%	7%	11%
Band 4 or below	2%	4%	5%	10%	3%	5%	4%	6%	0%	3%

Year 9	Reading		Writing		Spelling		Grammar		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Band 10	9%	4%	9%	5%	8%	7%	7%	5%	6%	8%
Band 9	12%	17%	10%	11%	17%	16%	11%	14%	15%	16%
Band 8	40%	29%	30%	21%	23%	28%	28%	26%	32%	29%
Band 7	24%	26%	22%	25%	32%	27%	31%	27%	34%	29%
Band 6	12%	15%	14%	20%	13%	14%	15%	17%	12%	14%
Band 5 or below	5%	6%	14%	16%	7%	8%	7%	9%	0%	2%

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.

11. Initiatives

Increasing student engagement and wellbeing was a focus area for 2017. This was one of the four key goals from the College's School Improvement Plan. A number of initiatives supporting this goal were employed. These included: actively developing staff skills and knowledge through professional learning, engaging with and implementing a number of programs, and making decisions to develop particular frameworks in 2018.

In 2017 three pastoral care staff studied the Professional Certificate in Positive Education through the University of Melbourne, building on the foundation of Positive Education established in 2016. The College also became a foundation member of the Positive Education Schools Australia (PESA) Chapter in Canberra and is one of only two registered PESA schools in the ACT. This progression of Positive Education at the College was also enhanced by the appointment of a Wellbeing Coordinator for 2018 who will lead reforms in the area.

The pastoral care structure at the College was also adjusted to support more efficient reporting lines and increased team cohesiveness.

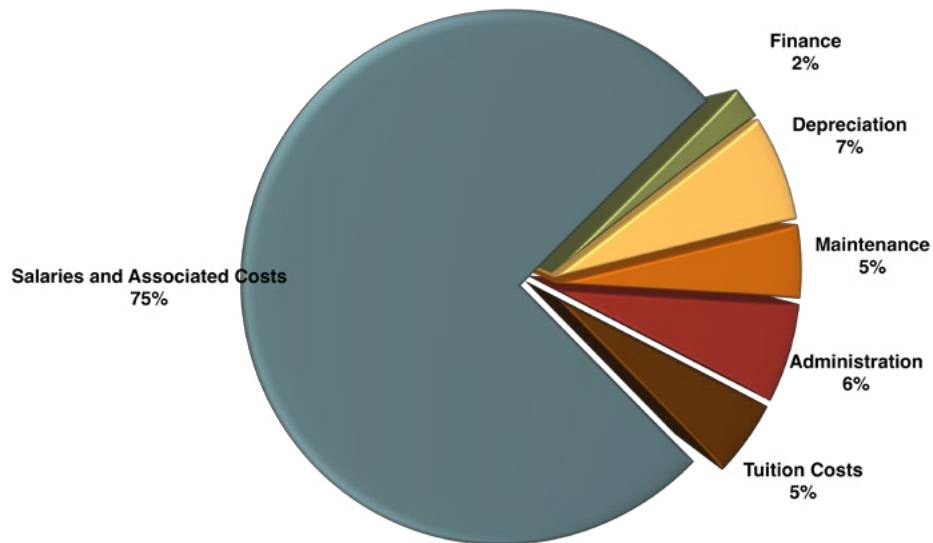
The College received its second round of funding from MindMatters due to the ongoing focus and progress in the area of mental health. This funding will be utilised by the MindMatters Action Team to further enhance the wellbeing of students at the College.

2017 also saw the implementation of an Appreciative Inquiry for the entire staff to explore concepts related to wellbeing. This process led to the development of 6 ongoing Pillar Groups that will investigate, research and implement strategies to achieve greater levels of wellbeing within the College.

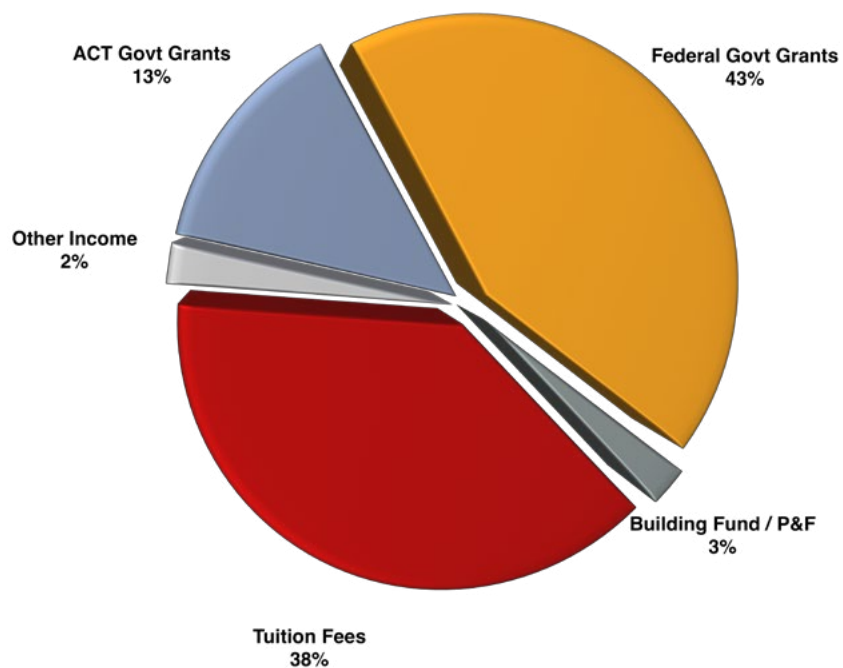
2017 Annual Report

■ 12. Finances

Expenditure - School Year 2017



Income - School Year 2017



This report was prepared by Ian Garrity, Deputy Principal with contributions from other members of the College Executive and staff, June, 2018