



DARAMALAN COLLEGE

ANNUAL
SCHOOL REPORT

2019

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2019 Annual Report

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■ 1. Introduction

Principal's Message

Welcome to the 2019 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 in knowledge and service to others.

Enrolments

The College's total enrolment was 1,382 at the August 2019 Census. A very successful Open Evening was held in March 2019, promoting some of what the College offers to students from Years 7-12 and this resulted in a high number of applications for places in Year 7, 2020.

Major Events

Late in 2019 the College completed successfully its five-yearly Registration by the ACT Education Directorate. This process included the submission of extensive documentation covering the school's policies and processes in areas such as academic and pastoral matters as well as governance.

In September 2019, a review of the College's Ethos and Identity was also conducted by three members of the Education Council of the Missionaries of the Sacred Heart. This review also involved preparing documentation relating to four key aspects of the school's identity as a Catholic school in the tradition of the Missionaries of the Sacred Heart. The visiting panel interviewed a significant number of people including staff, students, Board members and parents to gain their feedback also prior to providing the school with a detailed report on their findings.

One of the major changes for the College in 2019 was the announcement in October that the Missionaries of the Sacred Heart (MSC) would be closing their Residence which is located adjacent to the school on the campus. In recent times there have been only three members of the MSC congregation living in the Residence. Two of these men have had long-term and very strong links to Daramalan College and their presence on site was greatly valued.

A Mass led by the Provincial Superior of the Missionaries of the Sacred Heart followed by a morning tea was held in December to mark the closure of the Daramalan MSC community. Many people from various generations attended this event to give thanks to the Missionaries of the Sacred Heart and to recognize all that they have contributed to the staff and students of the College since 1962. Once the Residence building is vacated it will be handed over to the school as a site for future development.

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, our students had the opportunity to focus on aspects of their faith development. It was pleasing to see the number of students who took an active role in planning our liturgies throughout the year under the guidance of the Assistant Principal Mission. In addition, a large number of students participated

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in Social Justice and charitable activities including the Vinnies Sleep-out, raising funds for the McGrath Foundation, Pink Stumps Day and Shave for the Cure, to name just a few of the many charities supported. Each House group also had a charity or community group for which they raised money as well as promoted awareness.

In 2019 we undertook the planning for several major technology projects including the provision of digital screens into the remainder of our teaching spaces, providing new portable electronic devices for staff and installing a new PA system. Another project was an investigation into moving towards the introduction of SharePoint in 2020.

We have an exchange program with schools in Germany, France and Japan. In September students of German visited our sister school in Dresden while students of French spent time in Bourges at our sister school there. We also had a visit by a number of staff and students from our sister school in Kochi, Japan, which was very enjoyable for all involved.

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 2019. In October we held a fundraising event for the Fund which drew a pleasing number of people who enjoyed a beer and cider tasting combined with a Trivia Night.

The annual Charity Walk once again raised approximately \$26,000 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 who are in greater need than most people 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 in students gaining a greater understanding of what their efforts on the Charity Walk could achieve.

The Environment group was very active once again during 2019. Members of the group took a prominent role in promoting the importance of recycling and reducing rubbish including having a "Nude Food Day". Several initiatives were implemented including the sale of Keep Cups to staff and students, Clean Up Dara Days and an event for students that focused on Climate Change with a renowned international speaker.

A group of students successfully participated in the ACT Schools Constitution Convention and one of these students was selected as one of five ACT students invited to attend the 2020 National Schools Constitutional Convention scheduled to be held in Canberra in March 2020.

Staff

While most of the teaching and support staff remained relatively stable during the year, we did have two changes in the Executive team. One of the key changes was that the Deputy position was filled by Rachel Davies who returned in this role after a significant number of years away from the College. The other key change was the resignation of an Assistant Principal Curriculum, Susan Snell. Her role was taken on by Mr Ben Stein who has been the Science Coordinator for many years.

Fr Kimi Vunivesilevu MSC, remained in a chaplaincy role for one day per week providing support to the Assistant Principal Mission as well as being available to staff and students who wished to see him.

The Assistant Principal Teaching and Learning, Chris De Britt, received an ACEL Leadership Award in recognition of the work that he has done in implementing significant changes in pedagogy, utilizing data and the expanding use of contemporary technology in classrooms.

Science teacher Colin Price, was named as one of three Highly Commended finalists in the Prime Minister's Award for Excellence in Science Teaching while Steven Hackett was awarded the ACT Design and Technology Teacher of the Year. Thom Mutton was recognised alongside seven other teachers from across Australia in the ChooseMaths Teaching Awards for Excellence in Mathematics teaching.

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During the year we had the usual number of staff departures but we were able to find suitably qualified staff to fill all the vacancies that arose.

We experienced the sudden and unexpected death of a staff member during the year which had a significant impact on both staff and students. Late in the year we unveiled a memorial plaque in his honour and a scholarship was also established in his memory.

Student Leadership

Our student leaders continued to play a significant role within the College during 2019. The leadership selection process proved to be very successful in attracting a large field of strong applicants for the positions of responsibility when they were advertised.

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 issues of interest to them. As a group, the student leaders worked very collaboratively and each one achieved positive outcomes in their areas of responsibility.

Late in 2019 two members of the College Student Leadership team were acknowledged by the ACT Branch of the Order of Australia through their student awards. The 2019 College Captain was recognised for her leadership by being awarded the School Plaque for Outstanding Leadership and Achievement. Whilst the College Sports Captain was recognised for his community service and was awarded the School Plaque for Outstanding Service and Citizenship. In addition to these awards, the Environment Captain was awarded an ACTsmart ACT Schools Sustainability Award in recognition of her work in promoting positive messages about environmental sustainability and for the initiatives she implemented.

Parent Participation

Members of the Parents and Friends Association as well as many individual parents gave assistance for the Charity Walk 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 parent attendance at the Parents and Friends Association meetings throughout the year was not high, a group of very committed parents participated and represented parent views on a range of issues. As a way of supporting the school, the Parents and Friends Association agreed during the year to give a substantial contribution to the upgrade of the McMahon courtyard which began late in 2019.

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 of our Year 7 students 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. It was a very popular day despite the cold weather.

Building work

A number of improvements were undertaken to the facilities during 2019 including the construction of a footpath from the Sports Centre to Challis Street which was required as a result of the significant reduction in dedicated school buses and the introduction of the light rail on Northbourne Avenue. In addition, the fencing of the final boundaries of the grounds was completed and some major improvements were made to garden areas.

In November, a substantial renovation of the McMahon courtyard began after an extensive period of planning.

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Student Achievements

Students and staff received nominations in nine categories for the annual Canberra Area Theatre (CAT) Awards in February. The Silver CAT went to the Head of Performing Arts at the College, Joe Woodward, and to the Daramalan Theatre Company “for achieving a consistently and impressively high standard of student productions, for providing opportunities for, and mentoring students in all areas of theatre, including acting, directing and the composition and performance of original incidental music, and for successfully exposing students to the demands of significant main-stage theatre pieces, including, this year, Arthur Miller’s *The Crucible*.” (Canberra Times 24 February 2019). In addition, two Year 12 students from 2018 took out awards for the Best Lead Actor roles in a play.

The 2019 performances of *Mother Courage and Her Children* and *The Treasure of Peter Pan* continued to show the very high standard of drama performances undertaken by the students and staff.

Our Year 12 students once again achieved a high level of success in their academic and vocational achievements. Well over 80% of students achieved an ATAR and of these over 25% achieved a ranking over 90 with the top student gaining an ATAR over 99. A significant number of students combined their school studies with Australian National University Extension Program studies in subjects ranging from Physics to Mathematics and Environmental Biology while some other students undertook school-based apprenticeships while also completing their ACT Senior Secondary Certificate.

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 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.

Many of our sports teams competed with success and there were a significant number of outstanding individual sports achievements with students being selected for many ACT as well as a small number of Australian sports teams.

Conclusion

2019 was a very successful year for the College in fulfilling its Mission as providing excellent holistic education program which enables 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 and the Australian Charities and Not-for Profits 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. Until 2018 only a member of the MSC Congregation could be a Company member but this changed when several lay people were appointed as Company members. The Company members are charged with ensuring that the College fulfils the Philosophy and Educational Vision of the Missionaries of the Sacred Heart, as set out in the Constitution.

The Principal of the College is appointed by the Provincial-in Council. All lay teachers and support staff 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 Directors. Other Directors are appointed by the Provincial. Staff members are not eligible to be appointed as Directors, except in the case of a member of staff who is also a member of the MSC congregation.

The Directors of the College Board for 2019 were:

- **Mr Chris Fearon**, Chair
- **Ms Adrienne Day**, Deputy Chair
- **Ms Rita Daniels**, Principal
- **Mrs Mary Dorrian**
- **Fr Robert Irwin MSC**
- **Ms Fiona Jolly** (from May 2019)
- **Ms Letitia Kennedy**
- **Ms Pauline Luchetti**
- **Mr John Nicholl**
- **Mr David O'Rourke**
- **Mr Michael Slaven**
- **Br Barry Smith MSC**

The term of appointment for the Directors 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 appointed 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 progress much of their work through sub-committees. These are:

- Governance
- Policy Review
- Finance, Audit and Risk Management
- Building, Facilities, Resources and IT
- Community Engagement Committee

In 2019 a special committee was established to progress work on the College's Risk Management Framework. 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 2019. The College is registered until 31 December 2024.

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 <https://www.education.act.gov.au/schooling/non-government-schools/>. 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 123 teaching staff (116.25 full time equivalent) in 2019.

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Number of support staff:

57 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 2019 = 1105 Total Teaching Staff = 116.25

Absentee % = $[\text{Total Absences for Year} / (\text{Number of 1.0 FTE Teaching Staff} \times \text{Teacher Days})] \times 100$
= $[1105 / (116.25 \times 190)] \times 100$
= 4.07%.

Therefore, the attendance rate of teaching staff = 95.93%

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 = 123

Number of staff who left in 2019 = 13

Staff retention rate = 89.4%

Teacher Qualifications

The 2019 teaching staff qualifications were:

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

This means that over 27% of Daramalan's teaching Staff in 2019 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 introductory training sessions in Outlook and OneDrive as the College transitioned to a new system. Whole staff sessions on the College Strategic Directions for 2019 and the Positive Behaviour Support and Intervention Model were also attended. Teaching staff attended practical sessions on Data-informed Planning in small teams and Professional Growth linked to the AITSL teaching standards. Support Staff undertook training in the school management system, Synergetic, appropriate to their role.

During our Professional Learning Week in July all departments spent sessions on professional learning activities for identified priorities in each department. One day during the week was dedicated to spiritual formation relating to the 2019 Liturgical theme, Forgiveness, with a special focus on Reconciliation. This day began with all staff undertaking a cultural awareness workshop which incorporated storytelling, traditional dance and song, facilitated by Dion Devow and Richie Allan, prominent local Indigenous leaders. The staff also learnt about Ngunnawal country and the Ngunnawal clans, their cultural practices and language. Staff were then asked to reflect in House groups upon how cultural awareness and Indigenous culture can and is

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being incorporated within the day-to-day of the College. Father John Mulrooney MSC, spoke to the group in the afternoon on the theme of Forgiveness in the context of his personal experience of forgiveness in relation to the Royal Commission into child abuse. He spoke of his pastoral work with the victims and the challenges of forgiveness. The day concluded with a Mass and blessing of the staff attending the Issoudun Pilgrimage. This day was followed by a day focused on the Positive Behaviours model for all staff presented by Ian Luscombe and based on his BehaveAbility model. This was a whole staff activity aimed at developing shared language and strategies amongst all staff regardless of their role. Other sessions during the Professional Learning Week were presented by Daramalan staff and covered a range of school and individual professional learning needs and wellbeing activities.

Throughout the year other topics covered in staff meetings included:

- Whole Staff CPR Training and certification,
- Learning Support,
- Daramalan Staff Code of Conduct Policy, Workplace Health Safety Policy and Procedures, Mandatory Reporting, Lockdown and Evacuation Procedures and Staff Harassment Guidelines,
- A cross-sectoral ICT sharing afternoon, the iTea Showcase, and
- Various feedback sessions from conferences attended by staff throughout the year.

Individual Staff Professional Learning Courses

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

- Introduction to MSC Ethos- The Heart of Our Spirit (1 day induction course),
- The Heart of Pedagogy (1 day course),
- Teaching with Heart (1 day course),
- Nurturing the Heart (1 day course),
- Journey to the Heart (5 day retreat),
- Heart-Centred Leadership (5 day retreat),
- Love: The Heart of Creation (5 day retreat),
- Heart-centred Leadership (5 day retreat),
- The Issoudun Pilgrimage (5 day retreat to France)

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

- Leadership program (attended by all Pastoral Leaders)
- ACT BSSS Assessment Procedures,
- AISACT Colloquium,
- ACT TQI Certification workshops,
- Positive Behaviours Workshops,
- Collaborative Professionalism Conference,
- Mentoring and Coaching workshops,
- AST Preparation and Marking,
- Careers Conference,
- Classroom Management,
- Developing strategies for challenging behaviours,

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- Early Career Teacher networks,
- Critical and Creative thinking across the Curriculum,
- Effective Pedagogy and High Impact Strategies,
- The Future of Education Skills workshops,
- Language Teachers Conference,
- AEC Civics and Citizenship,
- Understanding learning needs,
- Mental Health and Wellbeing,
- Berry Street Educational model
- Positive Education Conference,
- Teaching Aboriginal and Torres Strait Islander students,
- Technologies Education,
- STEM in Defence and Education,
- VET Conference

■ 7. Student Profile

Student Attendance

Student Attendance 5 February – 11 December 2019

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	89.6%	89.4%	89.7%
Year 8	87.6%	87.9%	87.1%
Year 9	85.3%	85.7%	84.9%
Year 10	87.1%	87.7%	86.4%
Average for Yrs 7-10 for 2019	87.4%	87.7%	87.0%
Year 11	88.8%	88.6%	89.1%
Year 12	91.0%	89.9%	92.0%
Average for Yrs 11-12 for 2019	89.9%	89.3%	90.6%

Student attendance in Year 11 and 12 is managed on a class rather than a daily basis. Approved leave has been included in the 2019 data.

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 AP Pastoral Care, parents, and, if necessary, the relevant government agency to ensure attendance requirements are met.

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Student Retention Rates

Daramalan College had an enrolment of 1403 students from Years 7 to 12 at the time of the February 2019 Census.

The table below describes the destinations for any students who left Daramalan College during or at the end of 2019. All vacant positions in Years 7, 8, 9 and 10 were filled from our waiting list. There were a small number of vacancies for students wishing to enrol in Years 9 and 10 during 2019, with all places for Year 9 filled for 2020. The Transition to College shows the number of 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 2019 (excluding Year 12 graduates) was 9.5%.

Year	Destination			
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship	Homeschool Dis Ed Exempt
7	4	3	0	0
8	12	7	0	0
9	17	3	0	0
10	5	0	0	3
Transition to College	56	2	0	0
11	17	0	0	0
12	2	0	2	0
Total	113	15	2	3

8. Teaching and Learning

Consistent with our desire to measure, report and celebrate growth in learning the College administered Allwell Testing in Year 8 for the first time in 2019. This has provided a measure of the impact we have on our students' thinking, literacy and numeracy skills across their first two years at Daramalan. Impressively, the evidence has shown that our teachers contribute an above average value added to student learning over these critical and formative high school years, noticeably shifting achievement for more students into upper quartiles against a national benchmark. The Allwell testing is robust and granular and will feed into the Daramalan Learning Journey Data Tool, which is in development.

The Daramalan Learning Journey Data Tool was delivered to staff as a powerful data platform to aid learning and pastoral care decision-making. It has been embraced by staff as a way to understand where students are across the two dimensions of growth and achievement. The identification of student needs and the appropriate strategies for action has seen a more evidence informed approach taken and enabled staff to be proactive and deliberate in their decision making and planning. The automation and integration of this Data Tool into the MS Office 365 environment is part of the future digital landscape vision.

The rhythmic cycle and systems associated with AST preparations and trials have been refined and are becoming more efficient and automated across time, as we become wiser and more technology savvy. This has enabled the delivery of more timely and individualized formative feedback to students across their AST preparation journey. The feedback reports issued emphasize growth as the core goal and enable students and their pastoral tutors to enter into rich conversations around goal setting and improvement. Additionally, the introduction of an early Year 10 AST hybrid test has provided an invaluable baseline measure and given students a head start in their preparations. Data evidence has shown that these initiatives are raising

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achievement in AST performance over time by approximately 5%. This approach was validated in 2019 with Daramalan's AST scores being the best results we have seen in six years.

The growth narrative continued to be an important message throughout 2019, and while this will take time to become embedded as culture, it has been recognized as an important shift in thinking and a healthy and positive strategy to ensure our students measure success as improvement. This narrative was complemented by focusing our students on being lifelong learners and future focused. The Foundation for Young Australians research reports formed a strong evidence foundation for many impactful presentations, information evenings and assemblies, and informed the conversation about student preparedness for the workforce in the twenty first century. The general capabilities of critical thinking, creativity and digital literacy were promoted, and subject areas heightened the emphasis on developing these important competencies.

The Shadow Project and Report provided staff an insight into a typical day in the life of a Daramalan student and served as a powerful reflective and generative activity. It highlighted the excellent learning and pastoral provisions delivered across a school day and what this feels like from a student's perspective. This report reminded staff that learning is fundamentally relational and that in the life of a teenager their peer interactions are preoccupying, dynamic, complex and often distracting. This report generated healthy conversation about best practice, revealed some misconceptions and re-centred what is most important in teaching and learning.

2019 marked the beginning of an energy and vision supporting digital transformation. Staff were invited into the vision which aims to achieve a more economical, integrated and automated digital space, which will promote greater collaboration and creativity in teaching and learning. Members of the College completed a reconnaissance trip to Queensland, visiting the Brisbane Catholic Education Office with the objective of researching, observing and reporting on MS Office 365 implementation best practice. This trip was invaluable in informing the vision for digital transformation at Daramalan College. Our preferred future state digital landscape map was born out of this and other research initiatives and the Digital Transformation Team continued to champion and pave the way forward. MS Outlook and OneDrive were the first MS applications to be deployed and occurred seamlessly. A Digital Coach role to support staff develop digital literacy skills and integrate new technologies was conceived in preparation for 2020. MS OneNote was piloted in the classroom by numerous staff as an infinite canvas enabling greater levels of creativity, flexibility and collaboration.

Further groundwork and consultation were conducted in preparation for the digital infrastructure refresh. Various mobile devices were tested in the field by teachers to ensure that the most practical product was chosen. The first phases of Vivi (wireless screen casting) and CommBox (digital screens) combinations were deployment which brought about a tangible start to realizing the untethered classroom teacher vision. Staff began to be excited about the possibilities which were emerging and the reimagining of how best classroom practice could look began to gain momentum. Our classrooms were physically overhauled with a thorough decluttering and neutralization program, and departments were consulted regarding the reshaping and furnishing of rooms, with the goal of creating safe, student-centered, consistently presented and malleable spaces. Shifting the classroom teacher away from the 'sage on the stage' font of all knowledge, to a more 'guide on the side' learning with our students, was the goal of these physical and digital strategic initiatives.

2019 saw the delivery of our first Community Days which emphasized and promoted the General Capabilities of Digital, Creativity and Social and Emotional Wellbeing. Students engaged in various open-ended activities aimed at developing these critical twenty first century skills. This event required a reimagining and redesigning of three days of the timetable and shifted the role of the teacher, drawing on alternative skills sets and necessitating collaboration. While this challenged our normal way of thinking about education, it certainly provoked rich collegial conversation and reflection. With community at its centre, any new and challenging experience like this will always be a source of growth for all.

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■ 9. Student, Parent and Staff Satisfaction Surveys

Students, parents and staff were asked to complete satisfaction surveys during Terms 3 and 4 of 2019. Responses available to the questions for staff and parent respondents 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.

Responses collected from students were categorised: Almost Never, Sometimes, Often, Almost Always. Positive responses noted were made by those who submitted responses of Sometimes, Often and Almost Always.

Student Responses

1007 students from Years 7-12 responded to the survey. Students were asked to complete the survey during a Pastoral lesson towards the end of Term 3.

- 90% of students responded positively to the statement *“teachers and students treat each other with respect”*.
- 89% responded positively to the statement *“tasks allow me to explore my potential and discover new things”*.
- 95% of students responded positively to the statement *“learning is important to me”*.
- 92% of students responded positively to the statement *“I am motivated to do my best at school”*.

Parent Responses

All parents were sent a link to an on-line survey during Term 4. 252 parents/families responded to the survey.

- 96% responded positively to *“the range of learning areas offered is excellent.”*
- 90% responded positively to *“do the Semester reports you receive provide useful feedback on your child/children’s progress?”*
- 87% responded positively to the statement, *“the quality of teaching at Daramalan is excellent”*.
- 97% responded positively to *“students are encouraged to be responsible for their own learning”*.
- 93% responded positively to *“I would recommend Daramalan to other families”*.

Staff Responses

All staff were asked to complete the staff survey, with 164 staff members (120 teaching staff and 44 support staff) completing the survey. Of those who offered an opinion:

- 93% responded positively to the statement *“there is a cooperative effort to provide quality learning opportunities for students”*.
- 86% responded positively to the statement *“my colleagues value my opinion”*.
- 82% responded positively to *“feeling positive and content at work”*.
- 95% responded positively to *“the College encourages further professional learning”*.
- 91% responded positively that *“the school promotes a culture of professional growth”*.

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10. Academic Performance

In a cohort of 196 students, all students received an ACT Senior Secondary Certificate and 162 students (82.7%) received an ATAR (Australian Tertiary Admission Rank).

ATAR Results Summary

Median ATAR: 75.7

Highest ATAR: 99.05

ATAR	Number of Students	%	
99 +	1	0.6	
90 +	41	25.3	
80 +	65	40.1	ANU entry
70 +	109	67.3	
65 +	125	77.2	UC entry

The highest ATAR achieved by a Daramalan College student was 99.05.

University Entry

Of those seeking university entry, 125 (77.2%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 65 students (40.1%) gained general admission to the Australian National University with an ATAR of 80 or higher.

Vocational Education

Vocational Education continued to be a significant area of achievement for Daramalan College students in 2019.

- 18 students participated in an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 72 Vocational Certificates were awarded to Year 12 students.

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	9
• Business & Clerical	25
• Computing	29
• Textiles, Clothing, Footwear & Furnishings	3
• Tourism & Hospitality	42

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Post School Destination

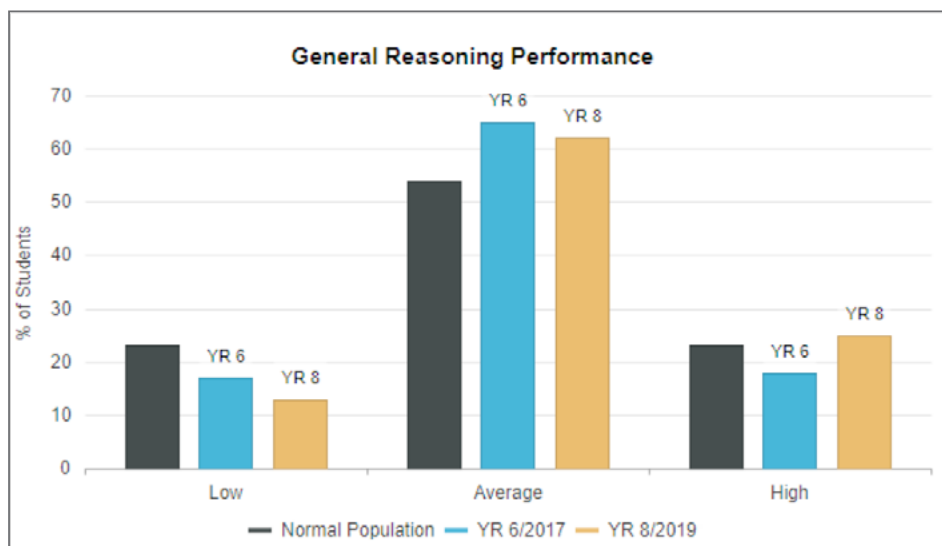
The following table shows the number of offers that universities made to Daramalan students for 2019.

ACT/NSW Institution	Number of offers
• Australian Catholic University	11
• Australian National University (UAC)	5
• Australian National University (Direct)	46
• Charles Sturt University	7
• Griffith University	1
• Macquarie University	1
• Top Education	1
• University of Canberra	122
• University of Newcastle	2
• University of Sydney	4
• UTS	3
• University of Wollongong	9
• UNSW	4

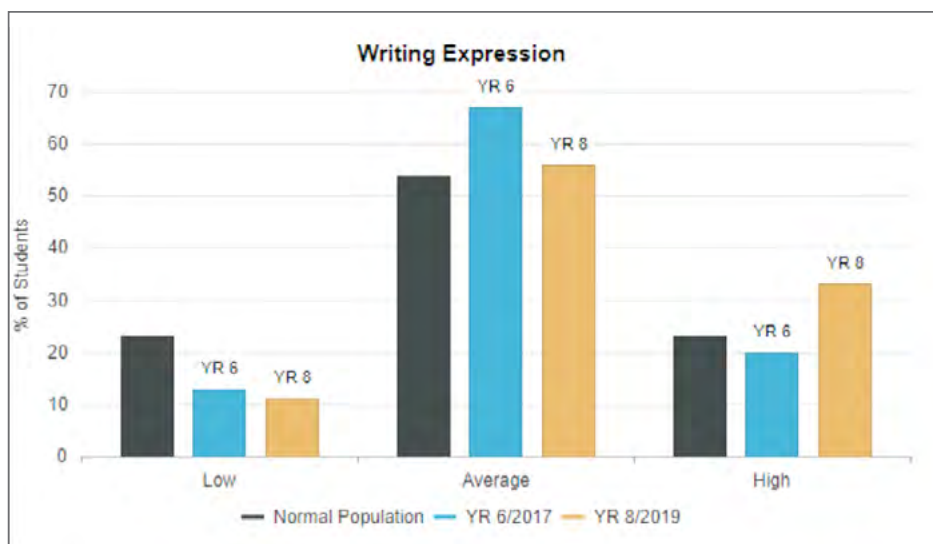
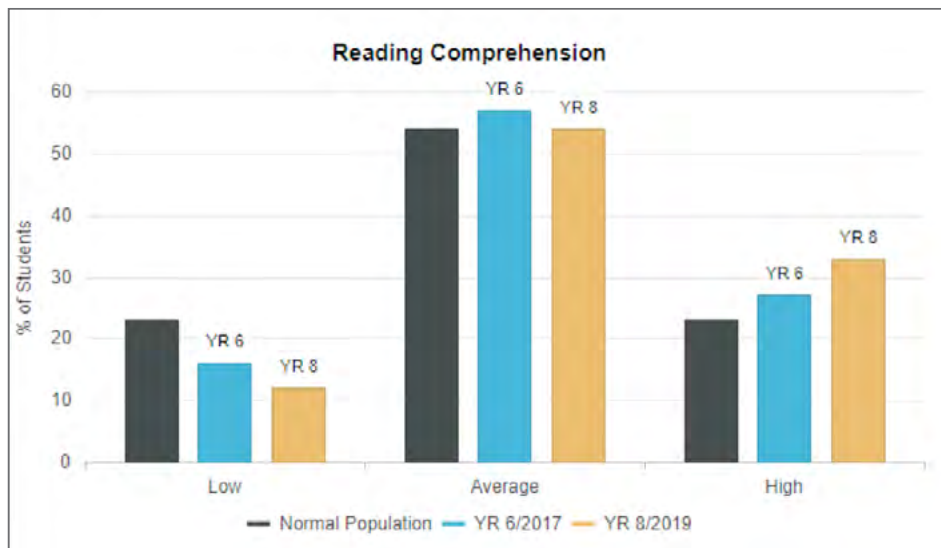
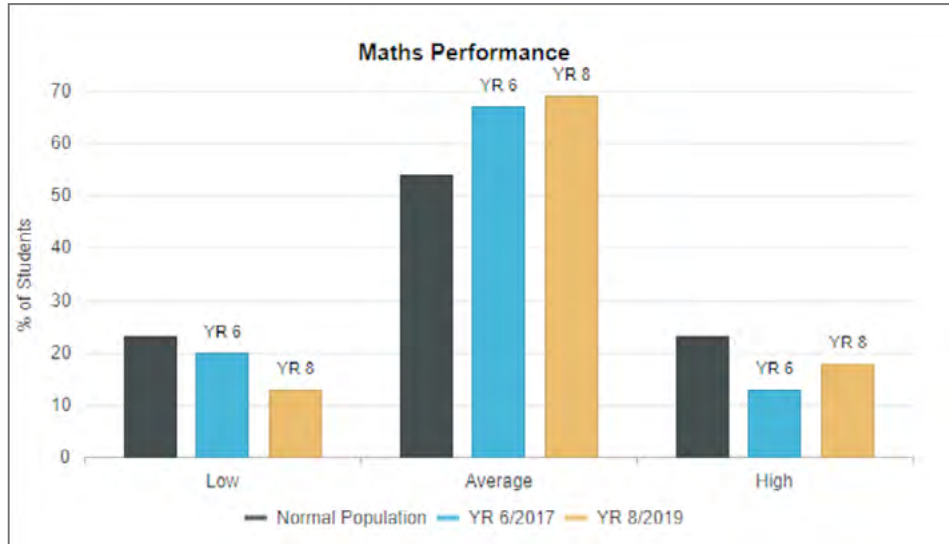
Allwell Results 2019

For the first time in 2019, Daramalan delivered Allwell Testing to its Year 8 cohort. This enabled the value added contributed by our teaching staff to student learning from enrolment in Year 6 to the end of Year 8, across two years in five core literacy and numeracy areas to be measured. This has proven to be valuable data as it shows the significant growth in performance our students have achieved.

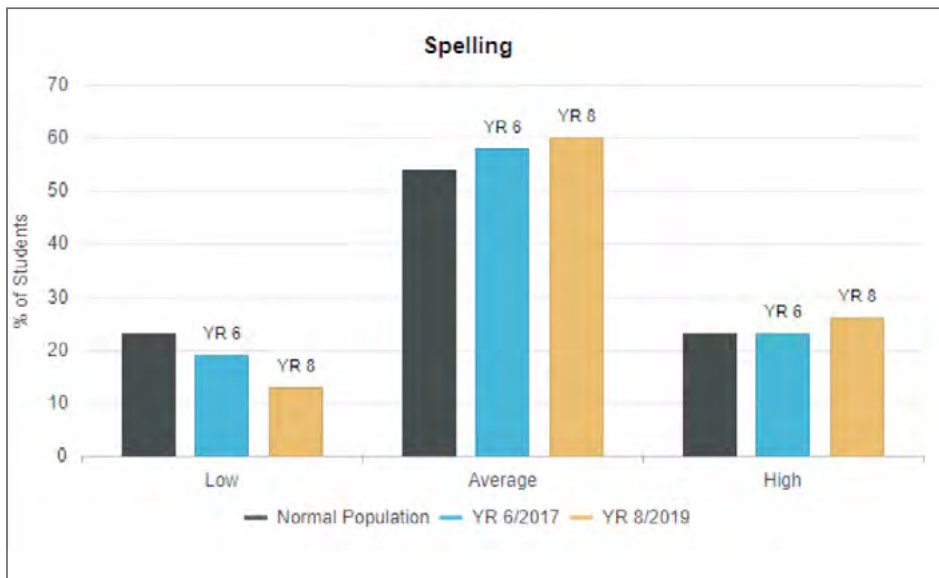
This growth is more than the national average growth. Each of the charts below demonstrate that our staff have moved our 'Faith Cohort' (Year 8, 2019) students significantly into higher quartiles compared to the national average.



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NAPLAN Results 2019

Broad Analysis Observations

2019 saw a significant shift in the level of growth our Year 9 students achieved across the five core NAPLAN domains (see Figure 10.1). Previously our growth had been below that of the state average and statistically similar school group (SSSG), particularly in the Reading domain. The Daramalan Reading Routine (DRR) is one strategy continuing to address improvements in reading comprehension and written expression. The focused, yet relaxed, whole cohort delivery of NAPLAN Online in McCowage Hall has also created a significant improvement in the engagement of our students when completing this external assessment process.

While Daramalan still tends to have proportionately more average performing students than the state and SSSG average, that is, we have more students in the middle of the bell curve, it is becoming clear that we have made a significant impact on those students moving from the lower bands towards the middle bands of achievement (see Figure 10.3 & 10.4).

In recent years, our students' average NAPLAN performances are trending upwards above that of the state average, and towards that of the SSSG (see Figure 10.5 & 10.6).

The following Figures show Daramalan College's growth, performance and historical results in the National Assessment Program - Literacy and Numeracy (NAPLAN).

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Figure 10.1: Year 9 2019 – Growth

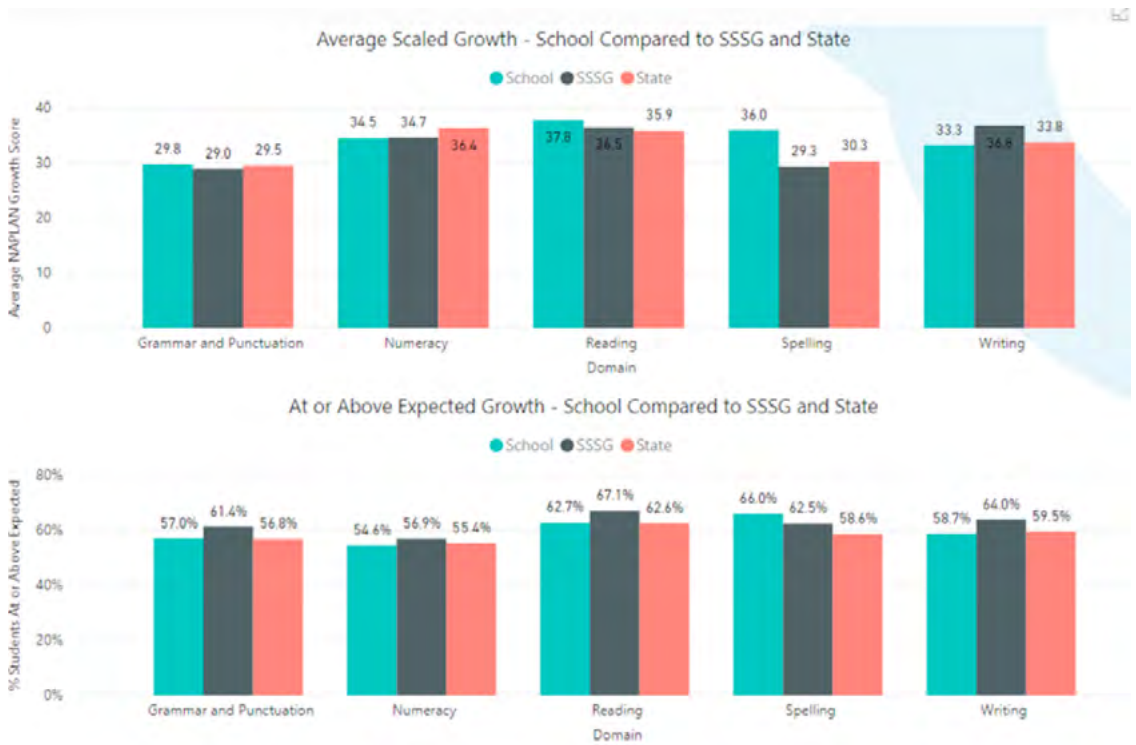


Figure 10.2: Year 7 2019 – Growth



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Figure 10.3 Year 9 2019 - Achievement

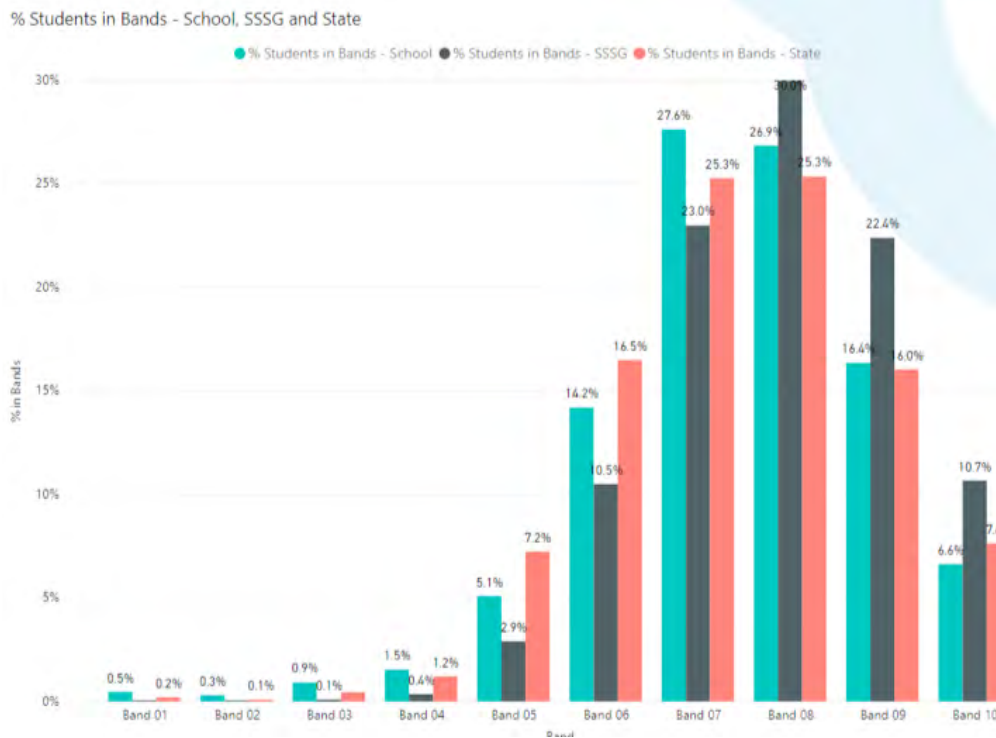
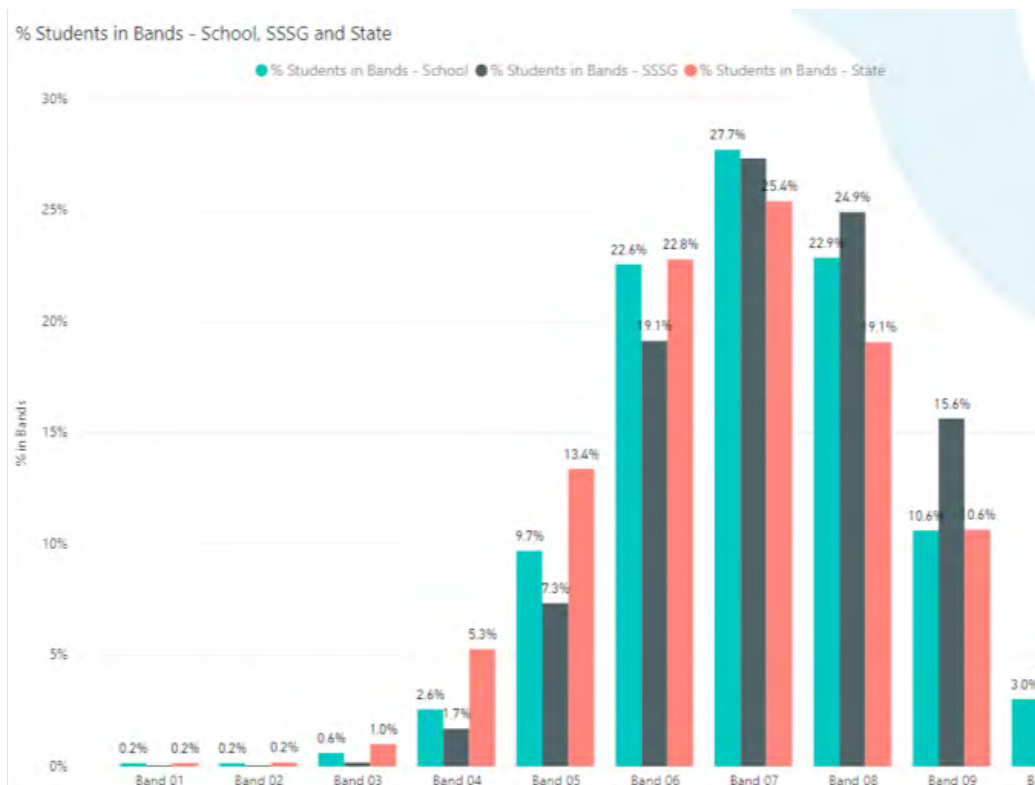


Figure 10.4: Year 7 2019 - Achievement



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Figure 10.5 – Year 9 – Average NAPLAN Score Over Time

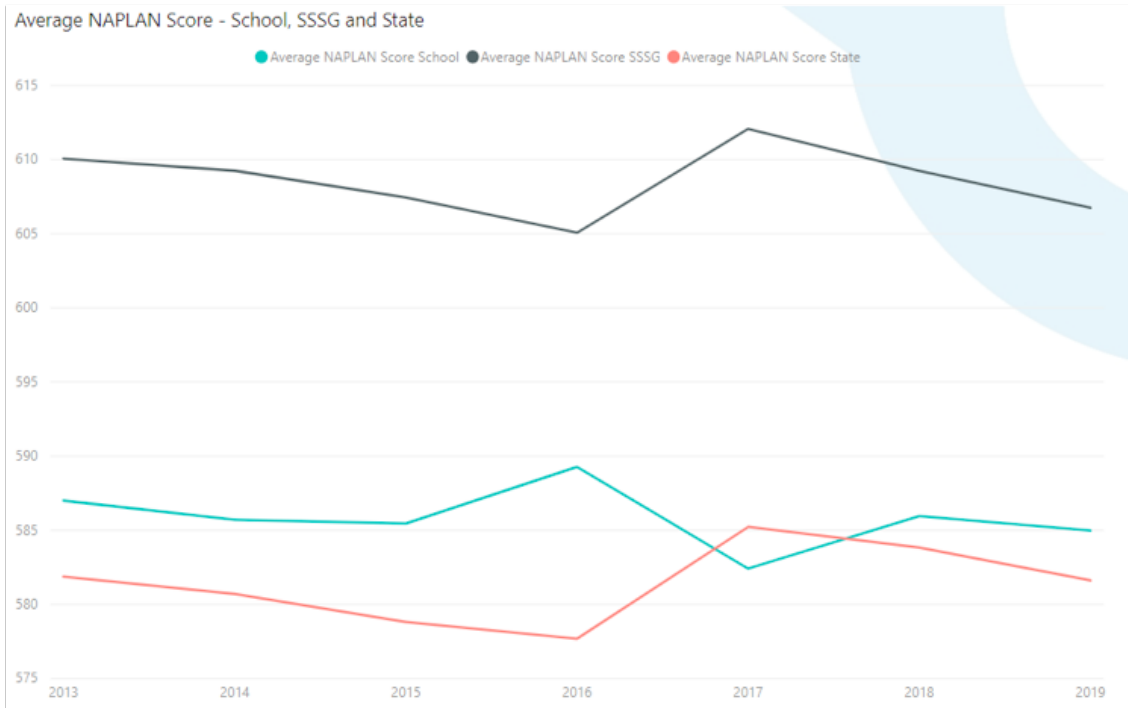
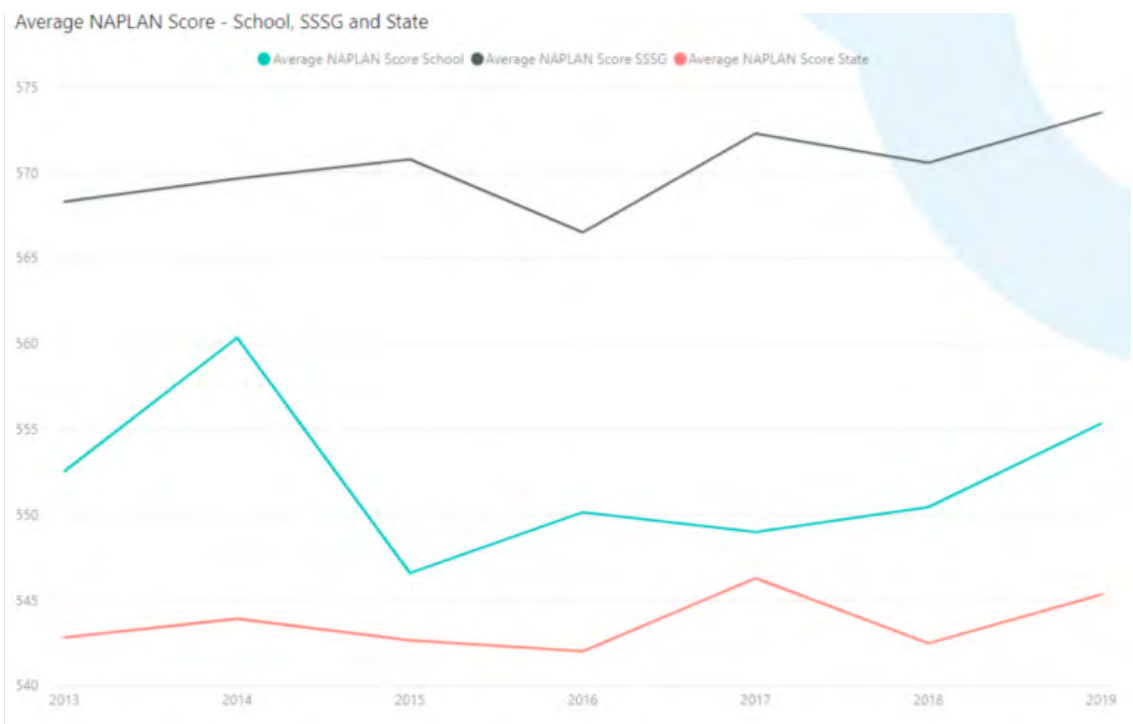


Figure 10.6 – Year 7 – Average NAPLAN Score Over Time



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■ 11. Initiatives

Wellbeing continued to be a priority area within the College. The Wellbeing Coordinator position continued in 2019 with gains made in terms of Daramalan's journey as a Positive School. There was a focus on PBIS – Positive Behaviour Interventions and Support. This included training for staff on what PBIS is and how staff can use a variety of strategies in their classrooms. The College Wellbeing Committee continued to meet regularly to ensure that issues relating to student and staff wellbeing were considered and acted upon. A range of activities for staff and students were held during the year including the introduction of student yoga session to relieve stress at peak assessment times, and designated staff wellbeing sessions scheduled during Staff Week in July.

The Pastoral Leaders received training in Conflict to Collaboration to assist them with having difficult conversations. A draft of the Daramalan Model of Holistic Education continued to be developed and was presented to staff for contributions and feedback. The final Model of Holistic Education document will be launched during 2020 and will align with the College Vision Statement developed in 2018.

The College also continued the Early Career Teacher Mentor role in 2019 to support the large number of staff who are in the early years of their teaching career. The focus for this role in 2019 was to work closely with these teachers to prepare their TQI evidence portfolios to enable them to progress from Graduate to Proficient status.

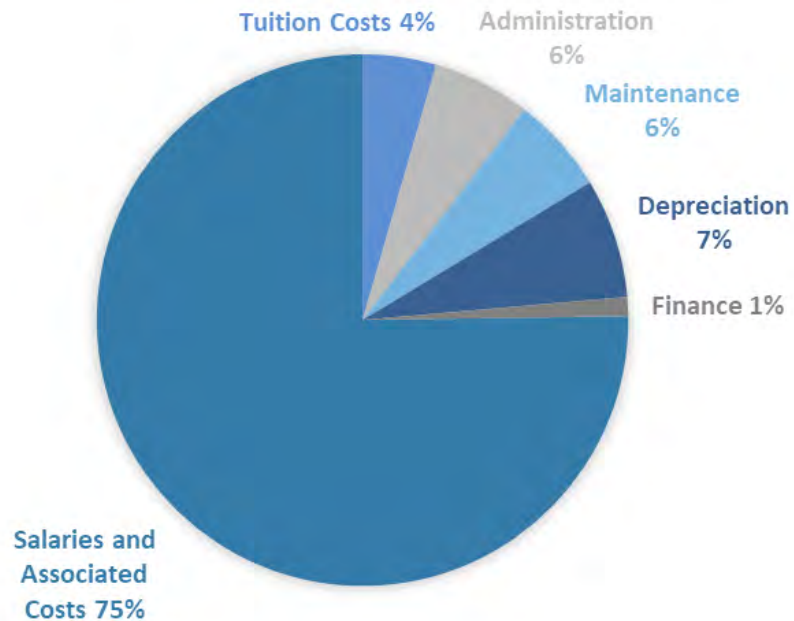
In 2019, Youth Ministry was included as an option for Year 10 Religious Education. In Semester One, there was one Youth Ministry class and in Semester Two, there were two classes. As a part of their program of study the Youth Ministry students planned and presented activities on the Year 7 Retreat Day. The College's commitment to Social Justice through involvement with the St Vincent de Paul Night Patrol van, extended in 2019, with the College now having approximately thirty staff trained to go out on the van. The College covered two shifts in 2019 and began including Year 12 students on shifts in Semester Two. The introduction of an additional Portfolio, Environment, to the College's Student Leadership Team in 2019 has resulted in greater awareness of Stewardship, and increased initiatives in this space, including use of 'Keep Cups'.

Planning and preparations for the College digital refresh of ICT occurred throughout 2019. This involved the trialling of a number of devices by staff in all areas of the College to determine the 'best fit' moving into the future. The College also began the implementation of the Office 365 Suite with staff email migrating to Outlook, and the introduction of OneDrive and OneNote. A team of staff also travelled to Brisbane to investigate best practice in the use of SharePoint in an educational setting. This visit informed the planning and timeframes for the Strategic Digital Plan and focus into 2020 and 2021.

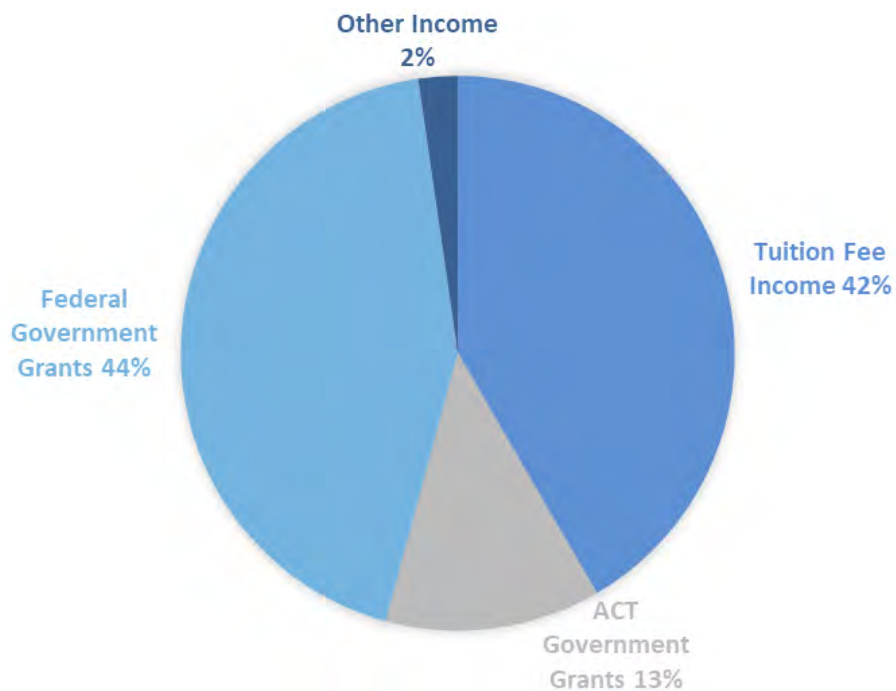
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12. Finances

Expenditure - School Year 2019



Income - School Year 2019



This report was prepared by Rachel Davies, Deputy Principal, with contributions from other members of the College Executive and staff, June, 2019