



DARAMALAN COLLEGE

ANNUAL
SCHOOL REPORT

2020

Cowper St Dickson ACT 2602

02 62456300

info@daramalan.act.edu.au

www.daramalan.act.edu.au

2020 Annual Report

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■ 1. Introduction

Principal's Message

Welcome to the 2020 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 Vision of the College is to be a community that inspires learning, nurtures potential and is strong in faith. We are committed to excellence in Catholic education and are committed to acknowledging the love of God for every individual in the tradition of the Missionaries of the Sacred Heart. We aim to live out our Vision and Mission 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 1,385.2 at the August 2020 Census. The usual Open Evening was not able to be held in 2020 due to the Covid-19 pandemic and associated restrictions. Despite this, a high number of applications were received for Year 7, 2021.

Major Events

2020 was a most unusual year which began with a focus on the implications of smoke and air quality in the planning and preparation of whole school activities and events due to the bushfires that surrounded the ACT. By mid-March however, this had transferred to planning and implementing adjustments related to the impacts of a global pandemic. A school-wide focus on remote and online learning provisions were implemented ensuring that students were able to access not only their learning but also pastoral and wellbeing support from March to May when the ACT was in 'lock down' mode. The College remained open during the entirety of this period for students of essential workers and those with high needs to enable access to their learning in a supervised environment. The planning and implementation of several key IT projects in 2019 and the focus on upskilling staff at the beginning of 2020 in the digital space and use of the Microsoft suite of programs in conjunction with the dedicated role of 'Digital Coaches' enabled the College to move seamlessly into remote and online learning mode in response to the restrictions associated with the Covid-19 pandemic.

The number of occasions throughout the year when the College would have held major liturgical celebrations together 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 were limited by the restrictions associated with the pandemic. The shift to alternate modes of delivery and the online streaming and recording of events became the new normal allowing us to retain a sense of community. A number of events were rescheduled to the latter half of the year, including the Retreat program and class Masses, ensuring that our students retained 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 the alternate ways to hold our liturgies throughout the year under the guidance of the Assistant Principal Mission. In addition, a large number of students participated in Social Justice and charitable activities, be it in an alternate format such as a virtual Trivia Night, raising funds for Cerebral Palsy through the STEPtember challenge, 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 despite the limited ability to physically visit the charities and groups due to Covid-19 restrictions.

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The College has an exchange program with schools in Germany, France and Japan. We were blessed to be able to welcome students from our sister school in Bourges, France, who visited for two weeks in February prior to international borders closing. Unfortunately, due to travel restrictions, the planned visit to Kochi, Japan was not able to go ahead, much to the disappointment of students at both schools.

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 2020 despite the limited ability to raise funds by holding events. The use of a direct mail campaign reaching out to current families and Alumni was met with a very positive response.

The format of the annual Charity Walk was also revised to ensure that the College adhered to the Covid-19 restrictions. Activities were held onsite and encouraged participation and donations within the College's House system. Despite the change in format, a comparable amount of money to previous years was 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 the community who are in greater need. Representatives from both organisations spoke at the whole school assembly, albeit remotely, about how the money raised from this event would progress their work which assisted our students in gaining a greater understanding of what their fundraising efforts on the day could achieve.

Staff

While most of the teaching and support staff remained relatively stable during the year, in February I announced that I would be retiring at the end of the 2020 school year after 12 years as Principal, and an association with the College from the late 1970s as a teacher and Assistant Principal. In July the current College Deputy Principal, Rachel Davies, was appointed to the role of Principal from the beginning of the 2021 school year. This appointment resulted in a number of flow-on appointments and changes within the Executive Team for 2021.

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 wish to see him.

Humanities and Social Science (HASS) teacher, Sophie Peacock was awarded an ACEL Growing in Leadership Award. This award was in recognition of Sophie's innovative teaching and learning in the HASS department and her whole-school contributions to staff development through her role as Digital Coach.

During the year we had the usual number of staff departures but were able to find suitably qualified staff to fill all the vacancies that arose. A number of long serving staff retired at the end of 2020 including Inderpal Singh, the College Science Coordinator, and Bernard Kane, the College Publications Officer. Both of these staff members had made enormous contributions to the College during their tenures.

Student Leadership

Our student leaders continued to play a significant role within the College during 2020. The leadership selection process proved to be very successful in attracting a large field of strong applicants for the positions of responsibility when 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. On this occasion they were able to articulate to Board Directors the impact of remote learning and the associated impacts of the Covid-19 restrictions particularly upon the Year 12 cohort in their final year of secondary education. As a group, the student leaders worked very collaboratively and each one achieved positive outcomes in their area of responsibility. They were instrumental in the move to live streaming and recording of significant events such as whole school assemblies, charity events and liturgical celebrations.

During the year, the College Captains for Mission and Environment participated in a webinar facilitated by the Chevalier Institute, "Care for our Common Home". This webinar was focused upon Pope Francis'

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encyclical, Laudato Si and initiatives that could be developed in response to the encyclical by key MSC groups including the four MSC Colleges, the MSC formation group and leading expert consultant, Jacqui Remond.

Late in 2020 the College Captain for Sport, was awarded the Olympic Change Maker Award (formerly the Pierre de Coubertin Award) in recognition of her leadership and ability to bring about positive change in the community reflective of the Olympic spirit.

Parent Participation

Parental participation physically at the College was limited during 2020 due to the Covid-19 restrictions which reduced the number of guests and visitors allowed onsite.

While parent attendance at the Parents and Friends Association meetings throughout the year was lower than usual, a group of very committed parents participated and represented parent views on a range of issues. During the times that meetings could not be held onsite, these were held in an online format, enabling parents to remain connected with the Association.

As a way of supporting the school, the Parents and Friends Association had previously agreed to give a substantial contribution to the upgrade of the McMahon courtyard which was completed in early 2020. The upgrade provides students with a space that is now welcoming and inviting as it includes furniture for students and areas of shade.

The format for Parent-Teacher interviews was adjusted in 2020 from the traditional face-to-face format to online meetings which enabled parents to continue accessing feedback on their student in a Covid-safe manner. The use of, and engagement with, the College Learning Management platform, Daranet, by families increased significantly over the year, enabling families to access real time data and feedback on their student's learning.

The end of year Awards and Graduation ceremonies were adapted from their traditional formats to meet the Covid-19 restrictions that were in place at the time relating to the number of visitors who could be onsite at the College. The ability to live-stream these events enabled a larger number of parents to access the ceremonies than would have been able to be attended in person.

Building work

The substantial renovation of the McMahon courtyard was completed after an extensive period of planning. This renovation was officially blessed and opened by the Australian Provincial Superior of the Missionaries of the Sacred Heart, MSC Provincial, Fr Chris McPhee MSC. The courtyard is dedicated to all of the Missionaries of the Sacred Heart who have lived and worked at the College from 1962-2019.

The decision was made by the College Board during the year that a Performing Arts Centre would be constructed on the site of the former MSC residence. In recognition of the site where the wing will be located, it was decided that the building would be called the Issoudun Wing. This name was chosen as this is the name of the town in France where Fr Jules Chevalier established the order of the Missionaries of the Sacred Heart in 1854. Stewart Architecture were appointed by the College Board to develop the designs and plans for the building, which it is planned to be completed by the end of 2022, the College's 60th anniversary year.

Student Achievements

The drama performances scheduled for 2020 of *Saturday Night Fever* and *A Midsummer Night's Dream* were not able to be held due to Covid-19 restrictions. The cancellation, especially of *Saturday Night Fever*, was very disappointing for the students and staff who had begun rehearsals late in 2019 for the production. The College was, however, able to participate in the Wakakiri National Dance competition as this was presented in video format rather than a live production. The College won their section, 'Story of the Year' for their performance inspired by the film *Strictly Ballroom*.

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Our Year 12 students once again achieved a high level of success in their academic and vocational achievements. Close to 80% of students achieved an ATAR and of these close to 16% achieved a ranking over 90 with six students 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.

Despite many cocurricular activities and competitions moving to an online format, students from all year groups performed with great success in academic and other competitions as diverse as Mathematics, Chemistry, Linguistics, Mock Trial, 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 within an adjusted Covid-safe format throughout the year.

Many of our sports teams competed with success often within an abridged format and season once Covid-19 restrictions were eased. 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.

A group of students successfully participated in the ACT Schools Constitution Convention in 2019 and one of these students was selected as one of five ACT students invited to attend the 2020 National Schools Constitutional Convention which was eventually held in October.

Conclusion

Despite being a year of uncertainty and challenge, 2020 ultimately can be viewed as a successful year for the College in fulfilling its Mission of providing excellent holistic education programs which enable students to grow in faith, knowledge and service. There were many learnings stemming from the adjustments required throughout 2020 to the practices and methods that had traditionally been implemented at the College to achieve our Vision of a community that inspires learning, nurtures potential and is strong in faith, which will be retained into the future.



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 2020 were:

- Mr Chris Fearon, Chair
- Ms Adrienne Day, Deputy Chair
- Ms Rita Daniels, Principal
- Mrs Mary Dorrian
- Ms Luci Henson (from March 2020)
- Ms Fiona Jolly
- Ms Letitia Kennedy
- Mr Mark McGinnity
- Mr Michael Munro-Mobbs (from March 2020)
- Mr Michael Slaven
- Mr Nathan Spillane (from March 2020)
- 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

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not less than three days' notice to Directors.

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

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.

The Vision of Daramalan College is to be a community that inspires learning, nurtures potential and is strong in faith. The Mission of the College is to empower and support each student to flourish and develop a love of learning, in the spirit of the Missionaries of the Sacred Heart.

■ 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.

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■ 6. Staff profile

Number of teaching staff:

Daramalan had 123 teaching staff (115.4 full time equivalent) in 2020.

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 2020 = 1432.3 Total Teaching Staff = 115.4

Absentee % = [Total Absences for Year / (Number of 1.0 FTE Teaching Staff x Teacher Days)] x 100

= [1432.3 / (115.4 x 190)] x 100

= 6.53%.

Therefore, the attendance rate of teaching staff = 93.47%

Included in the above absences are: Army Reserve, Carer, Discretionary, Exam, Bereavement, 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 2020 = 12

Staff retention rate = 90.2%

Teacher Qualifications

The 2020 teaching staff qualifications were:

- 125 Bachelor Degrees/Dip Ed's or the equivalent,
- 5 staff held five year or Honours equivalent Degrees with Dip Ed's,
- 26 teaching staff held a Masters degree, with three staff having two Masters degrees.
- 1 teaching staff member held a doctorate

This means that over 26% of Daramalan's teaching Staff in 2020 were more than four year trained. All teaching staff held current Working with Vulnerable People checks along with ACT Teacher Quality Institute registrations or Permits to Teach.

Professional Learning – Whole School

The College holds multiple opportunities for Professional Learning (PL) to occur throughout the year. This includes the scheduled start of year professional learning days and the Professional Learning Week held in the middle of the year. This is supplemented with optional all staff learning activities, all staff meeting agendas, the work of our committees, individual identification of Professional Learning through our Performance and Development annual goals and finally aligning our needs to the School Improvement Plan (SIP). The Professional Learning Committee is responsible for overseeing the resourcing and development of Professional Learning at the College.

Daramalan Staff commenced the year with a whole staff session on the Strategic Directions and SIP for 2020 led by the Principal and supported by the Executive. Professional learning focused on upskilling staff

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on our updated device rollout, while introduction to using Microsoft Teams, calendar scheduling, OneDrive and OneNote were also included in this session on a range of applications from the Microsoft Office suite. Further opportunities to develop goals for the year were delivered through the Professional Growth session which links the AITSL teaching standards to SMART Goals for individual staff. Other sessions on key policies, positive behaviour management and department / committee planning time were also included.

The Professional Learning Week in July adjusted to the needs that were present through remote learning. This focus moved to wellbeing, spiritual formation and digital awareness. The College engaged Mental Illness Education ACT (MIEACT) on a session called 'Do no harm'. This session focused on upskilling staff on how to respond if a student was experiencing a mental health concern and supporting them and their family through the process. This was supplemented with online modules from Be You that allowed our staff to investigate how to create a mentally healthy community by focusing on early support, learning resilience, and responding together to recognise and support those in our community in need. The College also had time with members from the Missionaries of the Sacred Heart (MSC) and Chevalier Institute, Alison McKenzie, Fr Bob Irwin MSC and Fr Roger Purcell MSC. Alison ran presentations that introduced staff to the principles that underpin Catholicity and there was an invitation to reflect on the implications of those principles in their role at the College. Fr Bob reflected on his own experiences as an MSC educator, speaking about the important role that Daramalan College staff have in the MSC Mission to be on earth the heart of God, especially during times of remote learning and lockdowns. Fr Roger introduced the College to the work the MSC Missions Office conducts in partnering with individuals and organisations around the world to build supportive communities for those on the margins. These topics were further reflected on with an all-staff mass led by the Daramalan Chaplain, Father Kimi. Lastly, staff had additional upskilling on the use of digital technologies and platforms to support student learning.

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

- Digital into Practice: Workshop Series - Optimising the impact of digital pedagogies,
- 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,
- 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)

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 TQI Certification workshops
- Advanced Leadership Program
- Arts Up Front
- ASLA Conference (library)

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- Assertive Techniques
- AST Preparation and Marking
- Australian Schools Women's Leadership Summit
- BSSS Quality Assurance
- Careers Conference
- Coaching and Mentoring
- Conflict to Collaboration
- Designing a Program of Learning
- Digital Technologies Workshop
- Early Career Teacher networks
- Extending Students in English
- ICT Management and Leadership Conference
- Introduction to BSSS
- Language Teachers Conference
- Leading with Emotional Intelligence
- Managing Reportable Conduct
- Mental Health and Wellbeing
- Mental Health Crisis Training
- Online Harmful Sexual Behaviours, Misinformation, and Emerging Technologies
- Positive Institute Workplace Coaching Summit
- Quality Assessment
- School Marketing Masterclass
- Self-Harm Insights
- STEM in Defence and Education
- Storytelling 101
- Sustainable Fashion
- Teaching Aboriginal and Torres Strait Islander students
- Teaching for Metacognition
- Teaching Students with Intellectual Disability
- Technologies Education
- Thinking, Writing and Speaking Creatively
- Thriving as Gifted
- Understanding learning needs
- VET Conference
- Walk on Country
- Youth Mental Health First Aid (YMHFA)

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7. Student Profile

Student Attendance

Student Attendance 3 February – 9 December 2020

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	93.9%	94.0%	93.8%
Year 8	92.5%	92.1%	93.0%
Year 9	92.0%	92.4%	91.6%
Year 10	89.5%	89.2%	89.8%
Average for Years 7-10 for 2020	92.0%	91.9%	92.0%
Year 11	93.6%	94.0%	93.0%
Year 12	93.8%	93.9%	94.1%
Average for Years 11-12 for 2020	93.7%	94.0%	93.6%

Student attendance in Year 11 and 12 is managed on a per class rather than a daily basis. Approved leave and those days where students attended classes from home accessing remote learning provisions due to Covid-19 have been included in the above data.

Management of Student Non Attendance

Each student is assigned a (PCA) 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 Assistant Principal Pastoral Care for action. Should this not resolve the issue the matter may be referred to the Principal who will work with the Assistant Principal 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 1389 students from Years 7 to 12 in February 2020.

The table below describes the destinations for any students who left Daramalan College during or at the end of 2020. 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 2020, 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 2020 (excluding Year 12 graduates) was 6.97%.

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Year	Destination			
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship	Homeschool Dis Ed Exempt
7	5	3	0	0
8	7	2	0	0
9	3	10	0	1
10	5	6	5	0
Transition to College	37			
11	3	8	1	1
12	0	0	0	0
Total	60	29	6	2

8. Teaching and Learning

Any reflection upon the year of 2020 must commence with and centre upon an acknowledgement of the amazing professionalism, commitment and capacity of our teaching staff, which was highlighted by their ability to learn and adapt, throughout the challenging and changing tides of the evolving pandemic. The way teaching and learning occurs was turned on its head during this time, but it was our agile, creative and collaborative professional community who ensured the provision of quality student learning and care continued while our students were at home. The College successfully deployed online learning provisions and our students continued to be educated within a new, sometimes scary, sometimes exciting, teaching and learning paradigm.

Central to this success was the completion of the Digital Infrastructure refresh, which constituted a full dispatch of staff mobile devices and the deployment of the Microsoft suite of applications including Office 365 and MS Teams and functionality. Online conferencing, cloud-based file storage and collaborative applications such as MS OneNote, MS Forms, MS Stream and the chat functionality in MS Teams enabled staff to operate in new and more collaborative, creative and efficient ways. The mobility of our staff became a strength and the untethered teacher enhanced our productivity and agility. An excellent example of this was the enhanced capacity to deliver learning asynchronously, lending opportunity to the independence of our student in the learning process.

Paralleling this digital change was the support provided to our teachers by the Digital Coaching and Digital Transformation teams. Their contributions to upskilling staff was significant, and their targeted, explicit and differentiated approaches led to measurable improvements in the digital competencies of our staff. The Digital Coaches led professional learning sessions, supported teachers with one-on-one and small group sessions and worked closely with teachers and their classes to impactfully integrate digital technologies into pedagogy. Our Digital Transformation Team advocated the endless possibilities of Microsoft Office 365 and Daranet to enhance the learning experience of students and increase the capabilities of our staff within their individual department contexts.

Highly effective student learning commences with a clear understanding of what is to be learnt and what success will look like. As such, Daramalan College introduced the evidence supported strategy of Learning Intentions and Success Criteria, being visibly present and referenced for every class and every lesson. These Learning Intentions and Success Criteria are published on Daranet Class Pages routinely, ensuring that students, teachers and parents are all 'on the same page'. This explicit strategy enables our students, informs our parents and provides our learning community with a common nomenclature and structure for learning.

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Daranet Class Pages have become the single starting point for all learning and are evidence of the rich and diverse learning opportunities Daramalan College presents to their students.

While NAPLAN 2020 was not held, other rich learning data streams continue to inform the learning progress being made by our students. Allwell 6 and Allwell 8, and the cyclical AST Trial data provide invaluable insights into the distribution of achievement and growth of our learners. The building and development of powerful visualisation and analytics to inform strategic and pedagogical decision making were pioneered, in the hope that Daramalan College can lead the emergent educational agenda of data informed practice. While much work in this domain is yet to be done, the MS Power BI has opened up huge possibilities towards 'placing the right data in the hands of the right people at the right time'.

■ 9. Student, Parent and Staff Satisfaction Surveys

Students, parents and staff were asked to complete satisfaction surveys during Terms 3 and 4, 2020. 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

1142 students from Years 7-12 responded to the survey. Students were asked to complete the survey during a Pastoral lesson in Term 3. This survey focused on key areas of ethos, values, wellbeing, teaching and learning, reporting and infrastructure.

- 93% of students responded positively to "My teachers really listen to what I say"
- 92% responded positively to "Tasks allow me to explore my potential and discover new things"
- 95% of students responded positively to "Learning is important to me"
- 93% of students responded positively to "I am motivated to do my best at school"
- 96% of students responded positively to "When I have a problem, I have someone who will be there for me"

Parent Responses

All parents were sent a link to an on-line survey during Term 4. 194 parents/families responded to the survey. This survey focused on key areas of ethos, extra curricular, teaching, culture, value, school leadership, facilities and infrastructure and school recommendations.

- 96% responded positively to "The range of learning areas offered is excellent"
- 91% responded positively to "Do the Semester reports you receive provide useful feedback on your child/children's progress?"
- 99% responded positively to "Students have access to high quality materials and resources that help them learn"
- 93% responded positively to "The quality of teaching at Daramalan is excellent"

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- 98% responded positively to “Students are encouraged to be responsible for their own learning”
- 95% responded positively to “I would recommend Daramalan to other families”

Staff Responses

All staff were asked to complete the staff survey, with 102 staff members (69 teaching staff and 33 support staff) completing the survey. This survey focused on key areas of ethos, teaching, student engagement and culture, school leadership, wellbeing, and infrastructure. Of those who offered an opinion:

- 100% responded positively to the statement “My classroom management is fundamentally positive”
- 91% 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”
- 91% responded positively to “Regularly feeling positive at work”
- 95% responded positively to “The College encourages further professional learning”
- 92% responded positively that “The school promotes a culture of professional growth”

10. Academic Performance

In a cohort of 176 students, all students received an ACT Senior Secondary Certificate and 138 students (78.4%) received an ATAR (Australian Tertiary Admission Rank).

ATAR Results Summary

Highest ATAR: 99.05

ATAR	Number of Students	%	
99 +	6	4.4	
90 +	22	15.9	
80 +	44	31.9	ANU entry
70 +	87	50.7	
65 +	100	72.5	UC entry

The highest ATAR achieved by a Daramalan College student was 99.65. As shown above, six students achieved an ATAR above 99.

University Entry

Of those seeking university entry, 100 (72.5%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 44 students (31.9%) gained general admission to the Australian National University with an ATAR of 80 or higher.

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Vocational Education

Vocational Education continued to be a significant area of achievement for Daramalan College students in 2020.

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

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	5
Business & Clerical	4
Computing	52
Textile, Clothing, Footwear & Furnishings	2
Tourism & Hospitality	13
Building & Construction	4
Engineering & Mining/Resources	1

Post School Destination

The following table shows the number of offers that universities made to Daramalan students for 2020

ACT/NSW Institution	Number of offers
Australian Catholic University	7
Australian National University (UAC)	1
Charles Sturt University	7
CQ University	1
Macquarie University	1
Torrens University	1
University of Canberra	121
University of Newcastle	6
University of Sydney	4
University of Wollongong	11
UNSW	6

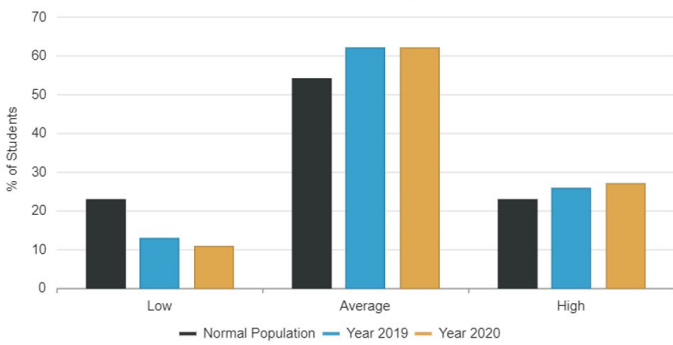


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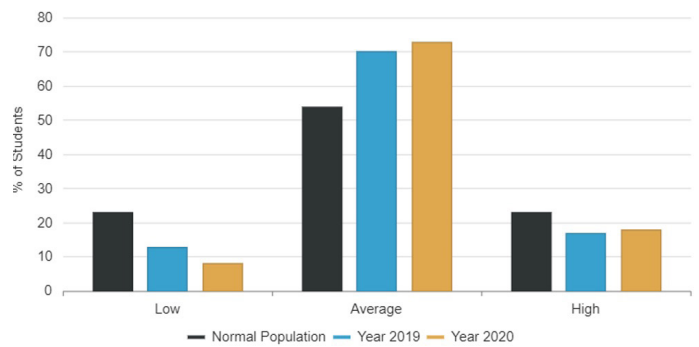
Allwell Results 2020

Once again in 2020, Daramalan delivered Allwell Testing to its Year 8 cohort. This enabled the value added our teaching staff contribute to 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 student's capabilities significantly into higher quartiles compared to the national average. The final figure provides clear evidence of the impact our learning provisions offer to Daramalan students over time.

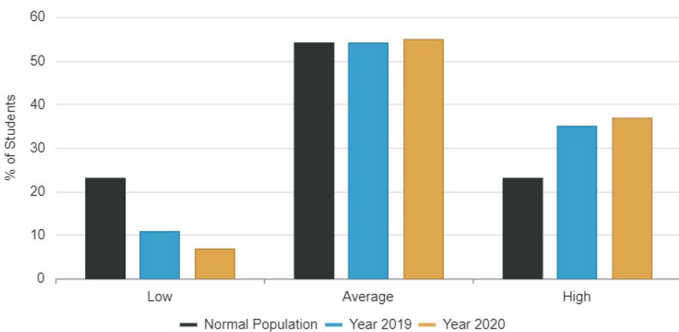
General Reasoning



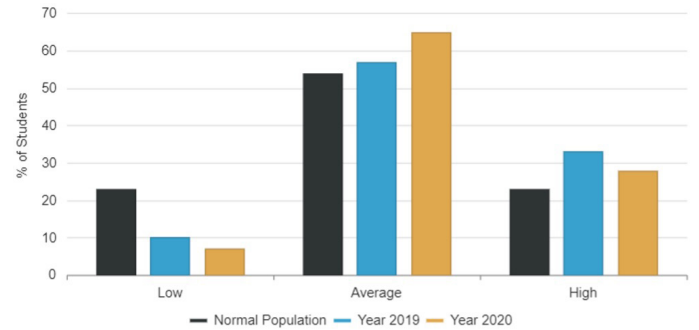
Maths Performance



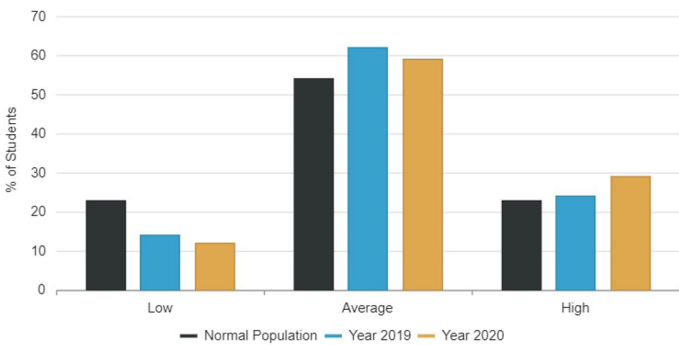
Reading Comprehension



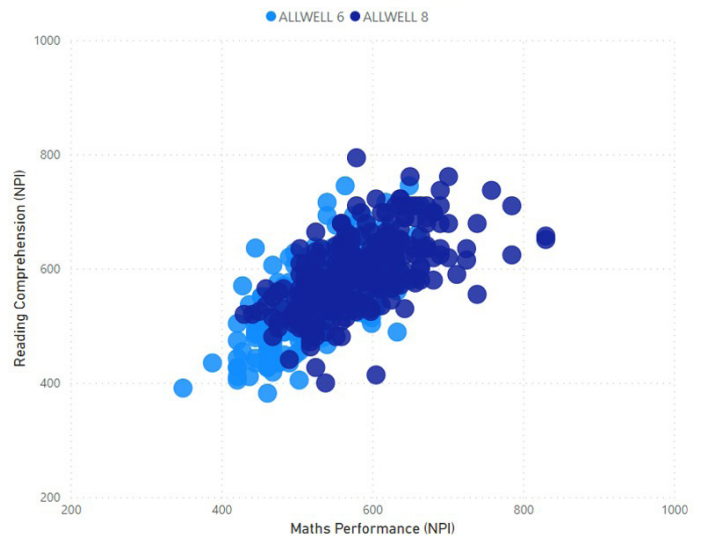
Writing Expression



Spelling



Maths Performance V Reading Comprehension



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NAPLAN Results 2020

Results for Year 7 and Year 9 NAPLAN testing are not available as the assessment was not held in 2020.

■ 11. Initiatives

The College achieved several of the initiatives set out in the School Improvement Plan (SIP) during 2020 despite the unpredictability and impact of Covid-19. In the areas of MSC and Catholic the College established an Indigenous Education Committee, realigned and strengthened the House charities to ensure action centred social justice and the Youth Ministry program for Year 10 students was embedded.

In 2020 the Education aspect of the SIP was heavily focused on upskilling our staff and students in the provision of our online platforms and digital resources to ensure remote learning could continue throughout the year. This delivered applications such as MS Teams, Outlook calendar, submission and feedback via Daranet, greater coherence and uniformity in presentation of weekly overviews of classes online, the hosting of live events and flexibility in the submission of summative assessment. To enable students and families to continue to access resources, such as the Information Centre and Bookhire, during the remote learning period a 'drive through' initiative was implemented by staff from these areas and was well-received and utilised by families. In order to meet the requirements of those students with the greatest needs, a program was developed by the College Inclusive Education Team that enabled one-on-one facilitated learning onsite. A number of families accessed this program during the remote learning period to enable their student to engage with their learning and also to remain connected socially. Teaching staff were also encouraged to use greater formative assessment as an initiative to ensure all members of the community had the opportunity to experience growth in their academic progress. These steps lead to the review of the Year 7-10 Submission of Assessment Policy to align with the diverse educational needs of our students.

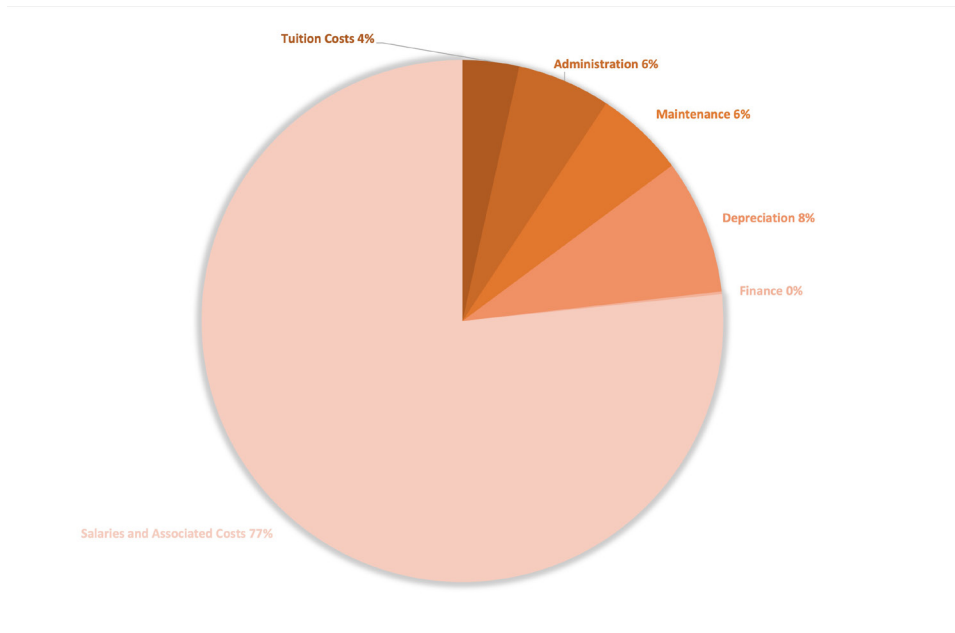
To ensure we had a strong and connected Community in 2020 the College introduced flexible working arrangements for staff enabling them to work from home during the period of remote learning by our students. This was an acknowledgement of the diverse range of staff in our workforce and their individual needs. For students and families, the development of a daily routine planner was implemented during the period of remote learning, a student online learning plan template and a Pastoral Tutor check in function through Daranet were also introduced across all Year levels. As a mechanism to enable community activities and events to still be held, be it in an alternate format, the introduction of live streaming of Assemblies, Liturgies and other key Information Sessions occurred. These were often led by the Student Leadership Team in conjunction with the College Executive Team. These initiatives allowed our community to remain socially connected while physically distant at different periods in 2020.

The Capacity aspect of the SIP focused on delivering laptops to all staff as part of the digital refresh cycle and the appointment of a Digital Coach who was used to support the upskilling of staff on the Microsoft suite of applications. Our Early Career Teachers (ECT) had the benefit of the continuation of the ECT Mentor to support their first years of teaching and supporting them in moving from the Graduate to Proficient teaching standards. The College implemented initiatives during the period when students were not onsite and were accessing remote learning to ensure our non-teaching staff could be redeployed to other areas of the school and continue working throughout this period. An update to the PA and Bell systems was undertaken to improve coverage and clarity. A major facilities initiative occurred at the end of the 2020 school year with the demolition of the Naughton Wing. This wing was the former residence of the MSC Priests and Brothers who had lived and worked at the College since 1962. The engagement of architects by the College Board occurred during 2020 to develop the designs for the replacement building which will be a Performing Arts Centre. The new wing will be named the Issoudun Wing and it is envisaged that it will be completed by the end of 2022.

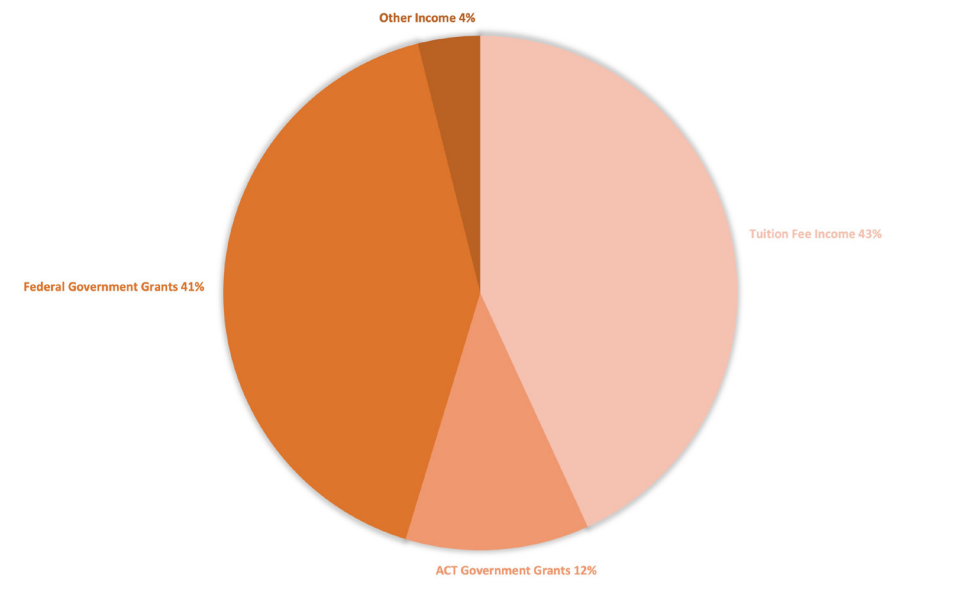
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■ 12. Finances

Expenditure - School Year 2020



Income - School Year 2020



This report was prepared by Rachel Davies and James Keeley with contributions from other members of the College Executive and staff.