



DARAMALAN COLLEGE

ANNUAL
SCHOOL REPORT

2021

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■ 1. Introduction

Principal's Message

Welcome to the 2021 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 1,426.6 at the August 2021 Census. The College Open Evening was held in March for the first time in two years under strict Covid-19-safe protocols. This resulted in an unprecedented number of applications for Year 7, 2022 enrolment.

Major Events

2021 was definitely a year of two very distinct halves. We began the year optimistic that the uncertainty and complexities of 2020 were behind us. By early August, however, the ACT was placed in lockdown for a short, sharp five-day period which remained in place until the final students returned to face-to-face learning in early November. The learnings of 2020 and the structures that were implemented at that time enabled our community to move seamlessly to an online environment with innovative teaching and learning continuing when the lockdown was called. Throughout this period, pastoral and wellbeing supports continued to be in place not only for our students and families, but also for our staff. The College remained open during the entirety of this period for students of essential workers who were unable to learn from home. The digital upskilling of staff throughout 2020 continued in 2021 with the dedicated 'Digital Coach' position being retained to support staff in the online space.

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 and myself as College Principal, 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 so as to retain a sense of community, especially in the second half of the year while the ACT was in lockdown. It was fortunate that a number of our College-wide events are calendared to be held in Semester One, with the College Swimming and Athletics carnivals being able to be held in line with the Covid-19 protocols in place at that time. These were wonderful activities that reinforced the community and House spirit evident at the College. Unfortunately, a number of our liturgical and faith formation opportunities were not able to be held due to the ACT Lockdown. It was pleasing, however, 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. Additionally, a large number of students participated in Social Justice and charitable activities, including a Trivia Night, the Vinnies Sleepout in support of the Winter appeal, and a Virtual Escape Room challenge in support of the MSC Missions, 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 exchange program to France, Germany and Japan was not able to go ahead again in 2021 due to international border closures. The connections with our 'sister' schools were maintained, however, through messages and videos shared throughout the year.

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 2021 despite the ability to raise funds through events being limited. The use of a direct mail campaign reaching out to current families and Alumni was met with a very pleasing response. In addition to this, the College held a DaraDozen fundraising event in conjunction with local winemakers, a number of whom are former students or have family connections with the College. This was an outstanding success and is likely to be repeated in future years.

The annual Charity Walk was not able to go ahead for the second year in its traditional format as the ACT was still in lockdown. Families were asked to consider donating to our two charities, Caritas Australia and the local St Vincent de Paul young carers program, with a considerable amount being raised through this approach. Students and staff were encouraged to use the day as a 'set and reset' day from online learning and to experience and photograph themselves in nature. 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. Speakers from both organisations spoke at the online whole 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 fundraising efforts on the day could achieve.

Staff

While most of the teaching and support staff remained relatively stable during the year, there were a number of changes within the College Executive team following the retirement in 2020 of long-standing Principal, Rita Daniels. With my appointment as Principal, James Keeley moved from the Assistant Principal Pastoral Care position to the Deputy role, and Nathan Greatz was appointed to replace James as Assistant Principal Pastoral Care Years 9-12. Despite these changes, the transition to a new Executive team was a smooth one for our community. In 2021, the College appointed the first female Coordinator in its' history of the PE and Health Department, Davina Harris.

Fr Kimi Vunivesilevu MSC, remained in a chaplaincy role for one day per week and he provides support to the Assistant Principal Mission as well as being available to staff and students who wish to see him. In addition to Fr Kimi, the College also employed a Youth Minister as part of the wider Archdiocesan CYSMA program. We were able to welcome back former student Bart Bunk one day per week in this role with a focus on developing the Youth Ministry program as part of the Religious Education curriculum.

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. A number of long serving staff retired at the end of 2021 including Michael O'Connell who had been a member of the College Mathematics staff in addition to holding a number of leadership roles throughout his 41 years at the College. Also retiring was Tony Allan who had been a Mathematics teacher at the College for 24 years. Colin Price also departed the College after many years of invaluable contributions to the College Science department and cocurricular opportunities through the establishment of the CREST program in conjunction with the CSIRO. Each 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 2021. 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.

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In 2021, in addition to the College Captains, each of the Portfolio Captains met formally with the College Board throughout the year at their regular meetings which enabled Board Directors to get direct student feedback about issues of interest to them. The students were each able to articulate their vision for their particular portfolio area and their achievements and how they have adapted to the challenges of being student leaders during a pandemic. As a group, the student leaders worked very collaboratively and each one achieved positive outcomes in their areas 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. The College Captains also reinvigorated the Daramalan Representative Council (DRC) so as to enable a greater level of student voice across the College. They also developed their own Captains' portfolio focus of Mental Health Awareness and worked tirelessly with other members of the student leadership group to lead initiatives in this area, particularly when the community was in lockdown and not together.

During the year, our indigenous students, a number of the College Leaders and staff participated in an indigenous language program facilitated by local Ngunnawal man, Tyrone Bell, where they learned the Acknowledgement of Country in language. Following this session, all of our whole-school events now include an Acknowledgement of Country delivered in language.

Parent Participation

Opportunities for our broader community to be onsite during the year were limited by the unfolding Covid-19 restrictions. However, we were able to welcome our Year 7 parents at the beginning of the year with a revised Welcome Event held in McMahon Courtyard. It was wonderful to be able to use this facility for our families especially given that the funds used for its redevelopment were donated by the College Parents and Friends Association.

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. During the times where meetings could not be held onsite, these were transferred to an online format, enabling parents to remain connected with the Association. The feedback from those attending was that the online format provided a more 'family friendly' option to facilitate their involvement.

As a way of supporting the school, the Parents and Friends Association formalized their contribution to the Issoudun Performing Arts project by committing to a financial contribution towards the building. This contribution will enable the inclusion of equipment and facilities for all students to access.

The format of Parent-Teacher interviews was adjusted in 2021 from the traditional face-to-face format to online meetings. This enabled parents to still access feedback on their student in a Covid-19-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, with many of the restrictions only easing days before the events were calendared to take place. It was wonderful to be able to have back onsite members of our broader community for a number of these events and celebrations. The ability to live-stream these events enabled a larger number of parents and extended family members to access the ceremonies than would have normally attended in person.

Building work

Over the Christmas break, it was with an element of sadness and much reflection that the former MSC Residence was demolished following the relocation of the final MSC Priests and Brothers to Kensington in 2020. A substantial amount of tree management planning and consultation took place early in 2021 after

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the site was cleared in preparation for building to commence. Unfortunately, the unfolding lockdowns and the Covid-19 pandemic meant that the works have been delayed. However, planning and preparation continued throughout 2021 on the development of the final design and specifications for the Issoudun building, theatre and music performance spaces with an opening now anticipated for the end of 2023.

Student Achievements

Following the cancelation of the live drama performances in 2020 due to Covid-19, the Daramalan Theatre Company made the bold decision to create a feature film in 2021. Under the Light was a production which encompassed the talents of current students, former students and the extended Daramalan community. The project took almost a year to complete and was able to be livestreamed to an audience by the end of 2021. The junior production of A Midsummer Night's Dream which had originally been scheduled for 2020 was finally able to go ahead following the easing of Covid-19 restrictions in December 2021. The production performed to a reduced live audience and was also livestreamed, highlighting the adaptability of the Theatre Company. The College was also able to participate in the Wakakkiri National Dance competition at the Canberra Theatre just prior to the lockdown being called.

Our Year 12 students once again achieved a high level of success in their academic and vocational achievements despite the challenges of completing their final two years of schooling during a pandemic, including the delay of the AST tests from August until October, and the subsequent delay of the release of ATAR results until January 2022.

Close to 80% of students achieved an ATAR and of these over 5% achieved a ranking over 95. 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 competing 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, Ethics, Debating, Virtual Share Market Trading and Creative Writing. Community Service events continued to have a high profile with large numbers of students participating in activities within an adjusted Covid-19-safe format throughout the year.

Many of our sports teams competed with success often within an abridged format and season prior to the ACT lockdown coming into effect. There was a significant number of outstanding individual sports achievements with students representing the ACT, NSW and Australia in sports as distinct as Track and Field, Triathlon, Cycling, Rugby Union and Rugby League, OzTag, Netball, Basketball and Equestrian.

Conclusion

Despite being another year of uncertainty and challenge, 2021 ultimately can be viewed as a successful year for the College in fulfilling its Mission of providing excellent holistic education programs which enables students to grow in faith, knowledge and service. There were many learnings stemming from the adjustments required not only throughout 2021, but for the past two years, 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.



Rachel Davies
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 2021 were:

- Mr Chris Fearon, Chair (until May 2021)
- Ms Adrienne Day, Deputy Chair (until May 2021); Chair (from May 2021)
- Mr Michael Munro-Mobbs, Deputy Chair (from May 2021)
- Ms Rachel Davies, Principal
- Ms Luci Henson
- Ms Fiona Jolly
- Ms Letitia Kennedy
- Mr Mark McGinnity, Director MSC Education
- Mr Michael Slaven (until May 2021)
- Mr Nathan Spillane
- Br. Barry Smith MSC
- Mr Andrew Webber (from May 2021)
- Mr Shaun Wilson (from May 2021)

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

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 or <https://www.daramalan.act.edu.au/enrolments/>

■ 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 117 teaching staff (111.8 full time equivalent) in 2021.

Number of support staff:

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

Number of Indigenous Staff:

1 teacher recognised their cultural background as Indigenous.

Teaching Staff Absences:

Total Absences for 2021 = 1122.3 Total Teaching Staff = 111.8

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

= [1122.3 / (111.8 x 190)] x 100

= 5.28%. Therefore, the attendance rate of teaching staff = 94.72%

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 = 117

Number of staff who finished employment in 2021 = 13

Staff retention rate = 88.9%

Teacher Qualifications

The 2021 teaching staff qualifications were:

125 Bachelor Degrees/Dip Ed's or the equivalent,

25 teaching staff held a Masters degree, with 4 staff having two Masters degrees and 1 staff member having a doctorate.

This means that over 21% of Daramalan's teaching Staff in 2021 were more than four year trained. All teaching staff held current Working with Vulnerable People cards and 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 launched the 2022-2024 School Improvement Plan renewal led by the Principal and supported by the Executive. Professional learning focused on launching key teaching and learning initiatives which included utilising more features in Daranet, automating OneNote class creation, SharePoint structures to accommodate online file storage and ensuring all staff were confident in the online learning expectations to proactively plan for potential interruptions from remote learning. Further opportunities to develop goals for the year were

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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 involved a variety of sessions, including: NESLI: Leading Community session for middle leaders which challenged the balance between management and leadership, SharePoint architecture and migration to allow for remote learning to have cloud access to all online resources, Diverse Learners which had a focus on students who need additional support access the curriculum at a level appropriate to their needs, using student data to inform teaching so that intervention and support can be targeted and, a staff mental health session that was led by Be You and a session on Youth Mental Health First Aid. The week also involves Department specific learning designed by our Curriculum Coordinators that addressed the needs of their subject area as well as a Collaboration, Emotional Intelligence and Relationships session for our non-teaching staff. The week ended with a session called Care for Creation which involved Theresa Ardler and Tyrone Bell. Theresa looked at connections between the caring for the land and the historical care the indigenous people have gently laid on the land. Tyrone was able to take our staff through a range of Ngunnawal history and language to better connect our school with the local indigenous culture. These topics were further reflected on with an all-staff Mass to finish the week led by the Daramalan Chaplain, Father Kimi.

Throughout the year other whole staff professional development topics were covered in staff meetings and through a rolling Professional Learning series hosted by the College called 'Twilight PL'. These included sessions on: Roll marking, utilising SynWeb functionality, Whole Staff CPR Training and certification, Learning Support student information, Daramalan Staff Code of Conduct Policy, Workplace Health Safety Policy and Procedures, School Improvement Plan renewal, Performance and Development Plans, Restorative Practices, SharePoint architecture, Mandatory Reporting, Lockdown and Evacuation Procedures, Staff Harassment Guidelines, Sense of Place (indigenous focus), staff wellbeing and quality feedback.

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 Creation (5 day course)
- Journey to the Heart (5 day course)
- The Heart of our Spirit (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)
- Assertive Techniques
- Australian Schools Women's Leadership Summit
- BSSS Quality Assurance

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- Coaching and Mentoring
- Conflict to Collaboration
- Designing a Program of Learning
- Digital Technologies Workshop
- Extending Students in English
- ICT Management and Leadership Conference
- Introduction to BSSS
- Leading with Emotional Intelligence
- Managing Reportable Conduct
- 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
- Storytelling 101
- Sustainable Fashion
- Teaching for Metacognition
- Teaching Students with Intellectual Disability
- Thinking, Writing and Speaking Creatively
- Thriving as Gifted
- VET Conference
- Walk on Country
- Youth Mental Health First Aid

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■ 7. Student Profile

Student Attendance

Student Attendance 1 February – 8 December 2021

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	93.6	93.8	93.4
Year 8	92.3	92.4	92.2
Year 9	91.3	91.4	91.1
Year 10	88.9	89.5	88.4
Average for Yrs 7-10 for 2019	91.5	91.8	91.3
Year 11	91.1	90.5	91.6
Year 12	87.6	86.8	88.4
Average for Yrs 11-12 for 2019	89.3	88.6	90.0

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 via the internet due to Covid-19 have been included in the above 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 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 1456 students from Years 7 to 12 at 18/2/22.

The table below describes the destinations for any students who left Daramalan College during or at the end of 2021. All vacant positions in Years 7, 8, 9 and 10 were filled from our waiting list. 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 2021 (excluding Year 12 graduates) was 7.13%.

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Year	Destination			
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship	Homeschool Dis Ed Exempt
7	6	2	0	0
8	6	9	0	0
9	4	4	0	1
Transition to College (10)	50	4	2	0
11	12	1	1	1
12	0	0	0	0
Total	78	20	3	2

8. Teaching and Learning

Learning and Teaching are our core business, yet for all our teachers their daily work is more than just 'business'. It is a passion, a vocation, and a commitment of the heart, because they believe that educated young people are agents of a better tomorrow. Every day our teachers demonstrate their agility and creativity, their care and compassion, and their collaboration and team working capacities. All our teachers are student focussed, relational and engaging. In these uncertain and challenging times, the teaching profession, amongst a few other professions, has shown their resilience and dedication to creating futures, opening minds and educating the heart. The staff of Daramalan College, are to be commended for their heart led daily work in classrooms with our students.

Amongst this collective group of professionals is a talented team worthy of special mention. Those who occupy a challenging 'middle space', navigating the nexus between strategic and operational, our middle leaders. These professionals possess a special quality, a strength, and an artistic acumen for balancing the competing demands of aspiration and reality. Their strength comes from an immense capacity to build trusted and sustained relationships, to facilitate the best from individuals and to create safe spaces where robust conversations about teaching and learning can occur. Our middle leadership team action our vision, solve problems through collaboration, support, they encourage and mentor. They 'lead from the classroom', respected as experts of pedagogy and curriculum, while at the same time, understand and support the conception and articulation of big picture agenda. Our middle leaders are to be commended for their massive part in making Daramalan a great school and they are applauded for their continued endeavours in leading from the middle.

The work of teachers is never complete as our students deserve the best opportunities we can provide. Continuous improvement and evaluation are central to the work of teachers and leadership, as it is incumbent upon all educators to never be satisfied with what works, rather seek ambitiously what works best. The pandemic has forced us to operate in new ways, to reconsider priorities and value more deeply humanity and humility. At a time where the rapidity of change and a pervasive uncertainty about the future, challenge the lives of all, not least our youth, we need to redefine the purpose of education, elevating the student to constructor of knowledge and inspired innovator, and enabling their agency in the serving of the common good. We need to create sustainable cultures which deeply engage wellness and learning as central and interdependent outcomes of education. We need to redefine metrics of assessment that value a broader set of outcomes, and which celebrate individuality and diversity more explicitly.

2021 was another year dominated by the necessities and powers of technology and our staff continue to build their digital pedagogies to serve dynamic and innovative praxis. Daranet has been awoken from its near

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dormant state and its potentials are being enlivened by the energies and focus of our professional teams. It is moving into the spotlight and proving to be an invaluable asset to serve learning and teaching at Daramalan. We have embedded MS Office 365 as a core component of our data and communication systems and structures, and the productivities and efficiencies of this enterprise solution are being widely realised.

■ 9. Student, Parent and Staff Satisfaction Surveys

Students, parents and staff were asked to complete satisfaction surveys during Terms 3 and 4, 2021. 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

1147 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.

- 92% of students responded positively to “my teachers really listen to what I say”
- 91% of students responded positively to “my teachers know my individual abilities well”
- 97% of students reported using MS Office Applications regularly in their learning
- 95% responded positively to “I understand the skills I will need to be a productive member of society”
- 95% of students responded positively to “I feel challenged in my learning on a daily basis”
- 96% of students responded positively to “The feedback I get from teachers allows me to know where I am and where I need to get to in my learning”
- 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. 21 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.

- 95% responded positively to “The range of learning areas offered is excellent”
- 100% responded positively to “My child/ren could adequately access wellbeing support during remote learning through their Pastoral Leader and/or PT teacher”
- 100% responded positively to “The school’s facilities meet the educational needs of my child/children”
- 95% responded positively to “The quality of teaching at Daramalan is excellent”
- 98% responded positively to “The school is open to implementing new teaching strategies”
- 89% responded positively to “I would recommend Daramalan to other families”

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Staff Responses

All staff were asked to complete the staff survey, with 152 staff members 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”
- 93% responded positively to the statement “there is a cooperative effort to provide quality learning opportunities for students”
- 98% responded positively to the statement “I was resourced adequately to continue my role remotely”
- 93% responded positively to “My relationship with my students is understanding, caring and supportive”
- 96% responded positively to “I can confidently talk about the values of Daramalan College”
- 98% responded positively that “The school promotes a culture of professional growth”

10. Academic Performance

In a cohort of 194 students, all students received an ACT Senior Secondary Certificate and 148 students (76.3%) received an ATAR (Australian Tertiary Admission Rank).

ATAR Results Summary

Highest ATAR: 99.05

ATAR	Number of Students	%	
95 +	8	5.4	
90 +	21	14.2	
80 +	52	35.1	ANU entry
70 +	82	55.4	
65 +	98	66.2	UC entry

The highest ATAR achieved by a Daramalan College student was 99.85. As shown above, eight students achieved an ATAR above 95.

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University Entry

Of those seeking university entry, 98 (66.2%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 52 students (35.1%) 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 2021.

- 17 students participated in an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 33 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	19
Computing	44
Textile, Clothing, Footwear & Furnishings	4
Tourism & Hospitality	21

Post School Destination

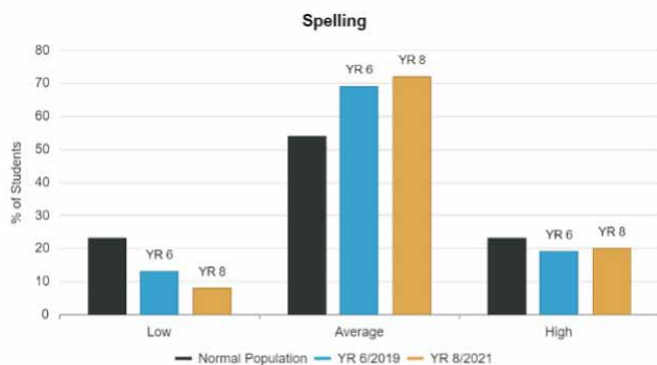
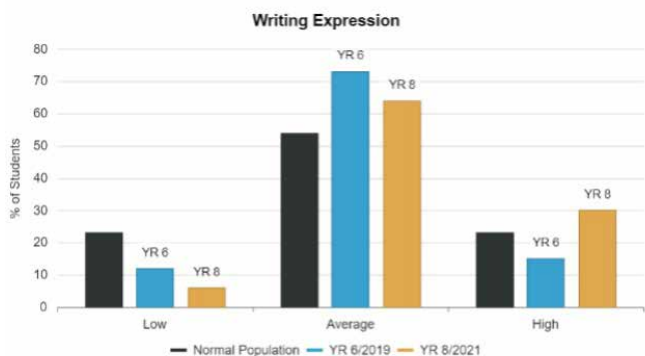
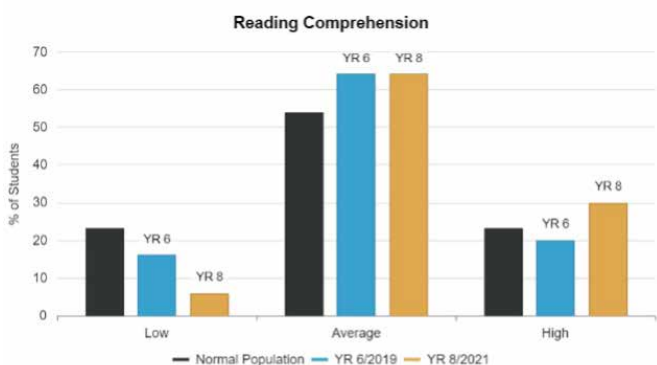
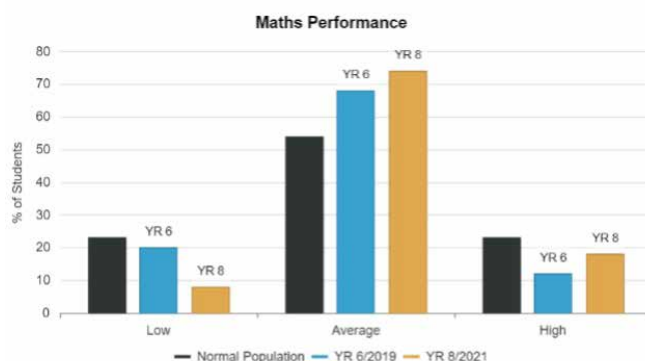
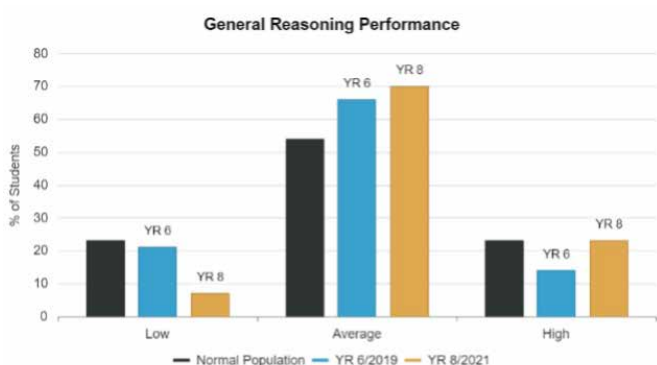
The following table shows the number of offers that universities made to Daramalan students for 2021.

ACT/NSW Institution	Number of offers
ACU	9
ANU (UAC)	1
Charles Sturt University	1
Griffith University	1
La Trobe University	3
Macquarie University	1
SAE	2
Southern Cross University	1
University of Canberra	98
University of New England	2
University of Newcastle	11

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Allwell Results 2021

Once again in 2021, Daramalan delivered Allwell Testing to its Year 8 cohort. This enabled the value added our teaching staff contribute to learning from enrollment 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.



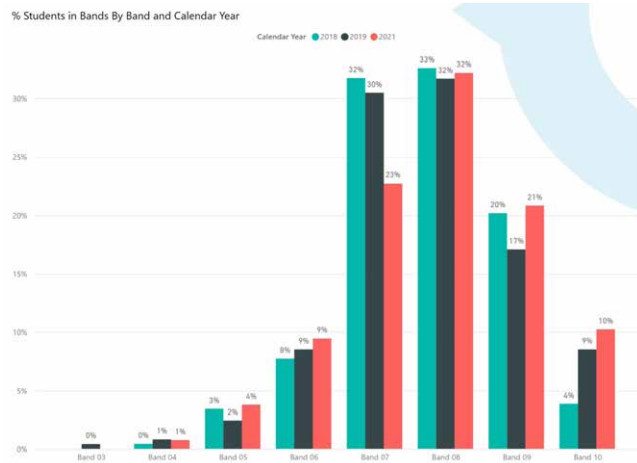
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NAPLAN Results 2021

Despite the challenges of delivering Government mandated assessment during the pandemic, Daramalan has posted some impressive results which demonstrate the impact of our teaching and learning across the core General Capabilities. Reading, Writing and Numeracy assessments indicate generally that Daramalan has its share of High achievers, those posting a Band 8 or higher score. Our 2021 cohort of Year 9's has proven they are one of strongest cohorts academically in recent years. With Band 5 – 6 indicating “At Standard” the data below shows that Daramalan has almost all of its students achieving at standard levels. Impressively our team of dedicated teachers continue to promote growth in our lower performing students, and stretch and challenge our highest.

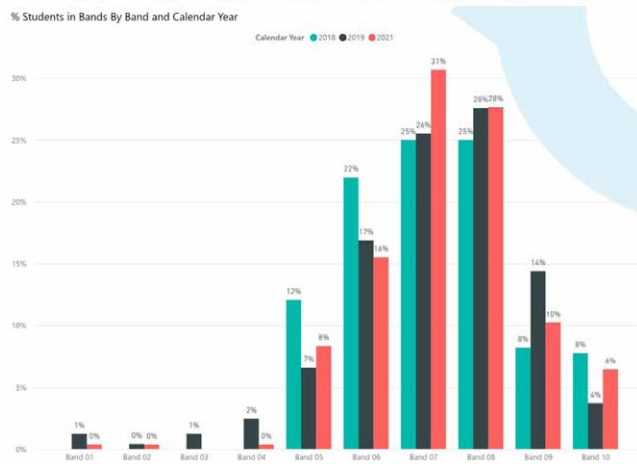
Year 9 -Reading

Highlight – 85% of students are at or above standard and 30% of students are high achieving.



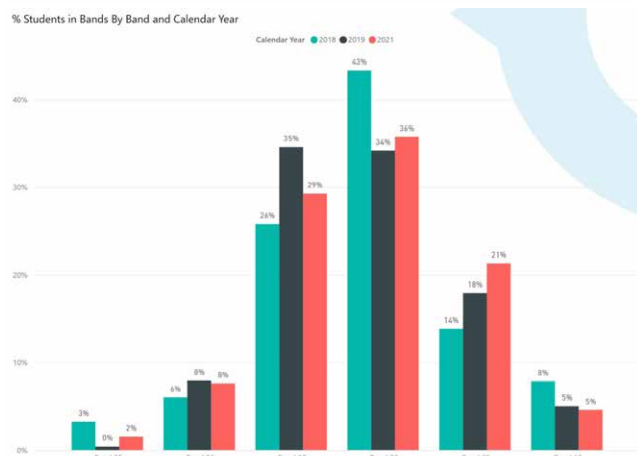
Year 9 -Writing

Highlight – 100% of students are at or above standard and 16% of students are high achieving.



Year 9 -Numeracy

Highlight – 100% of students are at or above standard and 26% of students are high achieving.



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■ 11. Initiatives

The College continued to achieve several of the initiatives set out in the School Improvement Plan (SIP) during 2021 despite the unpredictability and impact of Covid-19. In the areas of MSC and Catholic the College commenced planning for the return of National immersion programs to strengthen and deepen opportunities for personal and spiritual growth. The College revised the Religious Education curriculum to reflect current best practice ready for implantation in 2022. Our college captains were able to work closely with our Assistant Principal of Mission to create meaningful online liturgical events to ensure our community still had the opportunity to celebrate together in face of remote learning and restrictions in place at schools. Lastly, the work of the newly established Indigenous Education Committee was able to host professional learning sessions related to our connection with the land and how speaking the acknowledgement of country in Ngunnawal language.

In 2021 the Education aspect of the SIP was continued to respond to the need to upskill our staff and students in the use of online learning tools to ensure we could continue to deliver a quality learning experience in the face of remote learning. This focus concentrated on greater use of formative assessment and establishing improved consistency through clear expectations on the use of our online platform, Daranet. The Assistant Principals of Curriculum and Teaching and Learning also investigated and implemented different strategies for supporting our Gifted and Talented students through individual course and full year acceleration. This team also developed and delivered an upgraded dashboard for the collection of NCCD and details of our students on Individual Plans and modified programs. The centralisation of this information has supported greater student knowledge for our teachers and supported the work being done by our Inclusive Education Team to review and implement strategies to best support our students to fully engage with the curriculum. During lockdown and periods of remote learning the College continued to deliver the curriculum remotely through a reduced timetable that followed the format the students would normally have in place at school. This consistency supported the students, families and our staff to continue to deliver quality learning experiences remotely during this period.

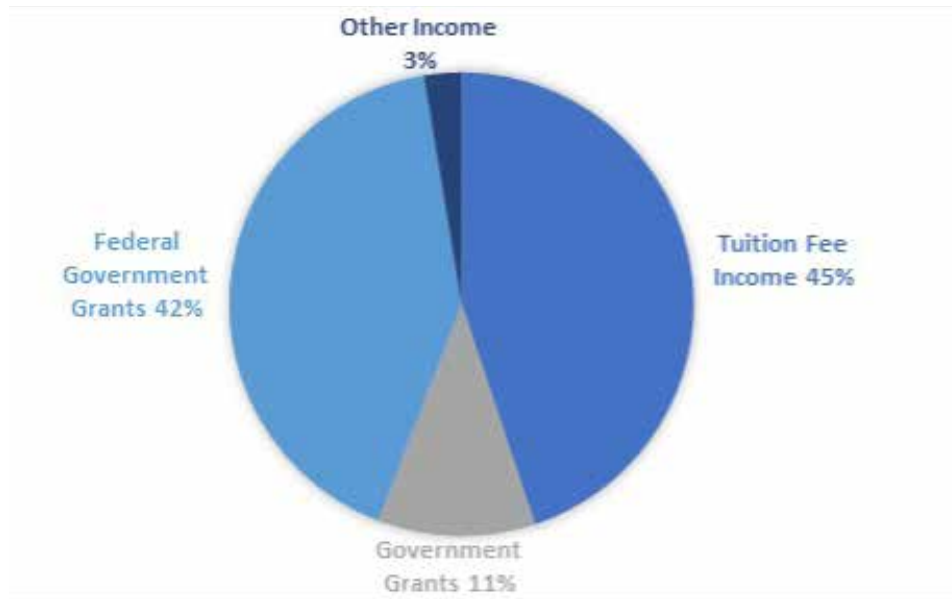
To support a strong and connected Community in 2021 the College continued to offer personalised solutions to working conditions for staff to best support staff returning to the workforce and balancing the complications of remote learning. To encourage greater student agency the Assistant Principals of Pastoral Care implanted and established the Daramalan Representative Council (DRC), which lead to increased student voice to support in community and curriculum aspects of the College. During lockdown, the College utilised a wellbeing tool to monitor and support staff and students who required additional support during this time. This approach was an initiative that supported improved connection of our staff and students while not physically together.

The Capacity aspect of the SIP focused on identifying Human Resource risks and developing contingency plans to ensure all operational aspects of the College could continue irrespective of the interruptions of staff absences caused by Covid-19. Staff continued to be upskilled on the use of SharePoint as a storage device and migrated their resources to move collaborative cloud-based storage to ensure work could continue remotely. The College appointed the Project Managers for the new Issoudun Building to support the final design and refinement phase as the building timeline was extended to accommodate the interruptions of lockdowns.

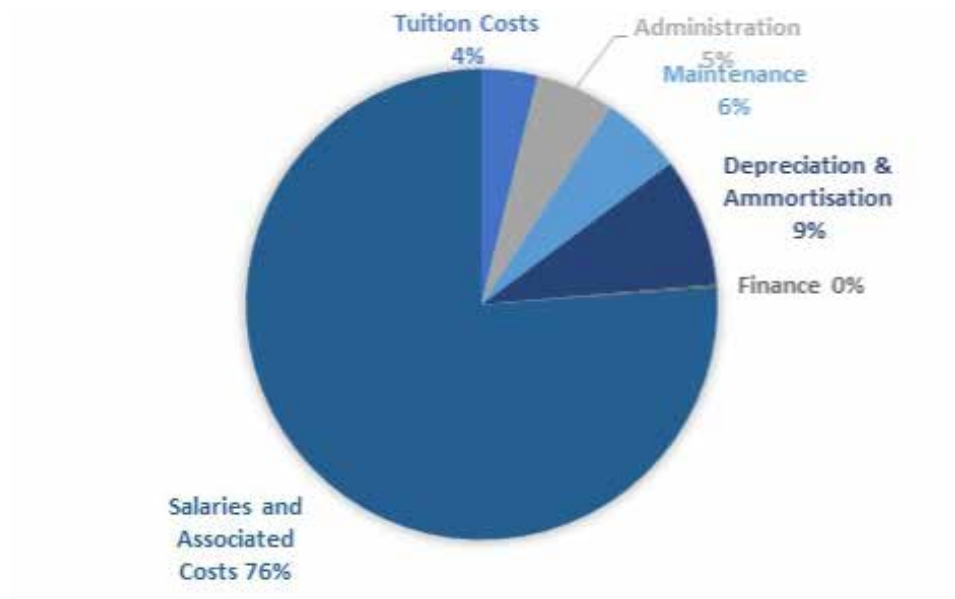
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12. Finances

Income - School Year 2021



Expenditure - School Year 2021



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