



DARAMALAN COLLEGE

ANNUAL SCHOOL REPORT

2022

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2022 Annual Report

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■ 1. Introduction

Principal's Message

Welcome to the 2022 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 1444 at the August 2022 Census. The College Open Evening was not able to be held in March as it traditionally would have. Instead, smaller guided tours were facilitated by the College Student Leaders prior to the enrolment period opening. This resulted in a significant number of applications for Year 7, 2023 enrolment.

Major Events

2022 was a significant year in the College's history, celebrating 60 years of MSC Education in Canberra. It was not until the second half of 2022 that the College was truly able to celebrate our 60th anniversary. Starting the year still in the midst of the Covid-19 pandemic and the associated restrictions meant that online events continued to be the norm for our community. The large number of community events and activities that would usually have been calendared for Term 1 were either postponed, cancelled or their format adjusted to meet the restrictions that were in place for schools. It was not until the College's ANZAC Day Commemorative Assembly that the community could gather together in person.

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 government restrictions and protocols. The shift to alternate modes of delivery and the online streaming and recording of events became the new normal enabling us to reach many members of our community who would not have been able to join us in person. Unfortunately, the key community activities, namely the House Swimming and Athletics carnivals and the Charity Walk were all unable to proceed in their traditional formats due to either Covid-19 or the weather. Both the Year 7 and Year 9 camps were able to proceed but not until Term 2. It was wonderful to be able to hold these important community building activities, albeit a little delayed. In Term 3, Year 12 students participated in a compulsory retreat/camp to mark and reflect upon their journey together as a cohort. This was the first time in many years that the retreat was a compulsory activity for the students, and the feedback received from the group affirmed this decision. It was also pleasing to see the number of students who took an active role in planning the alternate ways to hold our community events throughout the year under the guidance of the College Student Leadership team and the Assistant Principal Mission. Additionally, a large number of students participated in Social Justice and charitable activities, including a virtual Trivia Night for the MSC Missions, and the Vinnies Sleepout in support of the Winter appeal, 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 2022 due to international border closures. The connections with our 'sister' schools were maintained, however, through messages and videos shared throughout the year. 2022 did however see the reintroduction of the Central Australia Immersion tour. Two groups of staff and students travelled to Central Australia during the September/October holiday period participating in community projects with local First Nations communities.

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 2022 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 involved an increased number of local businesses participating in 2022.

The annual Charity Walk was not able to go ahead for the second year in its traditional format due to the onset of inclement weather and rain throughout Term 3. The day was instead combined with novelty activities that would have been held as part of the House Athletics Carnival onsite at the College. Families were asked to consider making a donation to our three charities, MacKillop House, the local St Vincent de Paul young carers program, and the Indigenous Immersion Community Project, with a considerable amount being raised. 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 each of the organisations spoke at our 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.

It was not until Term 4 that we were able to celebrate our anniversary year with the broader Daramalan community and extended Missionaries of the Sacred Heart (MSC) family. On this evening, over 250 former and current staff including three former Principals and an original staff member, students, Board Chairs and Directors, and members of the extended MSC and Daramalan community gathered to celebrate 60 years of the College and MSC education in Canberra at a Community Cocktail Event. The evening was an opportunity for former staff and students to mingle and tour the facilities.

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 during Term 3 whilst College Deputy, James Keeley was on leave. Cheryl Hamill assumed the position of College Deputy for the term, and Carlie Dwyer was appointed Assistant Principal Mission. At the end of 2022, Chris De Britt, Assistant Principal Teaching and Learning resigned to take a position within the Catholic Education Office of Canberra-Goulburn. During his tenure at the College, Chris made considerable contributions, especially in enabling the smooth transition of teaching and learning to the online environment during the lockdown periods.

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 continued to employ a Youth Minister as part of the wider Archdiocesan CYSMA program. Bart Bunk continued to attend the College one day per week as part of this role with a focus on developing the Youth Ministry program as part of the Religious Education curriculum.

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During the year we had the usual number of staff departures but we were able to find suitably qualified staff to fill all the vacancies that arose. A number of long serving staff either retired or left the College at the end of 2022 to take up other opportunities. We bid farewell to Melinda Clarke who had been a member of the College's teaching staff and Pastoral team for just under 20 years. Melinda's contributions to the College extended beyond the classroom to the cocurricular netball programme as a coach and mentor to many of our students who would go on to achieve at a high level in the sport. Retiring after 14 years of service to the College was Bill Phelan. As both a Pastoral Care Advisor and teacher of Religious Studies, Bill was an integral member of our community. Anne Sutherland also departed the College after many years of invaluable contributions to the College Food Technology and Hospitality department and cocurricular opportunities through her commitment in particular to the establishment of female cricket at the College. Each of these staff members have made enormous contributions to the College during their tenures.

Student Leadership

Our student leaders continued to play a significant role within the College during 2022. The leadership selection process proved to be very successful in attracting a large field of strong applicants for the positions of responsibility when they were advertised.

The College Captains met formally with the College Board at one of their regular meetings enabling Board Directors to get direct student feedback about issues of interest to them. The Captains were each able to articulate their vision 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. As a collective leadership group, they were instrumental in exploring new ways to engage the community and prioritised rebuilding a sense of belonging and community after two years of disruption. The College Captains continued to reinvigorate the Daramalan Representative Council (DRC) so as to enable a greater level of student voice across the College. The adaptability and vision of the College and House Captains enabled important community events to be reimaged, enabling the sense of community and belonging to thrive throughout the year.

During the year, our indigenous students, a number of the College Leaders and staff participated in an indigenous language program facilitated by local Nggunawal man, Tyrone Bell, where they learned the Acknowledgement of Country in language. All 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 initially by Covid-19 restrictions. This meant that we were not able to hold our traditional Welcome Function for Year 7 parents in Term 1, nor were we able to hold our Grandparents Day morning tea later in the year. Whilst we were not able to have parents physically onsite for many of our key community events, the ability for our wider community to view these events virtually has meant that more families are able to access these events than previously was the case.

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.

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As a way of supporting the school, the Parents and Friends Association formalised 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-Student interviews continued to be held as online meetings. This enabled parents to still access feedback on their student in a manner that allowed them to access the meetings from a location of their choosing rather than needing to attend the College. The use of, and engagement with, the College Learning Management system, 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 able to be held in their traditional format. 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 record and make these events available on Daranet enabled a larger number of parents and extended family members to access the ceremonies than would have normally attended in person.

Building work

Construction of the Issoudun Performing Arts Centre began in earnest in 2022 following extensive delays due to Covid-19 and inclement weather. Joss Construction were appointed as the builder for the project overseen by Project Managers from Arrow Projects. It is anticipated that the construction will continue into 2023 with completion prior to the 2024 school year.

Student Achievements

Following the cancellation of the live drama performances in 2020 due to Covid-19 and the move to a feature film production in 2021, the Daramalan Theatre Company returned in 2022 with two live productions. The Senior Production saw a multi-media adaptation of Euripide's tragedy, *The Trojan Women*, performed to a reduced live audience at the end of Term 1. The production received outstanding reviews and delved into complex content and issues. The Production of *Shrek the Musical Junior* saw the Theatre Company in full voice with the majority of the performances sold out at the beginning of Term 4. Both productions showcased the level of diverse talent that exists at the College. The College was also able to participate in the Wakakirri National Dance Story competition at the Canberra Theatre again in 2022. The Dance Company won a number of awards including a National Story Award for Excellence in Performing Arts and Raising Awareness in Entertainment for their performance 'I Got Rhythm'. The Senior Concert Band and String Ensemble along with the Choir also won a number of awards throughout 2022 as Eisteddfods began to be held in person again. Both the College Visual Arts and deGAFF Exhibitions were held again in 2022 for the first time in two years with student work showcased for family and friends to view and experience.

Our Year 12 students once again achieved a high level of success in their academic and vocational achievements. Just over 71% of students achieved an ATAR and of these over 7% achieved a ranking over 95. A significant number of students combined their school studies with Australian National University and University of Canberra Extension Program studies in subjects ranging from Physics to Mathematics and Environmental Biology while some other students undertook school-based apprenticeships (ASBAs) while also completing their ACT Senior Secondary Certificate.

Despite many cocurricular activities and competitions moving to hybrid models combining in person and online formats, 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 Sharemarket trading and Creative Writing.

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Community Service events continued to have a high profile with large numbers of students participating in activities often within an adjusted Covid-19 safe format throughout the year.


Many of our sports teams competed with success often for the first time in several seasons. There were a significant number of outstanding individual sports achievements with students representing the ACT, NSW and Australia in sports as distinct as Track and Field, Cycling, BMX, Ice Hockey, Triathlon, Rugby Union and Rugby League, OzTag and Touch Football, Netball, Basketball and Equestrian.

Conclusion

Despite being another year of uncertainty and challenge, in our 60th year, 2022 ultimately can be viewed as a successful one 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 that continued to stem, and be refined from, the adjustments required over the past three 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



■ 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

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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 2022 were:

- Ms Adrienne Day, Chair
- Mr Michael Munro-Mobbs, Deputy Chair
- Ms Rachel Davies, Principal
- Ms Luci Henson (until March 2022)
- Ms Deborah Hicks (from March 2022)
- Ms Fiona Jolly (until May 2022)
- Ms Letitia Kennedy
- Mr Mark McGinnity, Director MSC Education
- Mr Nathan Spillane
- Br. Barry Smith MSC
- Mr Andrew Webber
- Mr Shaun Wilson

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.

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.

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■ 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 participating in prayer, liturgy, and professional formation opportunities which enables them to collaborate in the MSC style of education. 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.

■ 6. Staff profile

Number of teaching staff:

Daramalan had 125 teaching staff (121.6 full time equivalent) in 2022.

Number of support staff:

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

Number of Indigenous Staff:

2 teachers recognised their cultural background as Indigenous.

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Teaching Staff Absences:

Total Absences for 2022 = 2729.34 Total Teaching Staff = 121.6

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

= [2729.34 / (121.6 x 190)] x 100

= 11.81%. Therefore, the attendance rate of teaching staff = 88.19%

Included in the above absences are: Army Reserve, Carer, Discretionary, Exam, Bereavement, Jury Duty, LWOP-short blocks, Paternity, Sick, Including Covid-19 leave, 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 = 125

Number of staff who finished employment in 2022 = 15

Staff retention rate = 88.0%

Teacher Qualifications

The 2022 staff qualifications were:

163 Bachelor's degrees or the equivalent, 36 staff held a Master's degree, with 2 staff having two Masters degrees and 1 staff member having a Doctorate. All teaching staff held current ACT Teacher Quality Institute registration or Permits to Teach, and all staff held valid Working with Vulnerable People status.

Professional Learning – Whole School

The College offers various opportunities for Professional Learning (PL) throughout the year, including scheduled start-of-year professional learning days and a Professional Learning Week in the middle of the year. Additional options for staff development include Twilight PL sessions, all-staff meeting agendas, committee work, individualised Professional Learning goals through Performance and Development Plans, and aligning our needs with the School Improvement Plan (SIP). The Professional Learning Committee oversees the resources and development of Professional Learning at the College.

Daramalan Staff commenced the year with a whole staff session led by the College Principal and supported by Executive staff, addressing the School Improvement Plan and Strategic Directions. New staff inductions provided integration into the College for those new to our community. Curriculum Coordinators framed initiatives for enhanced teaching and learning while our Pastoral Leaders prioritised student wellbeing and transition of care. A liturgy session fostered unity and Catholic MSC identity while presentations on the Code of Conduct and professional standards reminded staff of our legal and ethical responsibilities. Progressive reporting was launched, and department meetings facilitated communication and collaboration across our teaching staff. Professional growth sessions aligned goals with AITSL teaching standards and the Inclusive Education Team presented information on students in our care to develop an inclusive learning environment. Through dedicated planning time, staff members were able to coordinate their efforts and work towards achieving College objectives set out in the opening address by the College Principal and Executive.

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During the Professional Learning Week in 2022, a wide range of professional learning sessions were conducted. Non-teaching staff members participated in sessions focused on fostering Mindsets for Success and team building through The Big Picture Workshop. The Spirituality Day with Fr Peter Hendriks MSC provided opportunities for reflection and inner growth focused on our MSC ethos. Guided meditation and stretch sessions offered relaxation and wellbeing practices. Staff also engaged in learning new skills and exploring educational changes. There were sessions addressing important topics such as voice regulation, online harmful sexual behaviours, misinformation, and emerging technologies. The use of Daranet rubrics and effective utilisation of digital accessibility tools were also covered. Another session focused on anxiety management techniques. Additionally, the Professional Learning Week included a creative component, with staff members engaging in the creation of a reflection artwork during the Spirituality Day using various mediums. This artistic activity provided a unique opportunity for self-expression and introspection.

Throughout the year, a comprehensive range of professional development topics were covered through the College's ongoing professional learning series known as 'Twilight PL'. These sessions encompassed various subjects, with many accredited with ACT Teacher Quality Institute, including Fr Jules Chevalier, the person behind the heart, sustainability@Daramalan with Graham Williams, an Acknowledgement of Country in Ngunnawal Language session led by Tyronne Bell, an art exhibition by Jo Howard (Visual Arts Subject Coordinator) showcasing Angel Architecture, and a session on Berry Street Trauma-Informed Practice. Other specific topics covered in meetings included: SynWeb functionality, CPR training and certification, Workplace Health Safety Policy and Procedures, School Improvement Plan, Performance and Development Plans, Restorative Practices, Mandatory Reporting, Lockdown and Evacuation Procedures, Staff Harassment Guidelines and opportunities to support staff wellbeing.

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),
- Heart Centered Leadership (5 day course),
- Love – The Heart of Creation (5 day course),
- The Heart of our Spirit (1 day course),
- Nurturing the Heart (1 day course),
- Strong in Faith (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 Highly Accomplished and Lead Certification workshops
- ACTATE Striving Writers Workshop
- Advanced Accidental Counsellor Training
- AIS ICT Management and Leadership Conference
- AISACT Celebrating Pedagogy
- AISACT Tailored PL Series

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- Australian Association for the Teaching of English National Conference
- Autotech Masterclass
- Berry Street Model Training
- Better Teaching, Better Learning
- BSSS Course Writing Courses Arts Up Front
- BSSS Designing Tasks that Assess Thinking
- BSSS Effective Pedagogy
- BSSS Quality Assessment Guidelines
- BSSS School Based Moderation and Meshing
- Capacity Building Schools Library Conference
- Carers Advisors Association Annual Conference
- Coaching and Mentoring
- CSYMA Oceania Evangelisation Leaders Program
- Early Career Teachers Program with Powerful Partnerships
- EduTECH Conference
- Formative Assessment with Dylan Williams
- Goethe Institut
- Hawaiian Hula Workshop
- Introduction to BSSS for New College Teachers
- Leadership Workshop, Conflict to Collaboration
- Leading Evidence Informed Practice AISNSW
- Light Rigid License
- Micropay EOY VILT
- National Day of Unity
- National Education Summit
- NESLI Advanced Leadership Program
- NESLI Leadership Recharge
- NESLI Women's Leadership Summit
- Performance Pedagogy, Planning & Assessment: Webinar Series
- Positive Behaviour Support for Teacher
- Public Speaking Workshop
- Reimagine Games & Sports Masterclass
- Responding and Reporting in Pastoral Care
- Safe and Inclusive Schools by Initiative Core Training
- School Refusal: By Hook or by Crook
- Scriptwriting Workshop
- Seven Steps Writing
- Staff Formation Network
- Teaching Assistants in Inclusive Schools
- The Great Teaching Toolkit Masterclass

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- WHS White Card Program
- Youth Mental Health First Aid
- Youth Rugby Coaches Program

7. Student Profile

Student Attendance 2022

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	84.3%	85.2%	83.4%
Year 8	82.9%	84%	81.7%
Year 9	82%	81.3%	82.9%
Year 10	83.1%	83.7%	82.3%
Average for Years 7-10 for 2022	83.1%	83.5%	82.6%
Year 11	80.4%	80.6%	80.1%
Year 12	86.3%	86%	86.5%
Average for Years 11-12 for 2020	83.3%	83.3%	83.3%

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 1444 students from Years 7 to 12 at August 2022

The table below describes the destinations for any students who left Daramalan College during or at the end of 2022. 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 2022 (excluding Year 12 graduates) was 6.10%.

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Year	Destination			
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship	Homeschool Dis Ed Exempt
7	4	5	0	1
8	6	8	0	0
9	6	5	0	1
10	34	2	3	1
Transition to College	227 Continued Year 11 2023			
11	4	1	1	2
12	0	0	2	3
Total	54	21	6	8

9. Student, Parent and Staff Satisfaction Surveys

During Terms 3 and 4, 2022, satisfaction surveys were administered to students, parents, and staff. Respondents were provided with a range of response options, including Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree. Positive responses were considered when respondents chose Agree or Strongly Agree. For students, their responses were categorised as Almost Never, Sometimes, Often, and Almost Always, with positive responses including Sometimes, Often, and Almost Always.

Student Responses

1129 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.

- 88% of students responded positively to “I can confidently talk about the values of Daramalan College”
- 92% of students responded positively to “My teachers know my individual abilities well”
- 88% of students reported using MS Office Applications regularly in their learning
- 93% responded positively to “Tasks allow me to explore my potential and discover new things”
- 95% of students responded positively to “I understand the skills I will need to be a productive member of society”
- 93% of students responded positively to “The feedback I get on my learning is individual to me”
- 96% of students responded positively to “My teachers often ask questions that make me think”

Parent Responses

All parents were sent a link to an on-line survey during Term 4. 165 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.

- 94% responded positively to “The range of learning areas offered is excellent”
- 91% responded positively to “Teachers challenge students to reach their potential”

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- 96% responded positively to “School staff are approachable when parents want to talk about their children”
- 94% responded positively to “Teachers know and care about my child/children”
- 97% responded positively to “Daramalan is a safe place in which to learn”
- 95% responded positively to “I use Daranet to track my child’s learning program and assessment”
- 98% responded positively to “The school’s facilities meet the educational needs of my child/children”
- 96% responded positively to “I would recommend Daramalan to other families”

Staff Responses

All staff were asked to complete the staff survey, with 149 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:

- 48% of staff at Daramalan have been with the College for more than 6 years.
- 100% responded positively to the statement “My classroom management is fundamentally positive”
- 90% responded positively to the statement “I have the resources I need to do my job effectively”
- 98% responded positively to “The College encourages professional knowledge through access to study support and professional learning opportunities”
- 95% responded positively to “I can confidently talk about the values of Daramalan College”
- 91% responded positively that “The Leadership Team demonstrates high expectations of themselves and each other”

10. Academic Performance

190 students received an ACT Senior Secondary Certificate, and 135 students (71.1%) received an ATAR (Australian Tertiary Admission Rank).

ATAR Results Summary

Highest ATAR: 99.6

ATAR	Number of Students	%	
95 +	10	7.4	
90 +	23	17.0	
80 +	57	42.2	ANU Entry
65 +	92	68.1	UC Entry

The highest ATAR achieved by a Daramalan College student was 99.6. As shown above, ten students achieved an ATAR above 95.

University Entry

Of those seeking university entry, 92 (68.1%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 57 students (42.2%) 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 2022.

- 38 students participated in an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 50 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	2
Business & Clerical	71
Building & Construction	4
Textile, Clothing, Footwear & Furnishings	4
Tourism & Hospitality	24

Post School Destination

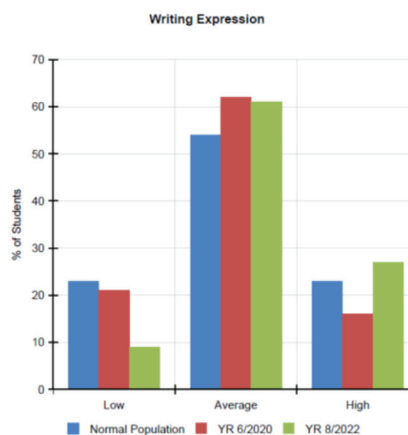
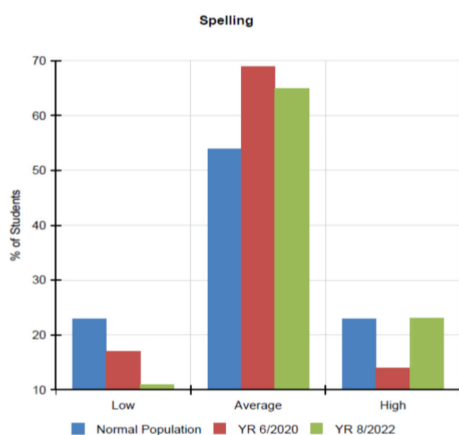
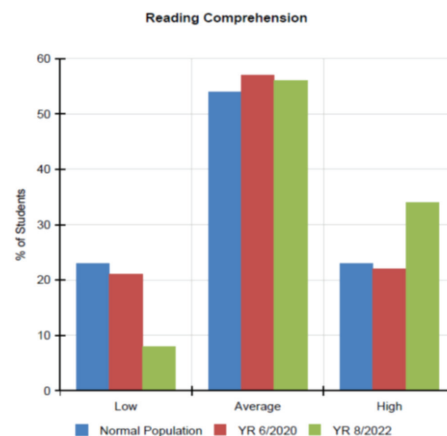
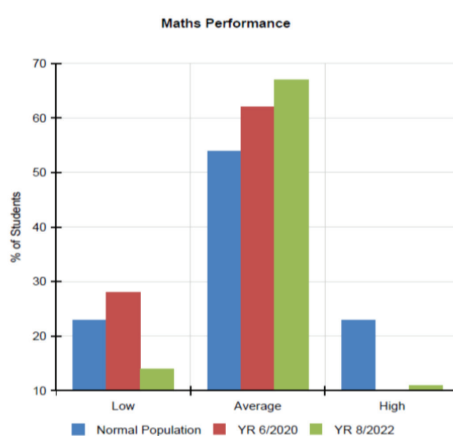
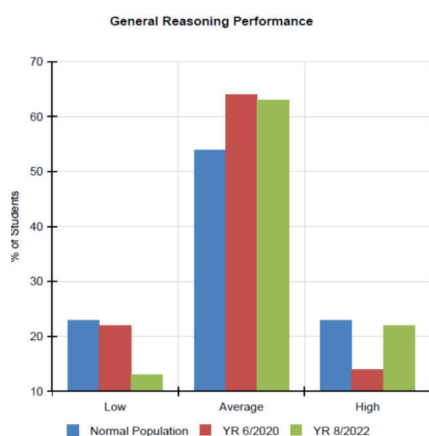
The following table shows the number of offers that universities made to Daramalan students for 2022

ACT/NSW Institution	Number of offers
Australian Catholic University	19
Australian National University (UAC)	2
Charles Sturt University	1
Macquarie University	1
University of Canberra	122
University of Newcastle	5
University of Sydney	5
University of Technology Sydney	1
University of Wollongong	11
UNSW	10
Western Sydney University	2

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Allwell Results 2022

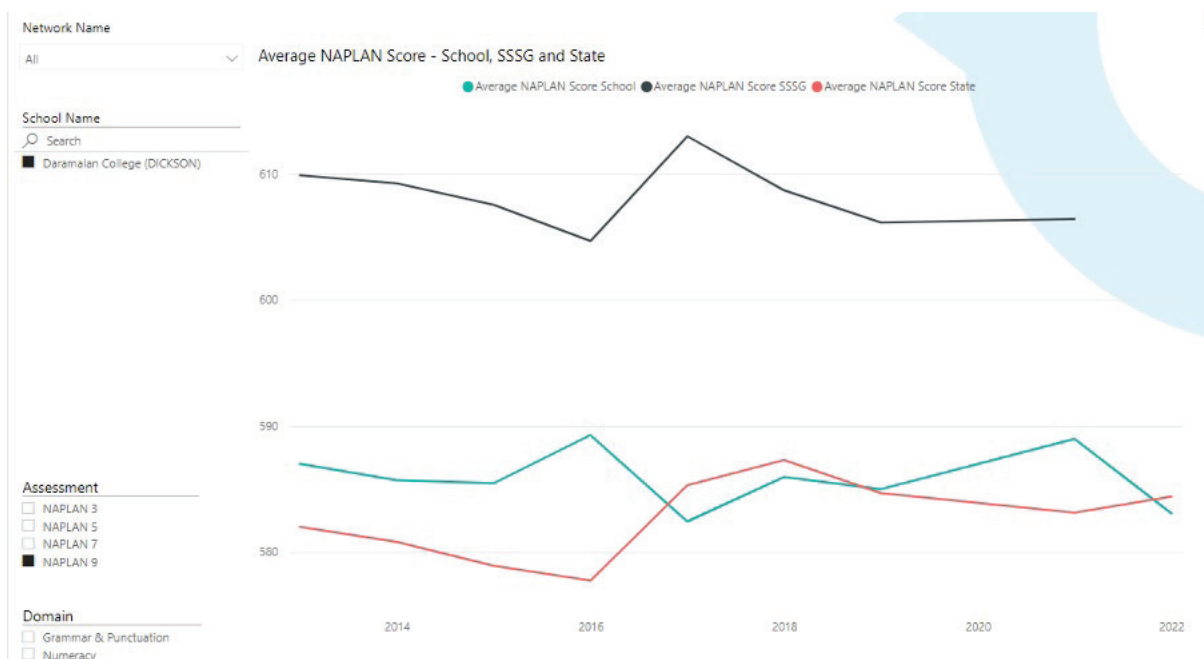
In 2022, Daramalan delivered ALLWELL Testing to its Year 8 cohort, enabling the College to determine our student's progress from Year 6 to the end of Year 8, in literacy and numeracy and general reasoning. This has proven to be valuable data as it shows the growth our students have achieved. Each of the charts below identify how our students have progressed in literacy and numeracy and general reasoning from Year 6 to the end of Year 8.



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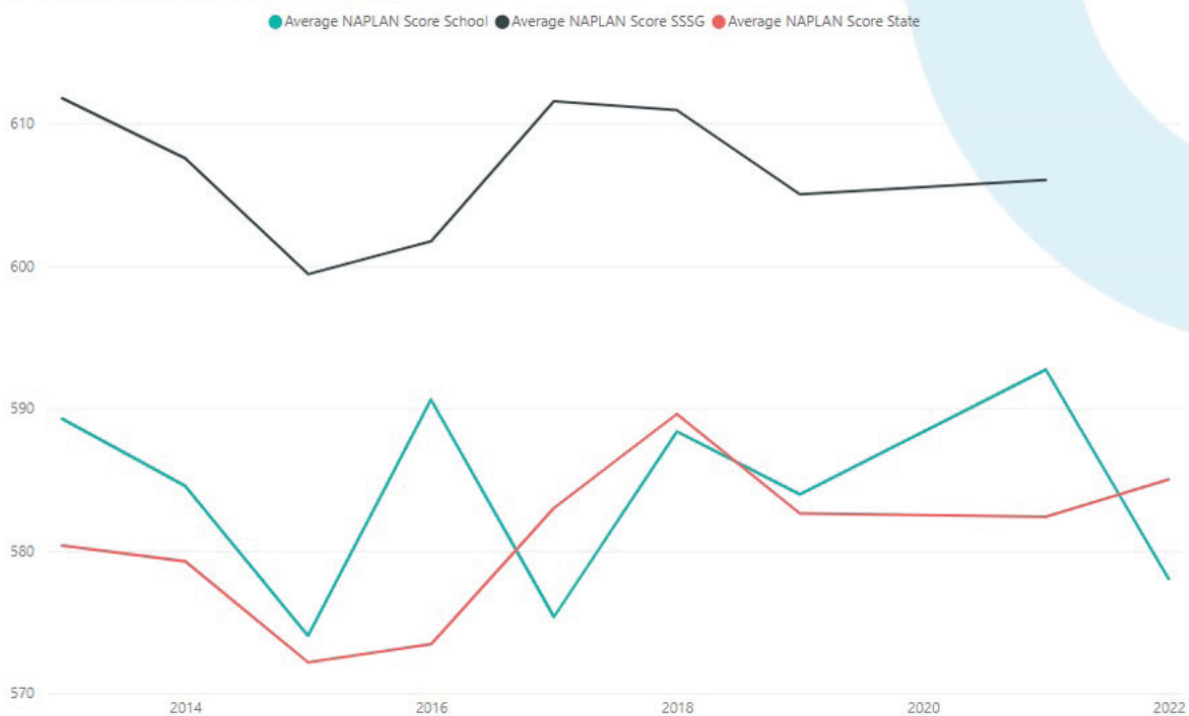
NAPLAN Year 9 over time

Overall Average



Grammar and Punctuation

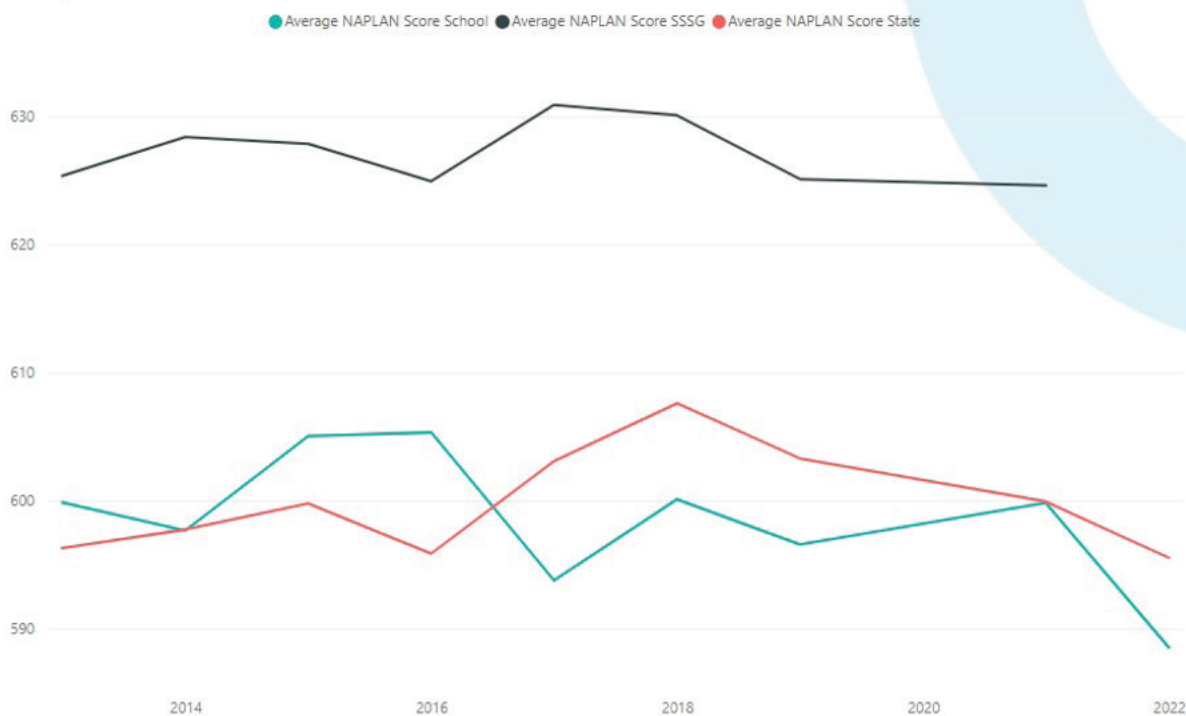
Average NAPLAN Score - School, SSSG and State



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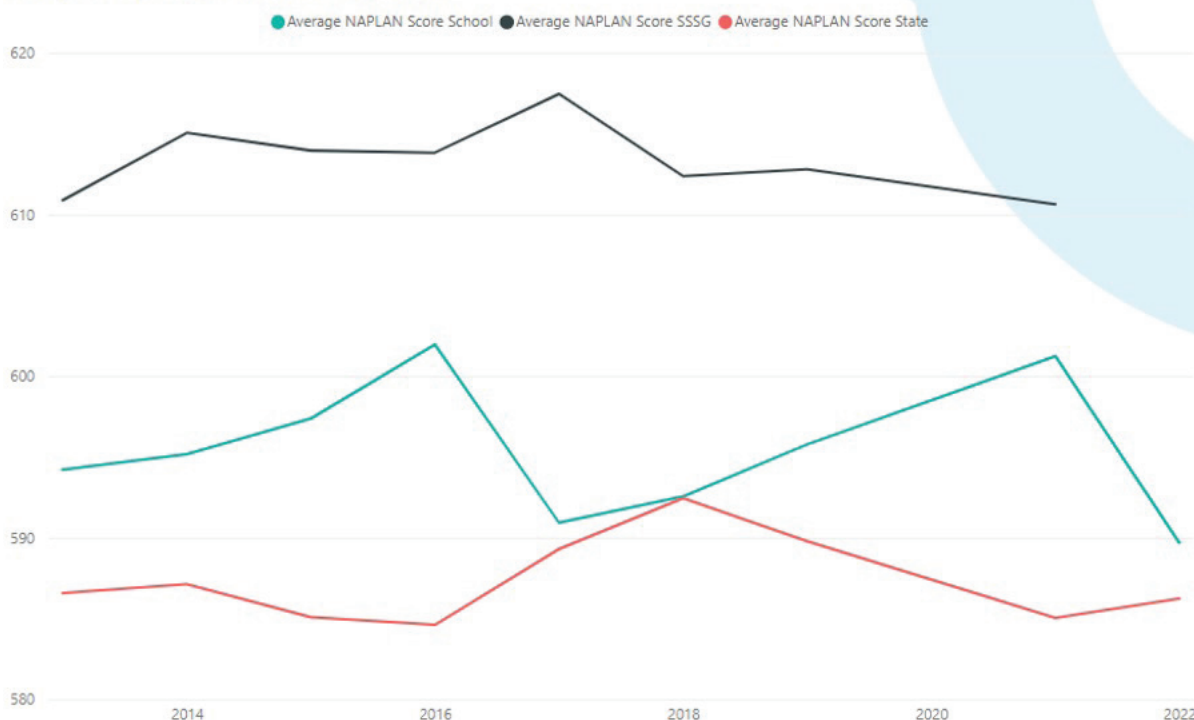
Numeracy

Average NAPLAN Score - School, SSSG and State



Reading

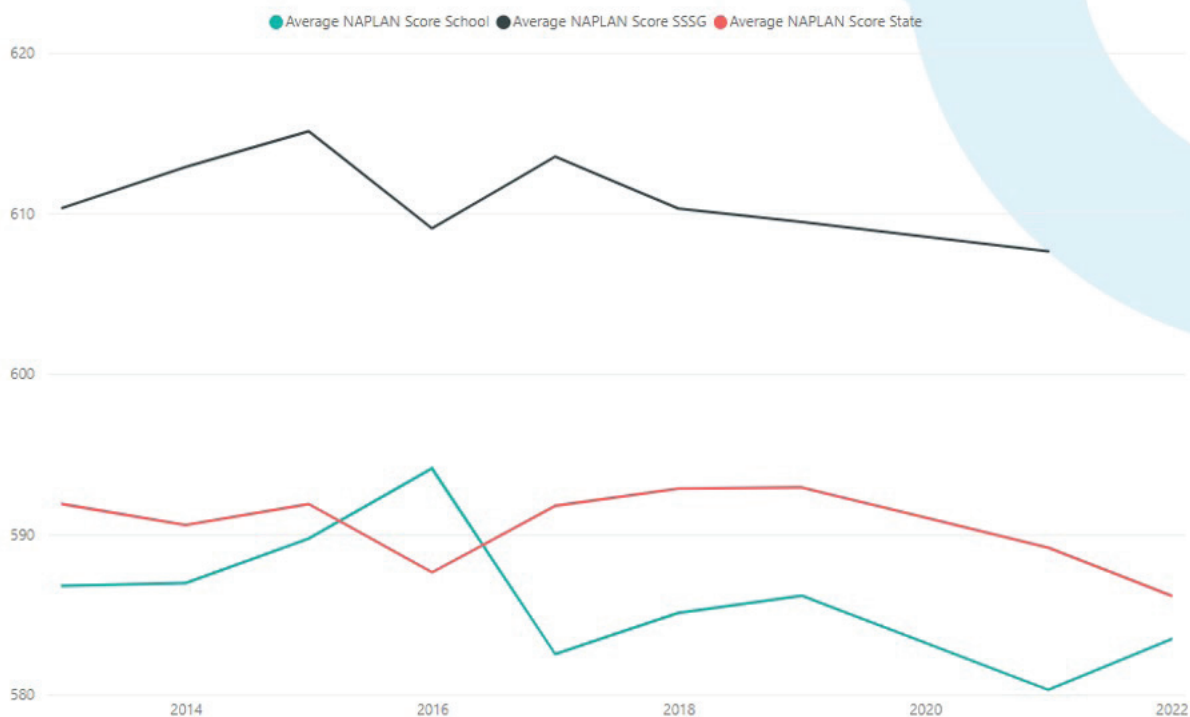
Average NAPLAN Score - School, SSSG and State



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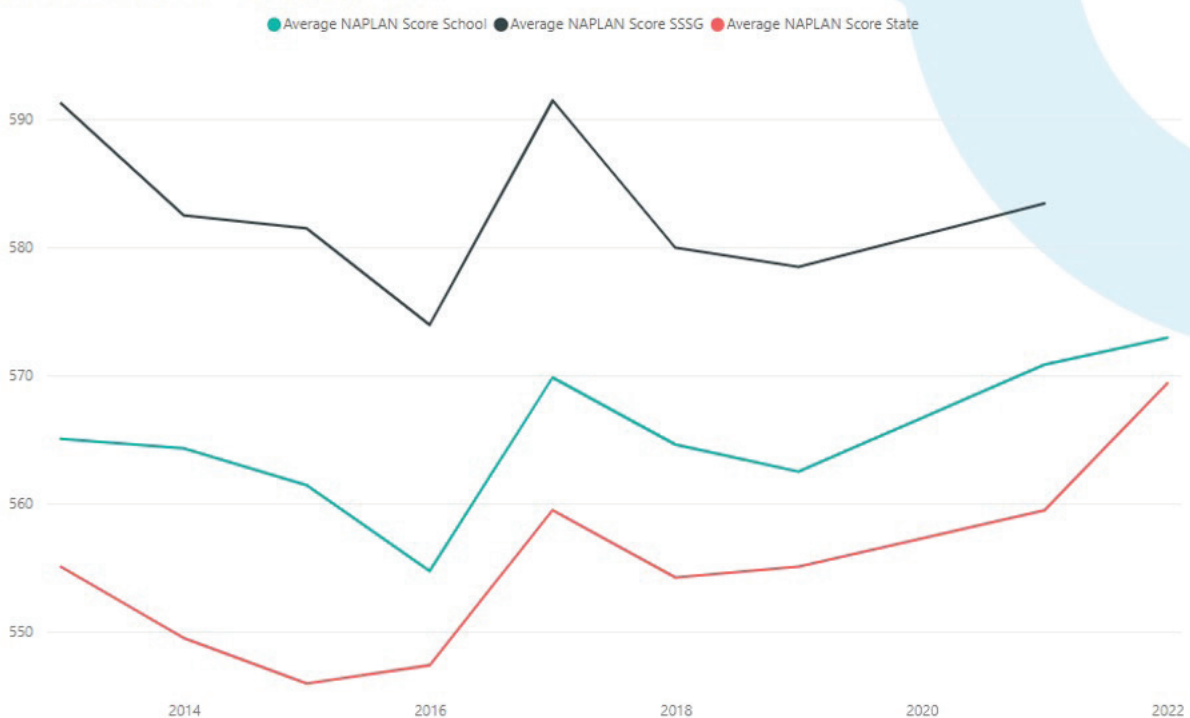
Spelling

Average NAPLAN Score - School, SSSG and State



Writing

Average NAPLAN Score - School, SSSG and State



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■ 11. Initiatives

In 2022, the College demonstrated resilience and innovation in the face of ongoing challenges caused by the Covid-19 pandemic. Despite the unpredictability and impact of the global health crisis, the College remained committed to achieving its goals and objectives as outlined in the School Improvement Plan (SIP). Throughout the year, the College implemented a range of initiatives across different areas, including Mission, Pastoral Care, Curriculum and Teaching and Learning, to strengthen the school community, promote student wellbeing, and maintain authentic learning experiences. These initiatives demonstrated the College's adaptability and dedication to providing meaningful opportunities for growth, connection, and academic achievement, even in times of adversity. By embracing technology, fostering a sense of belonging, and prioritising individual student support, the College continued to deliver a high-quality education during a difficult time for our broader community members.

During 2022, the College demonstrated its commitment to our Missionaries of the Sacred Heart Ethos by creating meaningful online initiatives that allowed the school community to celebrate together. Understanding the importance of maintaining a sense of connection and celebration, the College organised virtual events and activities that provided opportunities for students, staff, and parents to engage in spiritual and communal experiences. These online initiatives not only ensured the safety of everyone involved but also reinforced the values and traditions of the MSC community. Additionally, the College focused on fostering a deep understanding of First Nation's culture among both staff and students, promoting cultural awareness and appreciation within the school community.

In the realm of Pastoral Care, the College implemented various initiatives in 2022 to support the wellbeing and growth of its students. Recognising the impact of previous Covid-19 restrictions, the College rescheduled the Year 7 Camp to May, allowing it to proceed as planned. During the camp, staff from PROJECT ROCKIT were invited to deliver an anti-bullying and harassment program, equipping students with essential skills to foster a safe and inclusive environment. Furthermore, the College updated its Online/Cyber Safety presentations for Years 7 and 8, ensuring that students were equipped with the knowledge and tools to navigate the changing digital world responsibly. The introduction of an ongoing student wellbeing survey provided valuable insights into the needs and concerns of students, allowing the College to tailor its support services more effectively. Moreover, the creation of a new student leadership position, the Community and Connection Portfolio Captain, to be implemented in 2023, was an avenue for students to actively contribute to fostering a strong sense of community within the College. Lastly, the College focused on educating students about the health impacts of vaping, promoting informed decision-making among the student body.

The Curriculum and Teaching and Learning portfolios implemented several initiatives in 2022 to enhance student learning and growth. Teachers commenced the delivery of continuous feedback to students using the College's Learning Management System (LMS), Daranet. This initiative offered students and their families timely guidance and support throughout the semester in a continuous manner, departing from the traditional practice of providing comments solely on a final report. By adopting a continuous feedback approach, the College ensured that students received ongoing guidance and support, allowing them to make progress and address areas for improvement in real-time. This shift in feedback delivery not only fostered a

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more proactive and personalised learning experience but also encouraged active engagement from students and their families, promoting collaboration and shared responsibility for academic growth. The College also identified and supported Gifted and Talented students through accelerated pathways, utilising various data streams to identify suitable candidates for acceleration in specific learning areas. The College further refined the use of Daranet, providing students and parents with access to assessment information, learning plans, and resources. Additionally, the introduction of the Growth in Academic Performance awards recognised and celebrated student achievements, promoting a culture of academic excellence. Lastly, the College introduced a supplementary report specifically for students studying 10A Mathematics, providing more detailed feedback to assist them in making informed decisions regarding their mathematics subject selections for Year 11. These initiatives aimed to provide a supportive and enriching learning environment for all students.

Staffing and Administration saw the implementation of efficient and effective administrative practices to streamline operations and enhance productivity. Leveraging the capabilities of Office 365 and Microsoft Office products, the College utilised tools such as Power Automate, flows, and Power BI to optimise workflow processes and achieve increased efficiency in various repetitive operational matters. This technological integration facilitated improved task automation, enabling staff to focus more of their time on core responsibilities.

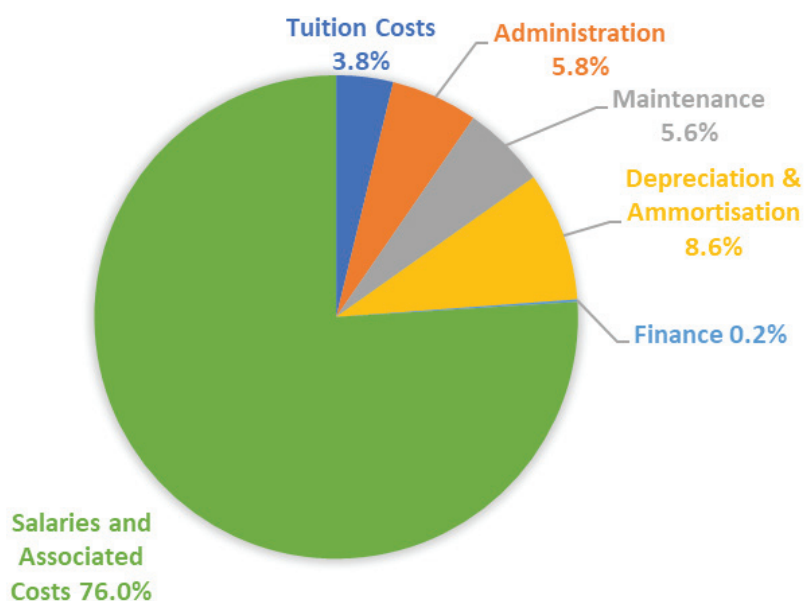
Recognising all the challenges posed by the Pandemic, the College implemented flexible staffing allowances to support staff members in cases of illness and unexpected leave. These supportive measures aimed to minimise class cancellations and ensure the continuity of education for students. Additionally, the College placed emphasis on building a large relief teacher pool to provide adequate coverage for classes, ensuring that disruptions to the learning experience were kept to a minimum.

With a focus on maintaining a safe and healthy learning environment, the College actively planned and implemented Covid-19-safe activities, balancing the provision of quality learning experiences for students with the wellbeing and health of the school community. By closely adhering to health guidelines and protocols, the College successfully managed the tension between meeting academic objectives and prioritising the safety and health of students, staff, and stakeholders.

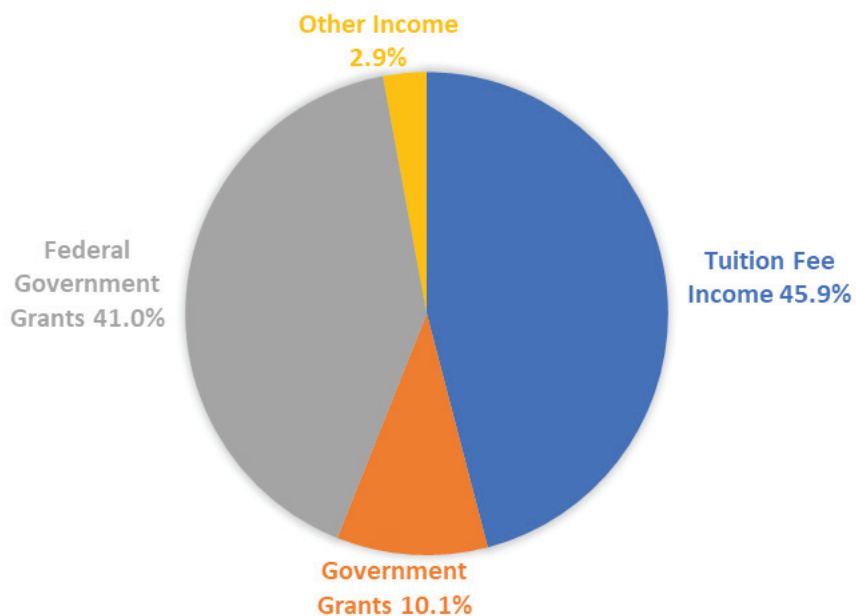
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12. Finances

Income - School Year 2022



Expenditure - School Year 2022



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