



DARAMALAN COLLEGE

# ANNUAL SCHOOL REPORT

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## 2023

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# 2023 Annual Report

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# 2023 Annual Report

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## ■ 1. Introduction

### Principal's Message

Welcome to the 2023 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 1477 at the August 2023 Census. In March, the College held its Open Evening following the restrictions of 2022. It attracted very large numbers of prospective families and the displays continued to have a demonstration focus rather than being interactive. This resulted in a significant number of applications not only for Year 7, 2024 but also for enrolment in other year groups, in particular, Year 11.

### Major Events

2023 certainly saw a return to a normality that hasn't been evident for the community since 2019. There was hardly a day where there wasn't an activity, an event, or a co-curricular activity available for students to participate in. From the moment we returned to school in February, the number of students who immersed themselves in the wide-range of co-curricular activities and clubs, in addition to the lunchtime activities and events, was exceptional. There was a feeling of making up for lost time and embracing every opportunity especially after the past few disjointed years.

The return to normality enabled the College to gather and celebrate together in person as a community for all of our liturgical celebrations and assemblies throughout the year. We began the year with our Opening Mass and the Commissioning of our 2023 Student Leaders. We were also able to hold and celebrate our Family Mass for the first time in many years during Term 1. Sacred Heart Day in June was a joyful day of celebration and community which we were able to share with members of our wider MSC community including the leaders from our sister school Chevalier College in Bowral. It was fitting that our final whole-school liturgical gathering was for Chevalier Day, a day where all MSC communities around the world gather to acknowledge the death and pay tribute to the founder of the Missionaries of the Sacred Heart, Fr Jules Chevalier. MSC communities around the world celebrated a Year of Chevalier during 2023 which will culminate with the 200th anniversary of his birth in March 2024.

Key community activities, namely the House Swimming, Athletics and Cross Country Carnivals and the Charity Walk, were all able to proceed in their traditional formats in 2023. The enthusiasm and participation on these days by both students and staff alike reflected their importance in the creation of community belonging. Both the Year 7 and Year 9 camps were able to proceed in Term 1. It was wonderful to be able to hold these important community building activities early in the year when the conditions were more favourable. In Term 3, Year 12 students participated in a compulsory retreat/camp to mark and reflect upon their journey together

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as a cohort. This was the second time in recent years that the retreat was a compulsory activity for the students, and the feedback received from the group once again affirmed this decision. It was also pleasing to see the number of students who took an active role in planning and implementation of the many community events and activities that occurred throughout the year under the guidance of the College Student Leadership team and the Assistant Principals Mission and Pastoral Care. A large number of students participated in Social Justice and charitable activities, including a Trivia Night 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 throughout the year.

The College was able to recommence international tours in 2023 enabling visits to France, Germany and Japan to take place over the September holiday break. This renewed first-hand the connections with our 'sister' schools. Reciprocal visits will occur in 2024 when the schools visit Australia. In addition to the Language tours, the College Rugby Club also travelled to France and the UK where they attended the Rugby World Cup, visited Issoudun where the MSC were founded, as well as played a number of games against French and English schools. The Chevalier Institute formation pilgrimage to Issoudun, France, also resumed with three staff who had originally been scheduled to attend in 2020 being able to undertake this powerful formation program in July.

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 2023. 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 non-uniform day. This was an outstanding success for such a simple concept.

The annual Charity Walk was able to go ahead in its traditional format for the first time since 2019. Whilst the weather was not ideal thanks to the onset of a cold front and strong winds, it was wonderful to see such a large number of students and staff walk the 15km around Lake Burley Griffin. Despite the cold and wintry conditions, the community spirit and a feeling that we were back to normal was evident on the day. A number of our staff who attended the College as students remarked how much they enjoyed completing the old 'Kilothon' again! Families were asked to donate in support of two charities, MacKillop House and the local St Vincent de Paul Young Carers Program, 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.

## 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 I took renewal leave. James Keeley assumed the Principal role, with Nathan Greatz moving into the Deputy Principal position for the term. Megan Kelly was appointed Assistant Principal Pastoral Care Years 9-12 to replace Nathan. In Term 4 Nic Whatman joined the College Executive team as the Assistant Principal Teaching and Learning.

Fr Kimi Vunivesilevu MSC, remained in a chaplaincy role for one day per week, providing support to the Assistant Principal Mission, as well as being available to staff and students who wished to see him. At the end of 2023, however, the College farewelled Fr Kimi as he took up a new role within the MSC Province at St Mary's Towers, Douglas Park. 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 2023 to take up other opportunities. We farewelled Thom Mutton who joined our community in 1988 as a Mathematics teacher. During his career at Daramalan, Thom made an enormous contribution not only as a classroom teacher but also as Mathematics Coordinator for 19 years, as the Enrichment Coordinator early in his tenure and as Year 7 Assistant Coordinator and Year 7 Coordinator. In addition to the classroom, Thom was generous in his contribution to the College through his ongoing commitment to co-curricular Rugby, Netball, Hockey and Rock Eisteddfod over many years and seasons. Also retiring in 2023 was Vince Markham. Vince joined the College in 2001 following a full career in the ACT Public Education system and would quickly move from classroom teacher of History and Religious Education to holding the role of Religious Education Coordinator from 2007 until 2020. During his 'second' career at Daramalan, Vince was a strong advocate not only for his students and staff but for the study and application of Religious Education and with this our MSC ethos across the College.

Our thanks as a community were also extended to Louise Chapman for her contributions to the Daramalan Dance Company and as a Pastoral Leader since she joined Daramalan in 2008 upon her move to another school in Term 4. Also departing from the College after 31 years as a teacher of Visual Arts, was Paul McMahon. Throughout his career, Paul inspired creativity and artistic pursuits in his students and was a valued colleague. A number of Support Staff also made the decision to retire at the end of 2023. The College acknowledged their tireless work in the background, with each one undertaking important and key roles which have enabled our College to operate smoothly each and every day. Our best wishes were extended to Jenny Cantlon (Information Centre), Anne-Maree Doherty (First Aid), Susan Stewart (Learning Support Assistant) and Leo Stinson (Bookhire).

## **Student Leadership**

Our Student Leaders continued to play a significant role within the College during 2023. 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 and Portfolio Captains met formally with the College Board across a number of their regular meetings enabling Board Directors to get direct student feedback about issues of interest to them. The Student Leaders were each able to articulate their vision and their achievements and how they have adapted to the challenges of being Student Leaders in the first real year of normality since the 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. 2023 saw the College introduce an additional Portfolio Captain, Community and Connection, in response to community feedback. 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 continued across a range of initiatives and events, 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 again in an Indigenous language program facilitated by local Ngunnawal man, Tyrone Bell, where they learned the Acknowledgement of Country in language.

Two of our senior students were selected to be members of the ACT Board of Senior Secondary Studies (BSSS) Student Forum. This is a cross-sectoral forum which provides valuable opportunities for student voice, advocacy, and for students to share their points of view and ideas across a range of relevant topics.

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## Parent Participation

The normality of 2023 was reflected in our ability to hold events and activities for our current and prospective families. We were joined by our Year 7 parents in February over two evenings for our Year 7 Welcome Functions. It was wonderful for parents to be able to attend the College and meet other parents whose children share the same House. Normality also continued with our first Grandparents Day since 2019 where we welcomed almost 200 grandparents, parents, and other significant people in the lives of our Year 7 students for a Liturgy of the Word which included reflections and prayers from our Year 7 students before they toured the College and shared morning tea refreshments. Our visitors were also treated to a performance from our award-winning Junior Concert Band. Amongst our guests were a number of former students whose grandchildren now attend the College, along with those whose children attended Daramalan or who have been members of our staff.

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. A number of parents also volunteered their time on Sacred Heart Day and at the Charity Walk. As an additional way of supporting the school, the Parents and Friends Association continued their contribution towards the Issoudun Performing Arts project by committing financially towards the building. This contribution will enable the inclusion of equipment and facilities for all students to access. The Association also purchased a 32 Seat Bus for the College. This bus is a much needed addition to the College's bus fleet as it enables a whole class to be transported on excursions.

The format of Parent-Teacher 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 the location of their choosing rather than needing to attend the College. 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 once again able to be held in their traditional, in-person, format. It was wonderful to be able to have back onsite members of our broader community for a number of these events and celebrations.

## Building Work

Construction of the Issoudun Performing Arts Centre continued in earnest in 2023 following extensive delays due to Covid-19 and inclement weather in the previous few years. Joss Construction have been outstanding throughout the construction phase of the project alongside our architects from Stewart Architecture. The entire project has been overseen by Project Managers from Arrow Projects. It is anticipated that the construction will continue into 2024 with completion for classes in Semester 2 2024.

## Student Achievements

Normality also continued for our co-curricular programs with the Daramalan Theatre Company staging two productions, Troilus and Cressida and The Gift of Story. Both showcased the depth and diversity of talent which exists at the College. The Dance Company also excelled in the Wakakirri Dance Story Competition receiving a number of awards for their roller-skating performance of Xanadu. The depth of talent within the Performing Arts was also evident within the College's award-winning bands, ensembles, and choir. The Visual Art and deGAFF Exhibitions provided a platform to showcase the talents from within the Arts and Technology and Design departments, on show for their families to view and experience.

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Our Year 12 students once again achieved a high level of success in their academic and vocational achievements. A significant number of students combined their school studies with Australian National University and University of Canberra Extension Program studies in subjects ranging from Astro-Physics, Engineering, Mathematics, Environmental Biology to Korean, while other students undertook school-based apprenticeships (ASBAs) and vocational studies while also completing their ACT Senior Secondary Certificate.

Students from all year groups performed with great success in academic and other competitions as diverse as Mathematics, Chemistry, Linguistics, Mock Trial, Ethics, Debating, VEX Robotics and Creative Writing throughout the year.

Community Service events continued to have a high profile with large numbers of students participating in activities throughout the year.

Many of our sporting teams competed with success both in one day carnivals and weekend competitions. There were a significant number of outstanding individual sports achievements with students representing the ACT, NSW and Australia in sports as distinct as Swimming, Rowing, Track and Field, Cycling, BMX, Ice Hockey, Rugby Union and Rugby League, OzTag and Touch Football, Netball, Basketball, Equestrian and European Handball.

## Conclusion

In 2023 the College celebrated the Year of Faith, one of the six liturgical themes reflective of the MSC Constitutions. Looking back over the twelve months, it can ultimately 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. As the first full year of normality since the Covid-19 pandemic, there continued to be many learnings from those pandemic years and the adjustments that stemmed from them. Reflecting on these years and the impact of the pandemic on our community, the College continues to look to the future to achieve our Vision of a community that inspires learning, nurtures potential and is strong in faith.



**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 (the 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 2023 were:

- **Ms Adrienne Day**, Chair
- **Mr Michael Munro-Mobbs**, Deputy Chair
- **Ms Rachel Davies**, Principal
- **Ms Deborah Hicks**
- **Mr Kamal Jogia** (from March 2023)
- **Ms Letitia Kennedy** (until December 2023)
- **Mr Mark McGinnity**, Director MSC Education
- **Mr Kai Ryan** (from March 2023)
- **Mr Nathan Spillane**
- **Br. Barry Smith MSC** (until March 2023)
- **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.



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The Board of Directors meets not less frequently than eight times a year. Fifty percent of the Directors constitute a quorum for a meeting to proceed. 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.

## ■ 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 aim 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.

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## ■ 4. Enrolment Policy

See website [www.daramalan.act.edu.au](http://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. Under this process, the College is registered until 31 December 2024. From December 2022, changes to the Education Act granted all non-government schools in the ACT continuous registration status. A list of registered non-government schools in the ACT is available from the ACT Education Directorate: [List of Non-Government Schools - Education \(act.gov.au\)](http://act.gov.au)

To obtain a copy of a registration panel report please contact the ACT Education Directorate. Alternatively, members of the public may inspect a copy of the report during business hours at the offices of the ACT Education Directorate.

## ■ 6. Staff Profile

### Number of teaching staff:

Daramalan had 123 teaching staff (117.6 full time equivalent) in 2023.

### Number of support staff:

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

### Number of Indigenous Staff:

2 teachers recognised their cultural background as Indigenous.

### Teaching Staff Absences:

Total Absences for 2023 = 1597.93 Total Teaching Staff = 117.6

Absentee % = [Total Absences for Year / (Number of 1.0 FTE Teaching Staff x Teacher Days)] x 100 =  
[1597.93 / (117.6 x 190)] x 100 = 7.15%

Therefore, the attendance rate of teaching staff = 92.84%

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

Absences not included are: LSL, LWOP extended blocks, Maternity, Worker's Compensation extended blocks, Sick extended blocks. An extended block is one term or more.

### Staff Retention

Total number of timetabled teaching staff = 123

Number of staff who finished employment in 2023 = 16

Staff retention rate = 86.99%

### Staff Qualifications

The 2023 staff qualifications were:

147 Bachelor Degrees or the equivalent, 34 staff held a Masters degree, with 2 of them having two Masters degrees.

All teaching staff held current ACT Teacher Quality Institute registration or Permits to Teach and all staff held valid Working with Vulnerable People status.

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## 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, safeguarding 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. Dedicated planning time allowed staff to synchronise their efforts and effectively pursue the College objectives outlined in the opening address by the College Principal and Executive.

During the Professional Learning Week in 2023, staff participated in diverse sessions aimed at professional and personal growth. The 'Learning from One Another' sessions focused on strategies to address anxiety, accidental counsellor training, classroom behaviour management, and handling difficult conversations with colleagues, parents and carers. Additionally, staff enhanced their technological skills with MS Office productivity tools and SWAY. Wellness was also a priority, with sessions on fitness and health resources, nutritional advice, financial planning, superannuation, tax, banking and salary packaging. The week included an exploration of 'The Writing Revolution' and methods for learning new skills. The Spirituality Day featured a guest presentation by Fr. Vince Carroll MSC, on his work and experiences in the MSC Missions, followed by guided meditation. The week concluded with a celebration of the Eucharist and a communal lunch, fostering a sense of community and reflection.

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 Quality Teacher Institute, including: Missionaries of the Sacred Heart: The Historical Journey, What Inspires You?, Restorative Practice, Ikigai, and AI and ChatGPT. We included Professional Learning presentations on the Acknowledgement of Country in Ngunnawal Language. Additional specific topics and meetings addressed: IT capability and 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.

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## 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 Our Spirit (1 Day Induction)
- Teaching with Heart (1 Day Course)
- Nurturing the Heart (1 Day Course)
- Journey to Heart (5 Day Course)
- Heart Centered Leadership (5 Day Course)
- Issoudun Pilgrimage to France (7 Days)

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
- 360 e-learning
- ACCEL ACT Breakfast with the Minister
- ACER Variation Panel
- ACT Independent Schools Inclusive Education Workshops
- ACT TQI Highly Accomplished and Lead Certification Workshops
- AISNSW IT Security and Risks Conference
- AIM Course, Women in Leadership
- ASQA Validation Panel
- Australian Association for the Teaching of English Conference
- Australian Association of Special Education Conference
- Australian Curriculum Technologies
- Australian HR Institute Conference
- Be You Training Modules
- BSSS AI Working Party Meetings
- BSSS Best Practice Workshops
- BSSS Course Writing
- BSSS Designing a Program of Learning
- BSSS Introduction to Senior Secondary Teaching
- BSSS Quality Assessment
- BSSS Sharing a Program of Learning
- Career Advisors Association Conference
- CareerTools
- Company Secretary AICD
- Conflict to Collaboration
- CPR Training
- Cracking the Hard Class

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- Developing Evidentiary Practices with Large Data Sets
- Diabetes in Schools
- Drama Australia Conference
- Early Career Teaching with Powerful Partnerships
- EduTECH Conference
- First Aid Refresher Course
- Fullbright Training
- GeoScience Training
- General Capabilities in Science
- Goethe-Institut Workshop
- Innovation Expo
- Japan Foundation Workshop
- Leadership with Powerful Partnerships
- Legal and Policy Risks in Education
- Level Up Science with STILE
- Light Rigid and Medium Rigid License Training
- Managing the Front of Office
- Marketing Masterclass
- Micropay Essentials
- Mozart Piano and Wind Quintet
- National Coaching Conference
- Practical ways to use ChatGPT in Education
- Pre-Learners License Course Training
- Reconciliation in Education
- RE Leaders Network Forum
- ResearchEd Conference
- Self-Regulated Learning
- Senior First Aid
- Specialist Behaviour Support
- Story Grounded Indigenous Workshop
- Surveying Scaling Workshops
- Tax Revenue Summit
- TCCS Graphics
- The Resilience Project
- Trauma Informed Practice
- UWrite@UC
- WordPress Essentials
- Youth Mental Health First Aid

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## 7. Student Profile

### Student Attendance 2023

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	87.76%	88.43%	86.64%
Year 8	83.56%	84.95%	82.07%
Year 9	83.45%	84.54%	82.23%
Year 10	83.84%	84.86%	82.61%
Average for Years 7-10 for 2023	84.65%	85.69%	83.39%
Year 11	81.85%	82.33%	81.37%
Year 12	96.24%	96.02%	96.46%
Average for Years 11-12 for 2023	89.28%	89.55%	88.91%

Student attendance in Year 11 and 12 is managed on a per class rather than a daily basis.

### 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 wellbeing 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 1505 students from Years 7 to 12 at 9/2/24.

The table below describes the destinations for any students who left Daramalan College during or at the end of 2023. 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, received a Year 10 Certificate and who chose to continue their Year 11 and 12 studies at Daramalan.

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The percentage of students who left during or at the end of 2023 (excluding year 12 graduates) was 4.97%.

Year	Destination			
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship	Homeschool Dis Ed Exempt
7	1	5	0	0
8	10	2	0	0
9	11	5	0	1
10	23	5	3	0
Transition to College	232 Continued Year 11 2024			
11	5	1	1	0
12	0	0	1	3
Total	50	16	7	1

## 9. Student, Parent and Staff Annual Surveys

During Terms 3 and 4, 2023, annual 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

1073 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.

- 86% of students responded positively to “I can confidently talk about the values of Daramalan College”.
- Students find camps to be the most valuable opportunities at Daramalan outside of class time.
- 96% of students responded positively to “learning is important to me”.
- 94% of students feel the feedback they are receiving from teachers allows them to understand where they are in regard to their academic progress and how to improve.
- 93% feel they are able to pursue studies in areas that are highly relevant and interesting for them.
- 97% of students are regularly using MS Office applications in their learning.
- 89% of students feel they have a clear understanding of how to behave in class.
- The highest priority building project from the students perspective is to upgrade or expand the number of change room facilities in the Sports Centre.

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## Parent Responses

All parents were sent a link to an on-line survey during Term 4. 166 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.

- 98% of respondents feel they have an understanding of the Catholic traditions and values that underpin Daramalan College.
- Parents find co-curricular activities to be the most valuable opportunities at Daramalan outside of class time.
- 95% responded positively to “School staff are approachable when parents want to talk about their children”.
- 93% responded positively to “Teachers know and care about my child/children”.
- 94% responded positively to “Daramalan is a safe place in which to learn”.
- 98% responded positively to “The Leadership team demonstrates high expectations of themselves and each other.
- 96% of parents use Daranet to access student feedback and to track educational progress.
- 98% responded positively to “The school buildings and grounds are attractive and well-maintained”.
- 93% responded positively to “I would recommend Daramalan to other families”.

## Staff Responses

All staff were asked to complete the staff survey, with 144 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:

- 25% of staff at Daramalan have been with the College for less than 2 years.
- 100% responded positively to the statement “all students are included in my classroom”.
- 95% of staff feel they are continually developing better methods to help students learn.
- 91% of staff identify that they can confidently talk about the Missionaries of the Sacred Heart.
- 99% responded positively to “The College encourages professional knowledge through access to study support and professional learning opportunities”.
- 87% of staff are satisfied with the workspaces provided by the College to complete their role.
- 94% responded positively that “The Leadership Team demonstrates high expectations of themselves and each other”.



# 2023 Annual Report

## 10. Academic Performance

216 students received an ACT Senior Secondary Certificate, and 163 students (75.5%) received an ATAR (Australian Tertiary Admission Rank).

### ATAR Results Summary

Highest ATAR: 99.75

ATAR	Number of Students	%	
95 +	10	6.1	
90 +	29	17.8	
80 +	67	41.2	ANU Entry
65 +	118	72.4	UC Entry

The highest ATAR achieved by a Daramalan College student was 99.75. As shown above, ten students achieved an ATAR above 95.

### University Entry

Of those seeking university entry, 118 (72.4%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 67 students (41.2%) 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 2023.

- 25 students participated in an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 40 Vocational Certificates were awarded to Year 12 students.
- 53 Vocational Certificates were awarded to students in Years 10 and 11.

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	10
Business & Clerical	59
Engineering & Mining/Resources	2
Tourism & Hospitality	22

# 2023 Annual Report

## Post School Destination

Data for offers made in 2023 is only available from the University Admissions Centre for ACT and NSW (UAC), the Australian Catholic University and the University of Wollongong. No data is available for direct applications and offers made directly from individual institutions.

The following table shows the number of offers that universities made to Daramalan students for 2023.

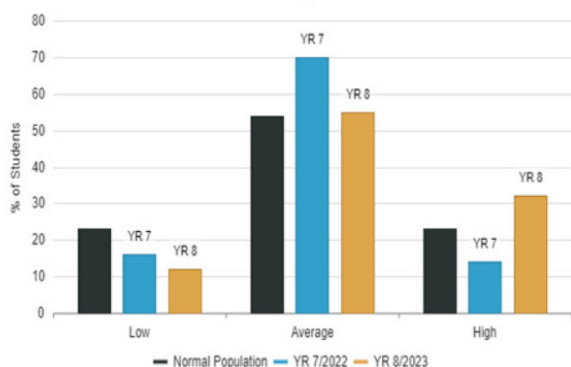
ACT/NSW Institution	Number of offers
Australian Catholic University	13
Australian National University (UAC)	3
Charles Sturt University	2
Griffith University	3
ICMS	1
Macquarie University	2
University of Canberra	117
University of Newcastle	4
University of Sydney	4
University of Technology Sydney	3
University of Wollongong	32
UNSW	14
Western Sydney University	2

## Allwell Results 2023

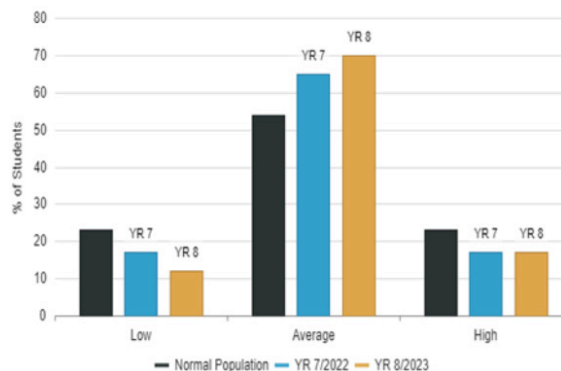
Once again in 2023, Daramalan delivered Allwell Testing to its Year 8 cohort, enabling the College to determine our student's progress, in literacy and numeracy and general reasoning. This has proven to be valuable data as it shows the growth our students have achieved. Each of the charts below identifies how our students have progressed in literacy and numeracy and general reasoning. As Covid-19 had an impact on the delivery of Allwell to Year 6 students in 2021, testing occurred in 2022 when students were in Year 7. The graphs below show growth from Year 7 to the end of Year 8.

# 2023 Annual Report

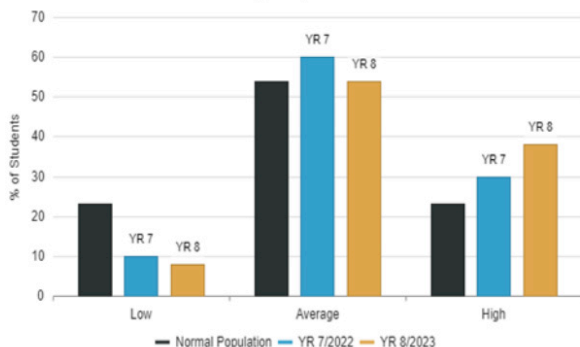
General Reasoning Performance



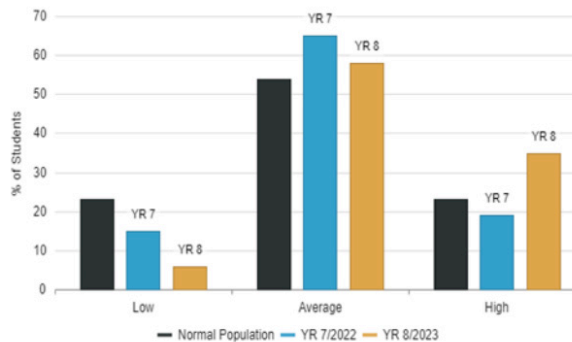
Maths Performance



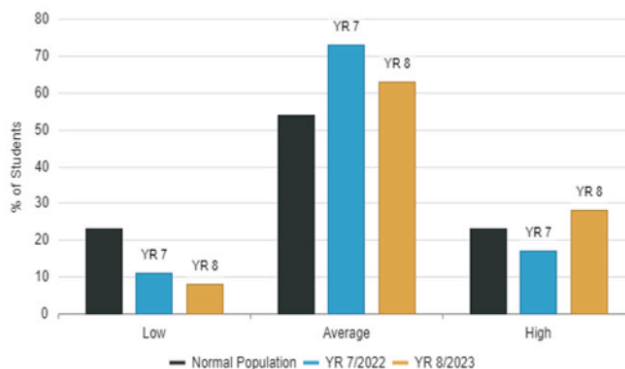
Reading Comprehension



Spelling



Writing Expression



# 2023 Annual Report

## NAPLAN Results 2023

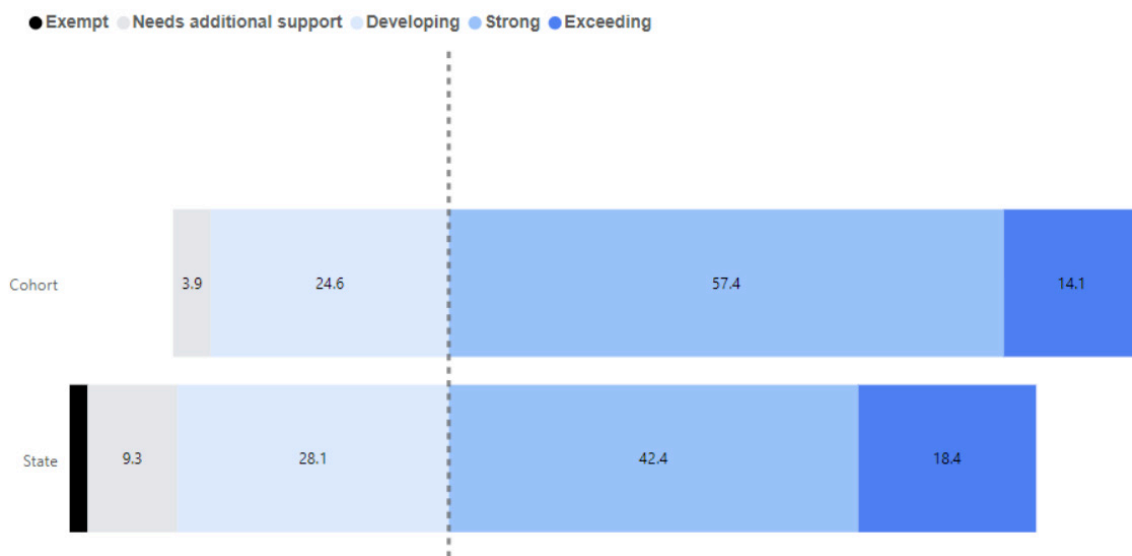
In 2023 NAPLAN results have been restructured and reported using four proficiency levels. These proficiency levels replace the previous numerical bands and national minimum standards. Due to this change occurring, the NAPLAN measurement scales and time series have also been reset, meaning that results from 2023 on cannot be directly compared with results from prior years. The graphs below show percentage of students in Year 9 in the four proficiency strands across the five domains.

### Reading

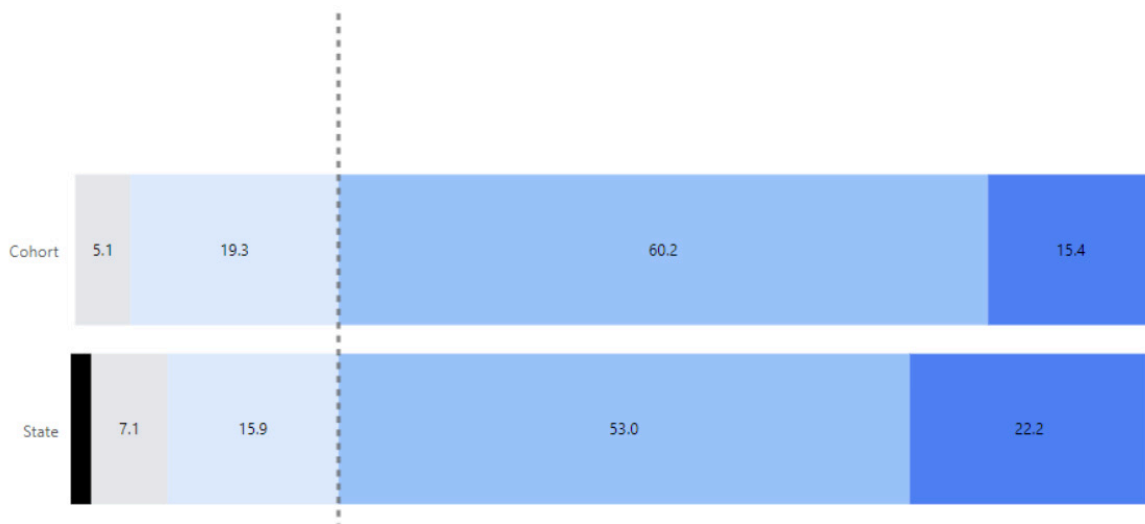


# 2023 Annual Report

## Writing

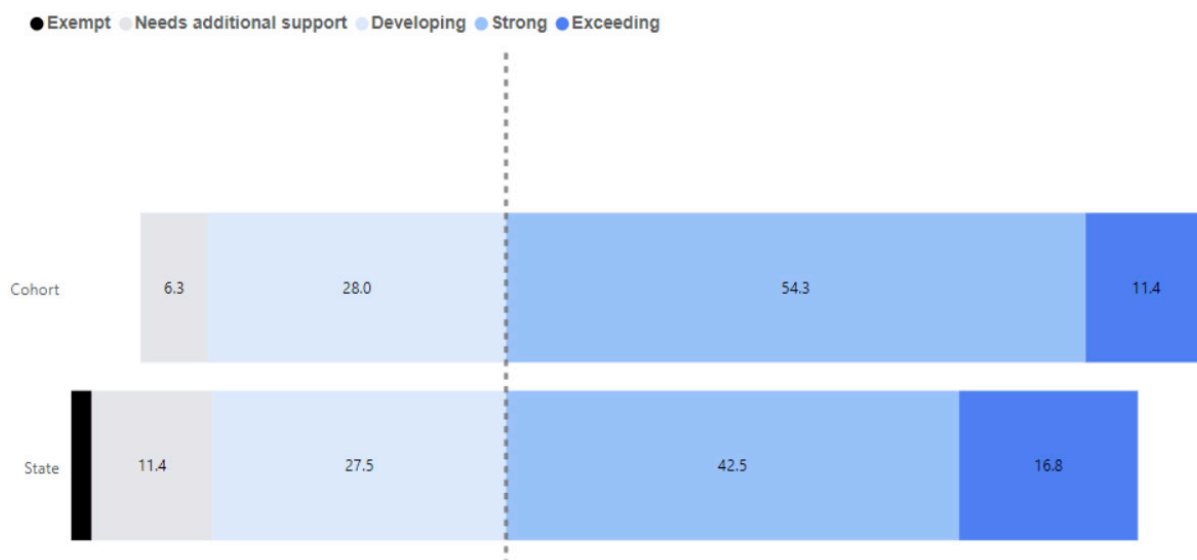


## Spelling

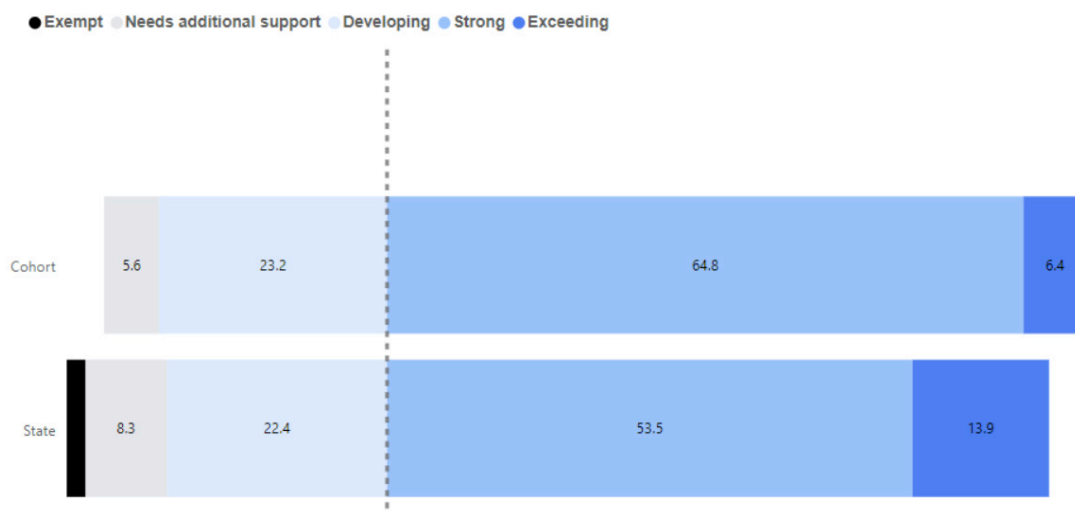


# 2023 Annual Report

## Grammar and Punctuation



## Numeracy



# 2023 Annual Report

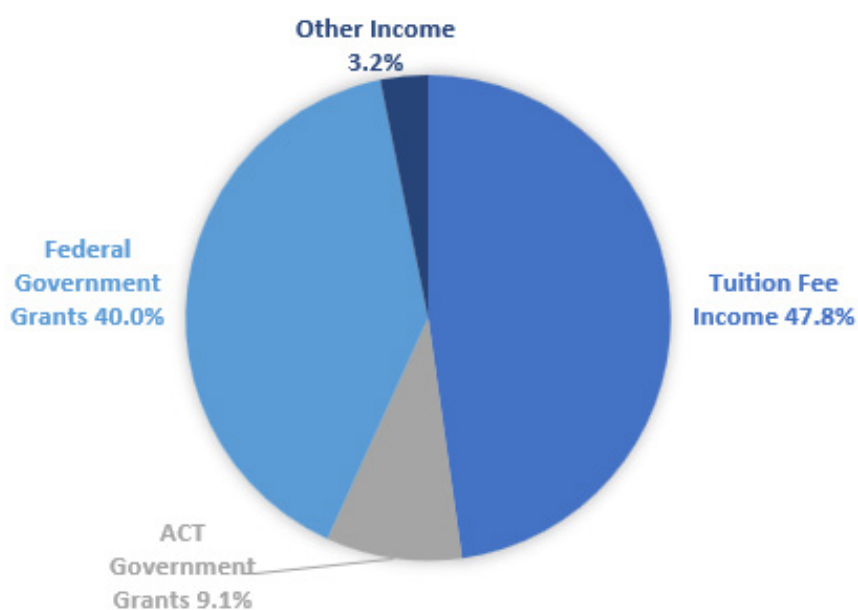
## ■ 11. Initiatives

- The Curriculum and Teaching and Learning portfolio developed a planning and delivery strategy to ensure that the College could successfully implement v9.0 of the Australian Curriculum from the beginning of 2024. This process involved the development of new course documentation, programs of learning and assessment instruments to ensure that opportunities for rich learning under the Australian Curriculum are seized.
- Alongside curriculum planning and delivery, the College has undertaken a review of curricula and co-curricular programs to ensure that Aboriginal and Torres Strait Islander histories and cultures are included in curriculum planning, development and evaluation across all year levels and learning areas. This review will continue into 2024 as the College progresses its Reconciliation Action Plan (RAP).
- In alignment with current research into the importance of learning routines, the College has placed a focus on developing classroom routines to support all students in the learning environment. This initiative will continue to be promoted in 2024 to ensure that all students continue to have a safe and supportive learning environment.
- The College introduced a new portfolio within the Student Leadership team, Community and Connection Captain. This position was created following the Covid-19 lockdown periods as a way of connecting our students, staff and families to the broader MSC and Canberra community. The focus within this portfolio was also targeted at creating connections within our student cohort.
- During 2023, the College also formalised and increased its investment in the College Alumni through the employment of an Alumni Officer whose main role and focus is to connect with former students of the College. This has seen an increase in the number of former students who interact and engage with the College mainly through social media and the dedicated Alumni website.
- Throughout 2023, the College underwent its second Missionaries of the Sacred Heart (MSC) Ethos and Identity review. This process highlighted and reaffirmed the ethos of the College and how this is evident on a daily basis within the community.
- The Pastoral team implemented a regular student wellbeing survey. This survey provided pastoral staff with data that enables them to respond quickly to students in need of support and to monitor student wellbeing trends across the College.
- Over the course of 2023, the College employed a project officer to coordinate the transition of our counsellors from external contractors to internally employed staff members. This shift in approach aimed to enhance the continuity and integration of counselling services within the College community, ensuring a more cohesive and tailored support system for students ready for the 2024 school year.
- The College Board of Directors undertook a Strategic Planning Day in October to consider the College Strategic Plan and Directions at the mid-point of the plan. Prior to the day, all staff were surveyed in relation to key aspects including the relevance of the Vision and Mission Statements and Strategic Pillars. This data was considered on the day along with the input from Directors, the Executive team and other key members of staff who participated in the day. The outcome of the day reaffirmed the Vision and Mission Statements in the current format. The Strategic Pillars will be refined and updated following this process in 2024 and will be incorporated into the next iteration of the College's School Improvement Plan.

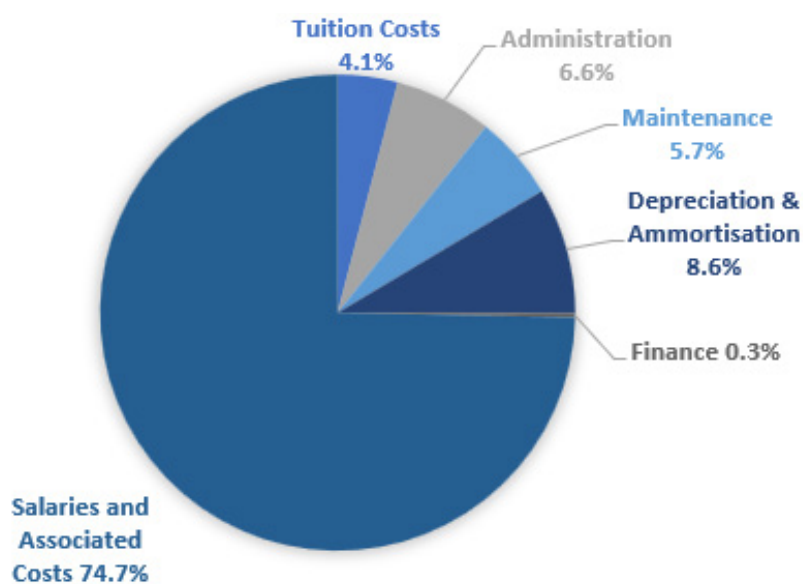
# 2023 Annual Report

## 12. Finances

### Income - School Year 2023



### Expenditure - School Year 2023



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