



DARAMALAN COLLEGE

# ANNUAL SCHOOL REPORT

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## 2024

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# 2024 Annual Report

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# 2024 Annual Report

## ■ 1. Introduction

### Principal's Message

Welcome to the 2024 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 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 1488 at the August 2024 Census. In April, the College held both its Open Evening and Try Daramalan Days. These events attracted very large numbers of prospective families and students who visited the College, experienced our facilities and were welcomed by our students and staff. This resulted in a significant number of applications not only for Year 7, 2025 but also for enrolment in other year groups, in particular, Year 11. The retention of our Year 10 cohort into their senior secondary studies also remains strong.

### Major Events

Throughout 2024 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 when school returned 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. Rich classroom learning experiences were complemented by local and interstate excursions and fieldtrips, guest speakers and incursion opportunities.

The year began with our Opening Mass and the Commissioning of our 2024 Student Leaders, where we also welcomed our new College Chaplain, Fr Tru Nguyen MSC. We then welcomed our families celebrating our Family Mass celebrated by Fr Tru and facilitated by our College Leaders. In March we joined with the wider MSC, Chevalier and OLSH families to conclude the Year of Chevalier, marking the 200th anniversary of the founder of the Missionaries of the Sacred Heart, Fr Jules Chevalier's birth. There were world-wide celebrations to mark the occasion, with Daramalan joining these celebrations with specially prepared birthday cakes for each of our Houses. Sacred Heart Day in June was a joyful day of celebration and community which we were able to share with members of the 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. It was on this day that we were joined by the MSC Provincial Superior, Fr Stephen Hackett MSC, who officially opened and blessed the Issoudun Performing Arts Centre following five years of planning and construction works.

Key community activities, namely the House Swimming, Athletics and Cross Country Carnivals were all able to proceed in their traditional formats in 2024. The enthusiasm and participation on these days by both students and staff alike reflected their importance in the creation of community belonging. The Charity Walk

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in September was also a success raising awareness and much needed fundraising support for the St Vincent de Paul's Young Nick's Program and MacKillop House. Speakers from each of the organisations spoke at our whole school assembly in Term 4 about how the money raised from this event would progress their work assisting students to gain a greater understanding of what their fundraising efforts on the day could achieve. Both the Year 7 and Year 9 camps moved to being held in the same week in Term 1 with the focus of community, resilience and team building being at the heart of each of these activities. 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 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 the 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 MSC Missions clean water projects, Caritas Australia 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. As part of the Staff Professional Learning week in July, staff undertook an 'act of compassion' aligned with our College theme of Compassion in the community and then heard from Fr Peter Day about his work at Home in Queanbeyan and the Alexander Maconochie Correctional Centre.

Early in Term 1 the College hosted the reciprocal visits from our sister schools in France, Germany and Japan following the recommencement of international tours in 2023. The renewed connections continued with the hospitality shown by the families of our Language students to their hosts from the previous year. The College Senior Netball squads travelled to Fiji in April where they played a number of games against local teams and visited schools and villages in Suva, the Coral Coast and Lautoka. The Chevalier Institute formation pilgrimage to Issoudun, France was held in September this year rather than July due to the Paris Olympics. Four of the College Middle Leadership team attended this powerful formation program and later shared with the community their journey walking in the footsteps of Jules Chevalier during the Chevalier Day Liturgy.

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 2024. 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 biennial DaraDozen wine fundraising event was also a success, supporting not only the Scholarship Fund but also local wine makers, the majority of whom have a connection to the College.

At the end of 2024, the College Board acknowledged and recognised the service of Adrienne Day both as a Director and as Board Chair. Adrienne's tenure on the Board concluded at the end of 2024 after 8 years. During this time Adrienne served as a member of the Community Engagement; Finance, Audit and Risk Management; and Governance Committees, as well as being Deputy Chair (2017-2021) and Chair since 2021. Adrienne's connection and commitment to the College, however, extends beyond her time on the Board, as a former student and parent of the College. We thank Adrienne for her willingness to share her expertise and her unwavering commitment to Daramalan and the Missionaries of the Sacred Heart.

## Staff

While most of the teaching and support staff remained relatively stable during the year, there were changes within the College Executive team while Cheryl Hamill, Assistant Principal Mission, was on renewal leave walking the Camino in Term 2. Amy Thomas joined the Executive team to replace Cheryl, while Tina Watson and Helen Close moved in to the Religious Education Coordinator and Assistant Coordinator positions during that time.

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Fr Tru Nguyen MSC, joined the College in the chaplaincy role for one day per week, providing support to the Assistant Principal Mission, as well as being available to staff and students who wish to see him. The College continued to employ Bart Bunk as Youth Minister, attending one day per week as part of his role with a focus on developing the Youth Ministry program as part of the Religious Education curriculum. Bart concluded his time in the role at the end of 2024.

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 2024 to take up other opportunities. We farewelled Susan Buchanan who joined our community in 1997 as a teacher of English and History. During her career at Daramalan, Susan made an enormous contribution not only as a classroom teacher but also as a pastoral leader for Phillip and Farrer Houses before moving into the Inclusive Education Team. Susan's expertise in the area of inclusive education was widely sought and highly valued. Also departing from the College at the end of 2024 was Davina Harris after 20 years of service at Daramalan. Davina was the College's first female Coordinator of the PE and Health department and had previously held the role of Assistant Sports Coordinator, been an Early Career Teacher mentor, as well as an outstanding teacher in her field. Davina's contribution to the College also extended beyond the classroom to her support of co-curricular activities and the pastoral care of students and staff.

Our thanks as a community were also extended to Maree Marceau for all that she contributed to the College as a teacher librarian and HASS teacher for 17 years. Also departing from the College to move interstate at the end of 2024 were Mathew Dixon and Bronwyn Milgate. We thank Mathew and Bronwyn for their contributions to the Daramalan community in their respective roles of Cuthbert House Coordinator and Information Centre Coordinator. A number of Support Staff also made the decision to retire at the end of 2024. 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 Monica Conroy (Printroom Assistant) and Kathy Pollard (High School Office).

## Student Leadership

Our student leaders continued to play a significant role within the College during 2024.

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. 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 Sustainable Market Day initiative was an outstanding success and highlighted collaboration that existed across each of the Portfolio areas. 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.

## Parent Participation

Throughout 2024 we were able to welcome current, past, and prospective families to the College for a range of events and activities. We were joined by our Year 7 parents in February over two evenings in McMahon Quad for our Year 7 Welcome Functions. It was wonderful for parents to be able to attend the College and

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meet other parents whose children share the same House. In June we were able to welcome grandparents and grandfriends of our Year 7 students to celebrate Grandparents Day. On this day 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.

Attendance at the Parents and Friends Association meetings increased from previous years with a group of very committed parents participating and representing parents 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 initiated a 'Grants' scheme where the College Leaders could apply for a grant to fulfill a specific project within their portfolio area. Grants were provided for social justice initiatives, student engagement in curricular activities such as debating, and training for students to enable them to operate the sound and lighting in their new theatre. The Association also purchased a 32 seat bus for the College at the end of 2023 which was able to be used from the beginning of 2024. The bus has already become a much valued and accessed asset being used on a daily basis by staff for their classes.

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. In 2024, the College also implemented an App for families to access key information, feedback, newsletters and explain absences.

The end of year Awards and Graduation ceremonies once again attracted a large number of families who joined us onsite at the College for these events and celebrations.

## Building Work

Construction of the Issoudun Performing Arts Centre was completed in June 2024 following extensive delays due to Covid-19 and inclement weather in the previous few years. Staff and students were able to access the building for classes and performances from Semester Two. The first production was held in the Joe Woodward Theatre at the beginning of Term Four. Joss Construction were 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. I would also like to acknowledge the due diligence and expertise of the College Board, namely Board Chair, Adrienne Day, and members of the Finance, Audit and Risk Management Committee, and the Building, Facilities, Resources and IT Committee, in seeing this project to fruition.

## Student Achievements

The College co-curricular programs continued and expanded in earnest on 2024. The Daramalan Theatre Company celebrated 25 years through the staging of two distinct productions. The first was a Festival of Performance which showcased the talents of our students in a range of short performances, the final performances in McCowage Hall. The second production, The Heart, incorporated and reflected upon the 25 years of the Theatre Company with an original screenplay and storyline and linked to the name of the

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new building, Issoudun. 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 including the National Award in Art and Cultural History category for their performance 'Belonging to Broadway'. The depth of talent within the Performing Arts was also evident within the College's award-winning bands, ensembles, and choir. Whilst 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.

Our Year 12 students once again achieved a high level of success in their academic and vocational achievements in 2024. 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 some other students undertook school-based apprenticeships (ASBAs) 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, with a number of senior students volunteering as facilitators of the St Vincent de Paul Joe's program for young carers during the holidays.

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 2024 the College celebrated the Year of Compassion, 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. Whilst for many, the pandemic years seem a distant memory, there continued to be many learnings from those pandemic years and the adjustments that stemmed from them. Looking to the future, the College continually seeks to consider and discern how we can best 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 2024 were:

- **Ms Adrienne Day**, Chair
- **Mr Michael Munro-Mobbs**, Deputy Chair
- **Ms Rachel Davies**, Principal
- **Ms Carolyn Beake** (from March 2024)
- **Ms Petrina Cole** (from March 2024)
- **Ms Deborah Hicks**
- **Mr Kamal Jogia**
- **Mr Chris McDermott**, Director of MSC Education (from March 2024)
- **Mr Mark McGinnity**, Director MSC Education (until March 2024)
- **Mr Kai Ryan**
- **Mr Nathan Spillane**
- **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.

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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.

## ■ 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.**

## ■ 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. 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

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Non-Government Schools - Education (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.

## Daramalan College Registration Standards Compliance Statement

At Daramalan College, we are committed to providing a safe, inclusive, and effective learning environment for our students, in alignment with the ACT Registration Standards for Non-government Schools. Our vision is to foster a community that inspires learning, nurtures potential, and is strong in faith.

**Governance and Financial Viability:** Our governance structure ensures effective oversight and compliance with legal and regulatory requirements. The Executive staff hold accountability for maintaining compliance at all levels of management within the operational aspects of the College, including fiduciary and compliance reporting and future planning. We abide by the regulatory requirements of the Australian Charities and Not-for-profits Commission (ACNC) and the Australian Securities and Investments Commission (ASIC). Comprehensive policies and procedures are maintained, and our financial records are audited annually to ensure transparency and accountability.

**Educational Programs:** Daramalan College is student-centered in its learning approach. Our educational programs are regularly assessed to ensure alignment with the Australian Curriculum and the ACT BSSS, focusing on cross-curriculum priorities and an extensive elective offering. We offer a wide range of co-curricular activities, enrichment programs, excursions, tours, and incorporate Indigenous perspectives into our classrooms. Leadership opportunities for students are also a key component of our educational offerings, fostering holistic development.

**Safety and Welfare:** The safety and well-being of our students are our highest priority. We have extensive safeguarding practices and dedicated safeguarding officers, informed by the National Principles for Child Safe Organisations. Regular training for staff ensures they can identify and respond to child protection concerns effectively. Our behaviour management policies ensure a safe and healthy learning environment, and we have multiple avenues for reporting and addressing safety matters so we can proactively support our students.

**Compliance with Laws:** Daramalan College is dedicated to complying with all relevant Territory and Commonwealth laws, including those set by ASIC and ACNC. This includes ensuring that all teaching staff have the necessary safeguarding screening, referee checks, clearances and licenses, such as current registration with ACT TQI and a Working with Vulnerable People card (WWVP). Our commitment to excellence extends to our physical infrastructure, with buildings and facilities designed for sustainability, long lifecycle, and minimal maintenance, ensuring they meet the highest educational requirements.

**Continuous Improvement:** We foster a culture of transparency, accountability, and continuous improvement. Our cyclical Strategic Directions and School Improvement Plans are informed by feedback from the school community, which is welcomed and addressed annually through surveys of parents, students, and staff. Our critical policies, such as emergency management plans, evacuation procedures, WHS, and lockdown procedures, undergo thorough annual reviews to ensure their ongoing effectiveness and relevance.

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Additionally, we implement practices to ensure all our students know what to do in these situations.

In conclusion, Daramalan College is dedicated to preparing our students to be competent and confident citizens, ready for life beyond school. This approach is underpinned by the ethos of the Missionaries of the Sacred Heart and our regulatory requirements. Our commitment to educational excellence, safety, and continuous improvement ensures that every student flourishes in a supportive and enriching environment.

## 6. Staff Profile

### Number of teaching staff:

Daramalan had 119 teaching staff (113.4 full-time equivalent) in 2024.

### Number of support staff:

53 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 2024 = 1895 Total Teaching Staff = 113.4

Absentee % = [Total Absences for Year / (Number of 1.0 FTE Teaching Staff x Teacher Days)] x 100 =  
[1895 / (113.4 x 190)] x 100 = 8.7%

Therefore, the attendance rate of teaching staff = 91.3%

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 = 119

Number of staff who finished employment, including retirement, in 2024 = 14

Staff retention rate = 88%

### Staff Qualifications

The 2024 staff qualifications were:

141 Bachelor Degrees or the equivalent,

33 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.

### 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.

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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. Changes to the learning management system (Daranet) were 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's objectives outlined in the opening address by the College Principal and Executive.

During the Professional Learning Week in 2024, staff participated in diverse sessions aimed at professional and personal growth. The "Learning from One Another" sessions focused on AI in schools, mandatory reporting, cyber safety, empowering learners, and how to work productively with parents, and carers. Wellness was also a priority, with sessions on stretching and meditation, 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 presented staff with an opportunity to give back by performing acts of compassion. The week concluded with a Eucharist celebration 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 sessions accredited with ACT Quality Teacher Institute, including: Myall Creek: The history and learnings, The Science of Learning. Professional Learning presentations were also delivered 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.

## 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 throughout the year:

- The Heart of Our Spirit (1 Day Induction)
- Teaching with Heart (1 Day Course)
- Nurturing the Heart (1 Day Course)
- Feed My Sheep (1 Day Course)
- Journey to Heart (5 Day Course)
- Heart Centered Leadership (5 Day Course)

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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
- Artificial Intelligence in the ACT Secondary System
- BSSS Course Writing
- BSSS Quality Assessment
- Bell Shakespeare National teachers' Conference
- Crystalline Silica Exposure Prevention
- Education Horizons
- Making SPACE for learning
- Synergetic crystal reports
- Climate Essentials for ACT Educators
- Inclusive Education
- Essential skills in managing investigations in ACT
- Women in Education
- RTO VET meetings
- TECHNOW Safety Workshop
- Right to Disconnect laws
- NGA Teacher Engagement
- Rubric Writing Workshop
- National VET Conference
- Leadership workshop
- ACTATE: tools, texts and strategies
- Coaching and Mentoring
- Thrive Your Way
- National Symposium on Japanese Language Education
- English Teachers Conference
- MR Licence
- VEX Robotics
- Maclit Workshop
- ACARA
- Responsible Service of Alcohol
- Jigsaw Careers
- Evidence into Action
- Supporting Staff Wellbeing
- Reflect, Respect and Respond
- Understanding ASD
- Acknowledgement of Country
- AIS Subcommittee meetings
- International Catholic education conference
- Law and Regulatory conference
- CSIRO Stem
- Access Micropay
- Safeguarding
- BeYou Post Suicide Planning
- Next Level Science Teaching
- Cert III Upskilling
- Wesley Music Foundation
- Indigenous poems
- Research Ed
- Trauma-Informed Practice
- Accidental Counsellor
- BSSS Introduction to Senior Secondary Teaching
- Conflict to Collaboration
- ACT Independent Schools Inclusive Education Workshops
- Career Advisors Association Conference
- Early Career Teaching with Powerful Partnerships
- First Aid Refresher Course
- CPR Training
- Light Rigid and Medium Rigid License Training
- Diabetes in Schools
- Leadership with Powerful Partnerships
- Practical ways to use ChatGPT in Education
- Self-Regulated Learning
- BSSS annotations
- DATTA Workshop Safety
- First Nations Education teacher meeting
- Psychosocial Hazards
- ASQA Variation Panel
- General Capabilities in Science
- BSSS Sharing a Program of Learning
- BSSS Designing a Program of Learning

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- Japan Foundation Workshop
- Youth Mental Health First Aid
- Senior First Aid
- Specialist Behaviour Support
- Applied suicide prevention skills training
- BSSS AI Working Party Meetings
- Drama Australia Conference
- Company Secretary AICD
- The Resilience Project
- Cracking the Hard Class
- Pre-Learners License Course Training

## 7. Student Profile

### Student Attendance 2024

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	87.03	86.27	88.09
Year 8	87.07	87.88	85.79
Year 9	83.45	86.52	82.00
Year 10	84.83	85.52	84.56
Average for Yrs 7-10 2024	85.90	86.55	85.11
Year 11	87.06	87.50	86.55
Year 12	86.37	86.90	85.84
Average for Yrs 11-12 2024	86.72	87.20	86.19

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 on parental notes to ensure absences are explained.

Any concerns about poor attendance patterns are referred by the Pastoral Leaders to the 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 February 2024

The table below describes the destinations for any students who departed Daramalan College during or at the end of 2024. 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 departed during or at the end of 2024 (excluding year 12 graduates) was 5.98%.

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Year	Destination			
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship	Homeschool Dis Ed Exempt
7	5	6	0	0
8	5	7	0	0
9	11	2	0	1
10	31	8	2	0
Transition to College	225 continued to Year 11 2025			
	5	1	1	0
11	9	0	1	0
12	1	0	2	0
Total	62	23	4	1

## 9. Student, Parent and Staff Annual Surveys

During Term 3, 2024, 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

1126 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 and careers activities to be the most valuable opportunities at Daramalan outside of class time.
- 90% of students have at least one really good friend they can talk to.
- 95% of students responded positively to “learning is important to me”.
- 95% 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.
- 97% of students say their teachers set expectations in class.
- 93% feel an additional outer winter garment is required.
- 95% of students are satisfied with the spaces provided to complete school work.
- 90% of students feel they have a clear understanding of how to behave in class.

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## Parent Responses

All parents were sent a link to an online survey during Term 3. 140 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.

- 97% of respondents feel they have an understanding of the Catholic traditions and values that underpin Daramalan College.
- Parents view camps and careers activities are the most valuable opportunities at Daramalan outside of class time.
- 99% of respondents believe the range of learning areas offered is excellent.
- 97% of respondents believe teachers are enthusiastic about their teaching.
- 95% responded positively to “My children are safe and happy at school”.
- 92% responded positively to “Teachers know and care about my child/children”.
- 97% responded positively to “The Executive team is effective in managing the College”.
- 98% responded positively to “The Leadership team demonstrates high expectations of themselves and each other.
- 95% of parents use Daranet to access student feedback and to track educational progress.
- 97% responded positively to “The school buildings and grounds are attractive and well-maintained”.
- 95% responded positively to “Staff at Daramalan work in the best interests of their students”.

## Staff Responses

All staff were asked to complete the staff survey, with 157 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:

- 22% of staff at Daramalan have been with the College for less than 2 years.
- 47% of staff at Daramalan have been with the College more than 6 years.
- 100% responded positively to the statement “all students are included in my classroom”.
- 100% responded positively to the statement “my classroom management is fundamentally positive”.
- 94% of staff feel they are continually developing better methods to help students learn.
- 92% of staff identify that they can confidently talk about the Missionaries of the Sacred Heart.
- 96% of staff identify that they can confidently integrate MSC values into their teaching.
- 93% responded positively to “I am feeling increasingly effective in my role”.
- 99% of staff highly value camps, career activities, co-curricular activities and liturgies.
- 87% of staff are satisfied with the workspaces provided by the College to complete their role.
- 96% responded positively that “The Executive demonstrates high expectations of themselves and each other”.

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## 10. Academic Performance

221 students, students received an ACT Senior Secondary Certificate, and 174 students (78.7%) received an ATAR (Australian Tertiary Admission Rank).

### ATAR Results Summary

**Highest ATAR: 99.90**

ATAR	Number of Students	%
95 +	20	11.5
90 +	43	24.7
80 +	91	52.3
65 +	146	83.9

The highest ATAR achieved by a Daramalan College student was 99.90. As shown above, 20 students achieved an ATAR above 95.

### University Entry

Of those seeking university entry, 146 (83.9%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 91 students (52.3%) 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 2024.

- 20 students participated in an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 35 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	1
Building & Construction	2
Business & Clerical	40
Engineering & Mining/Resources	3
Tourism & Hospitality	17

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## Post School Destination

Data for offers made in 2024 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.

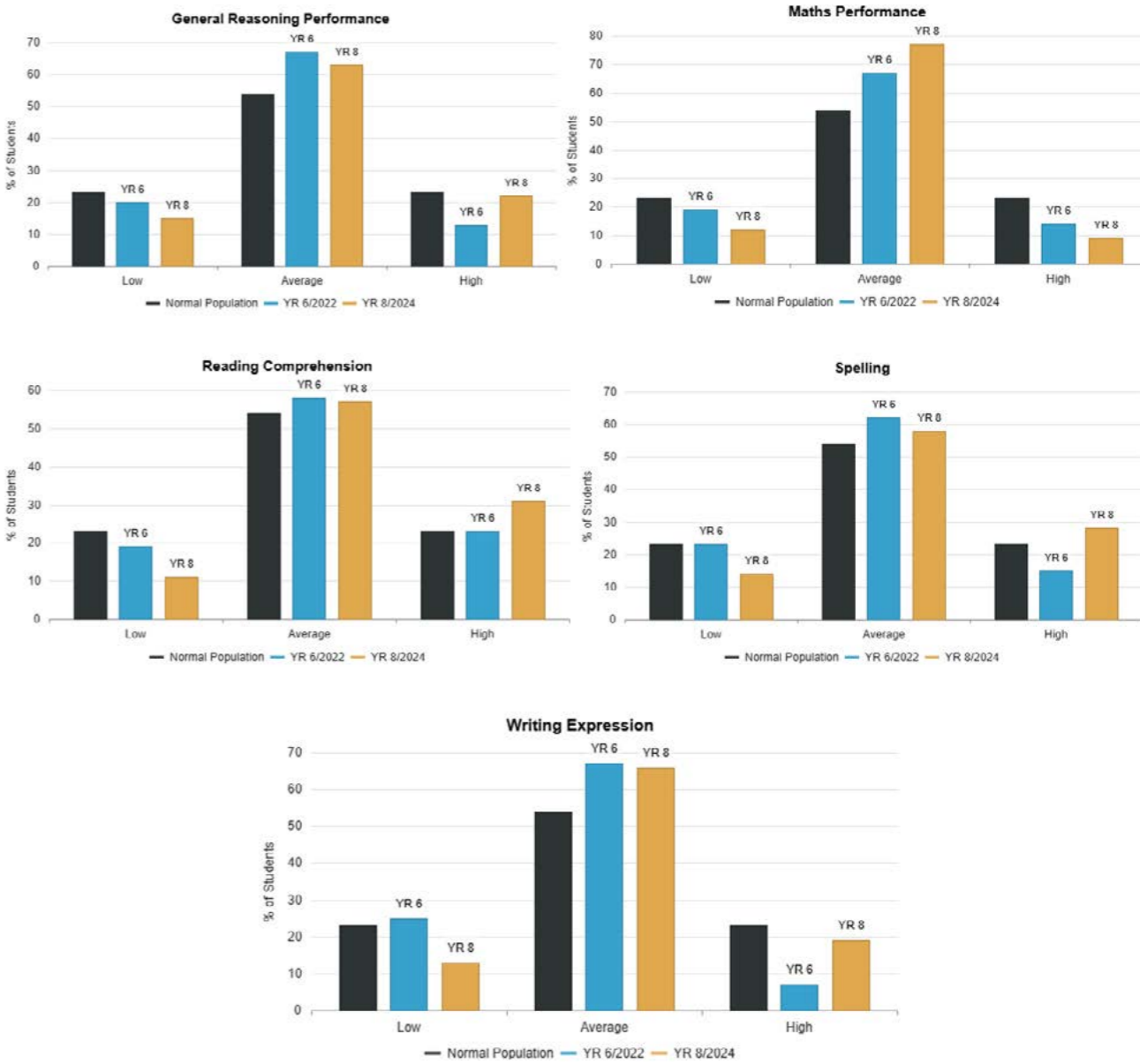
The following table shows the number of offers that universities made to Daramalan students for 2024.

ACT/NSW Institution	Number of offers
Australian Catholic University	13
Australian National University (UAC)	6
Charles Sturt University	3
Griffith University	2
ICMS	1
Macquarie University	4
University of Canberra	102
University of New England	3
University of Newcastle	2
University of Notre Dame	1
University of Sydney	8
University of Technology Sydney	1
University of Wollongong	17
UNSW	10

## Allwell Results 2024

In 2024, 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. The graphs below show growth from Year 6 to the end of Year 8.

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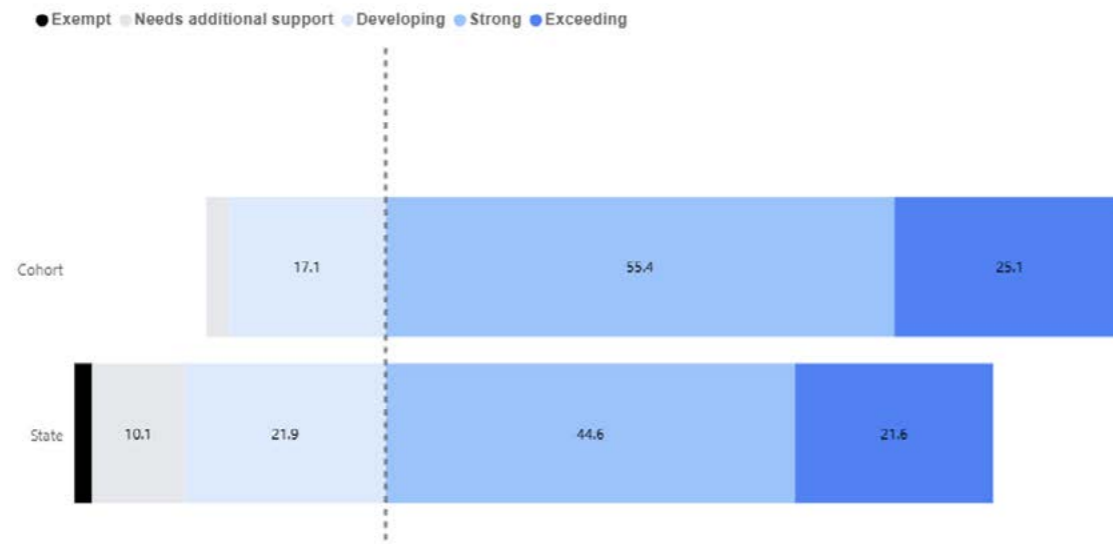


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## NAPLAN Results 2024

As of 2023, NAPLAN results were 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 do not highlight trends over an extended period. The graphs below show the percentage of students in Year 9 in the four proficiency strands across the five domains.

### Reading

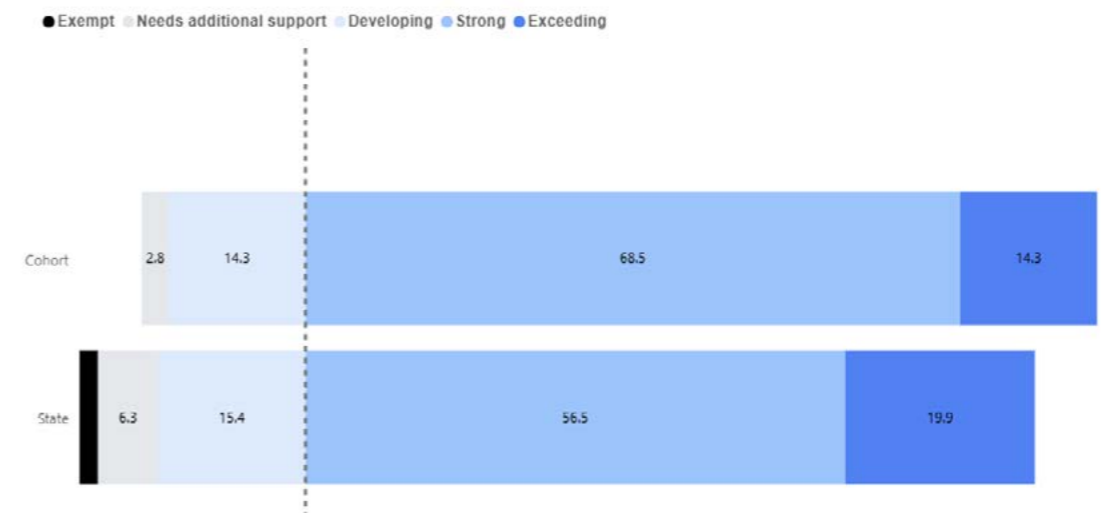


# 2024 Annual Report

### Writing

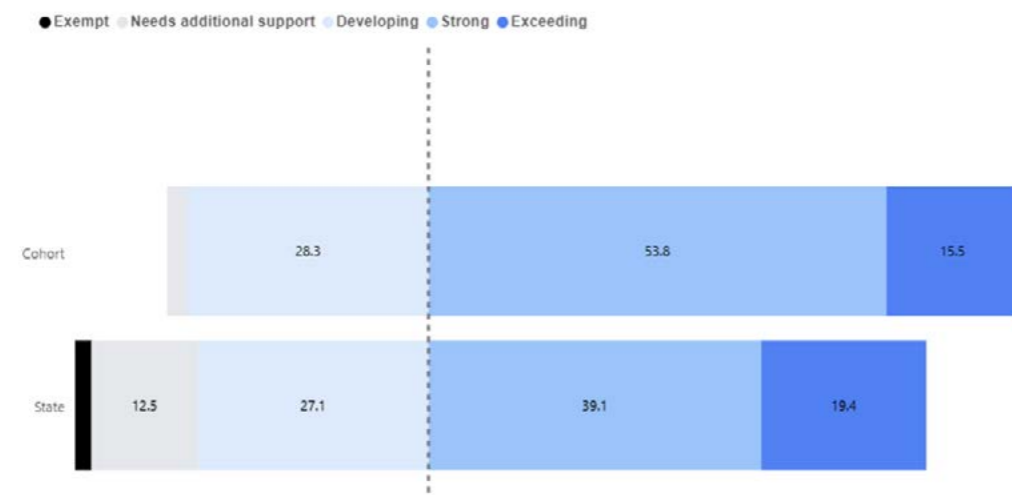


### Spelling

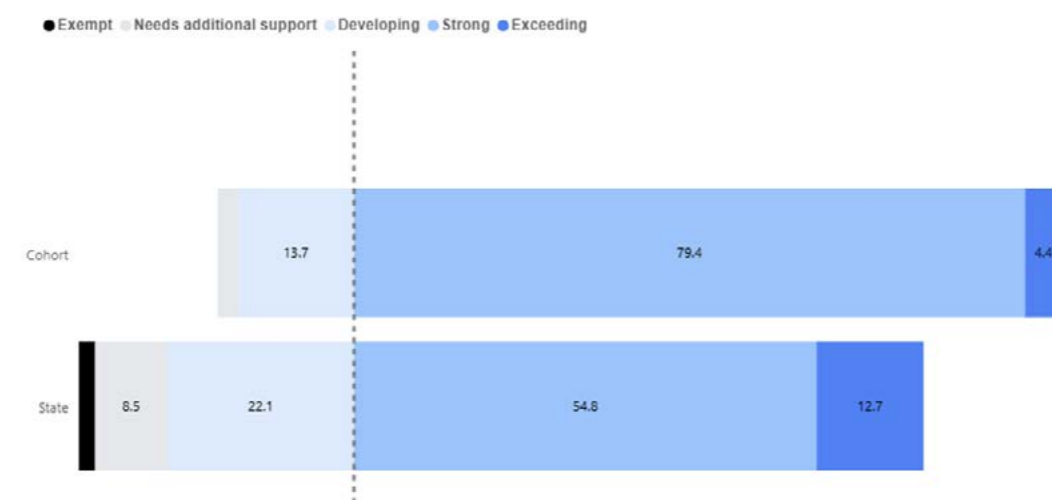


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## Grammar and Punctuation



## Numeracy



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## 11. Initiatives

- The Daramalan College Learning Principles were developed over the course of 2024. The three Learning Principles: Positive Learning Environment, Effective Instruction and Responsive Teaching will support the College’s Teaching and Learning over the following years in alignment with the Strategic Plan 2025 to 2028. The Principles will be accompanied by professional learning, resources and support to guide teachers in supporting their students in the classroom.
- The MacqLit Reading program was introduced to support students in Years 7 and 8 with their reading. This explicit and systematic reading program is designed for small group intervention, allowing students to improve their reading in a short period of time and, in turn, supporting their learning in the classroom.
- The Resilience Project was implemented into the Pastoral Care program for students in Years 9 and 10 to proactively support students’ mental health and emotional wellbeing by equipping them with practical strategies to build resilience. With rising concerns about anxiety, stress, and depression among young people, schools were identified as an ideal environment to teach core principles of gratitude, empathy, and mindfulness—the pillars of the program. By integrating these practices into everyday learning, the program aims to foster a positive school culture, enhance students’ emotional literacy, and empower them with lifelong tools to cope with challenges both inside and outside the classroom.
- A Daramalan App was designed to enhance communication, engagement and convenience for families. The App includes instant notifications, an event calendar, assignment tracking and feedback and the ability for parents to explain absences. Daranews is published via the App in the newsletter module.
- The College’s Reconciliation Action Plan (RAP) was completed and formally endorsed, marking a significant step in our commitment to fostering a culturally inclusive environment. The RAP outlines practical actions to build respectful relationships and create meaningful opportunities with Aboriginal and Torres Strait Islander peoples and the creation of a First Nations Education Committee (FNEC) has been established to embed the work of the RAP in the College.
- The School Improvement Plan (SIP) for 2025 to 2028 was developed to align with the College’s strategic vision. It sets out clear priorities and measurable goals across key areas, including student learning, wellbeing, staff development, spirituality and community engagement, ensuring continuous growth and excellence. The plan was created using an Appreciative Inquiry approach.
- A restructuring of the Executive Team was undertaken following several appraisals and has been designed to better align leadership roles with the College’s strategic priorities. This change reflected the need for increased resourcing in our Pastoral Care structures and resulted in the addition of two Directors of Pastoral Care, to add depth to the reporting lines, strengthen leadership capacity and allow for more strategic work from our Assistant Principal of Pastoral Care. This review also resulted in the inclusion of an Assistant Principal of Operations, who now oversees most daily operations of the College to enable the Deputy Principal to focus more on culture and school improvement. The change in structures will be implemented in 2025.
- 2024 had a significant realignment of physical spaces based on feedback from staff, including staffrooms and offices, to better support collaboration and the daily operations of teaching and support teams. This initiative has improved workflow and stewardship of spaces across the College.
- The completion of the Issoudun building allowed the College to refit the top level of the Sharpe buildings, resulting in modernised learning environments that support contemporary teaching practices

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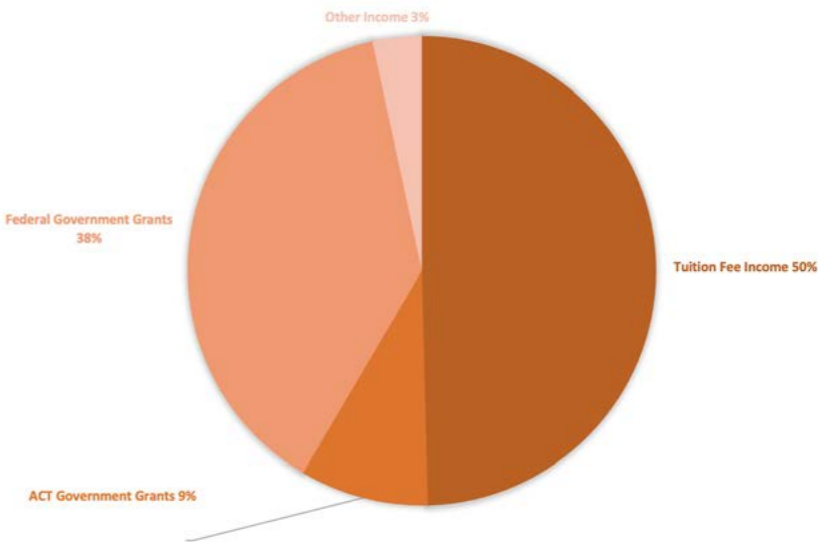
for our Business and Government and English departments. These upgrades include flexible learning spaces for Technology and Design, improved ambient temperature comfort and enhanced facilities for both students and staff.

- A comprehensive review of the co-curricular program was conducted to ensure it continues to meet the diverse interests and needs of students. The restructure has led to a more balanced allocation of resources to our sports, with clearer responsibilities for our convenors to support student participation and growth.

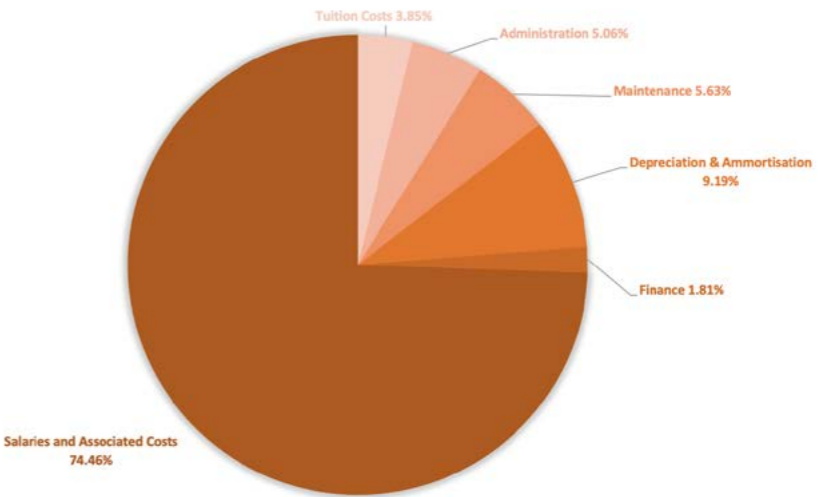
# 2024 Annual Report

## 12. Finances

### Income - School Year 2024



### Expenditure - School Year 2024



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