



DARAMALAN COLLEGE

ANNUAL SCHOOL REPORT

2025

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2025 Annual Report

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■ 1. Introduction

Principal’s Message

Welcome to the 2025 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 1498 at the August 2025 Census. In April, the College held both its Open Evening and Try Daramalan Day. 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, 2026 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 2025 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. The number of activities available to our students to enhance their learning and schooling experience has grown year on year due mainly to our staff responding to the needs of their students. Rich classroom learning experiences aligned with the Daramalan Learning Principles were complemented by local and interstate excursions and fieldtrips, guest speakers and incursion opportunities. I acknowledge all the staff who have volunteered their time, often long after the school day has ended, to provide these opportunities to our students.

The year began with our Opening Mass and the Commissioning of our 2025 Student Leaders, and were fortunate to have our College Chaplain, Fr Tru Nguyen MSC as our main celebrant to open our liturgical year joined by Fr Mick MacAndrews, from the North Belconnen Parish concelebrating. We were delighted to be joined by representatives from other ACT Catholic Secondary Colleges, the wider MSC community, and the parents of our Year 12 Leaders.

Sacred Heart Day was, as always, a joyful day of celebration and community. It was wonderful to be able to welcome back Fr Bob Irwin MSC to celebrate Mass with us together with Fr Tru. The theme of our Mass was “Hospitality Given Freely”. We were reminded throughout the Mass that as an MSC School we are called to model hospitality through genuine acts of kindness, welcome, service and forgiveness. At the morning tea prior to Mass, we acknowledged and presented three staff members, Ms Gail Mutton, Ms Eve Fitzpatrick and Ms Damaris Brown, with MSC Awards for the first time. These awards have been created to mark the important connection that exists between the four Colleges and our founders, the Missionaries of the Sacred Heart.

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 timely that the previous Sunday, which was Mission Sunday, the first Saint of Papua New Guinea, Blessed Peter To Rot was canonised by Pope Leo XIV. Peter To Rot was a lay catechist formed in his faith by the Missionaries of the Sacred Heart. As part of our Chevalier Day celebrations, each student and staff member received a card with the image of St Peter To Rot as a gift from the MSC Missions Office. As is our tradition on Chevalier Day, we gathered as an entire community for

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our Liturgy of the Word. The theme of our Liturgy was “Hospitality: A Heart that Makes Room”. Our guest speaker was Ms Alison McKenzie, General Secretary of the Laity of the Chevalier Family, who shared with us her moving story of the hospitality shown to her when she was most in need by the MSCs. We were also invited into the culture of our Ikale Pasifika Group who shared with us two hymns as part of our Liturgy.

In November we had the privilege of welcoming members of the MSC General Leadership team who were visiting the Australian Province from Rome. The MSC Superior General, Fr Abzalón Tovar MSC, the MSC Vicar General, Fr Chris Chaplin MSC, and the MSC Assistant General, Br Simon Lumpini MSC, along with Fr Tru visited the College, spent time with staff and students as part of their wider visit.

Key community activities, namely the House Swimming, Athletics and Cross Country Carnivals were a reflection of the community and House spirit that exists at the College. 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 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 continued 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. 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, the College Social Justice Facilitator and the Assistant Principals Faith and 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. In November the College Student Leaders and members of the Environment Group travelled to Cambodia to participate in the Sustainable Futures Project where they worked alongside a family and their village to construct a home and toilet facilities.

As part of the Staff Professional Learning week in July, staff undertook an ‘act of hospitality’ aligned with our College theme of Hospitality in the community and then heard from Vanessa Brettell, 2025 Australian of the Year Local Hero, founder of Stepping Stone a local social enterprise employing refugees and women about their work.

2025 saw the return of international tours in earnest. In the April break the College Senior Male and Female Rugby squads travelled to Japan playing a number of games against local schools and also undertaking cultural activities and visits. They even managed to become minor TV celebrities during one of their school visits appearing on a local news channel. The annual Issoudun Staff formation Pilgrimage returned to its tradition timing of being held during the mid-year break. Four of our staff including two of our curriculum middle leaders, one support staff middle leader, and one of our emerging leaders attended and later shared with the community their journey walking in the footsteps of Jules Chevalier. During the September holiday period four tours departed the College, three overseas and one interstate. A number of our students attended the Red Earth Immersion tour to Central Australia where they spent time on country with First Nations communities in the Northern Territory. The Japanese Language students returned to Japan for their immersion tour which involved a combination of school visits, home stays and cultural experiences. Likewise, our German students travelled to Germany for their tour. For the first time in many years, Senior English Literature students participated in a Literature to the United Kingdom. As part of their tour they participated in literary workshops, attended a performance at Shakespeare’s Globe Theatre, and visited significant literary locations such as London, Oxford,

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Stratford Upon Avon and Bath. A highlight for many, however, was the visit to Harry Potter World mid-tour. None of these rich experiences would be possible without the support and dedication of the staff involved in their organisation and those who gave up their breaks to attend.

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 2025. 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. In partnership with the College Hospitality department and students, a fundraising dinner was held in 2025 which was a wonderful opportunity to showcase the talents of our students but also raised a significant contribution which was donated to the Scholarship Fund.

The College was part of the Province-wide Safeguarding Audit which was completed in 2025. This involved a large amount of documentation relating to the Catholic Safeguarding Standards being submitted to Australian Catholic Safeguarding Limited who were conducting the audit on behalf of the Province. The site visit from the ACSL auditors provided an opportunity for the auditors to view the facilities and to meet with key staff and students as part of the verification process for the audit. The final report was presented to the Provincial Superior in late 2025 with the College being affirmed for its practices in upholding our safeguarding responsibilities.

Staff

While most of the teaching and support staff remained relatively stable during the year, there were changes within the College Executive team as a restructure was implemented following an external review in 2024. This involved the establishment of Director of Pastoral Care positions and an Assistant Principal Operations. At the end of Term 1 a further change to the Executive team occurred when we farewelled Cheryl Hamill, Assistant Principal Mission, following her appointment as Deputy Principal at Ltyentye Apurte Catholic School in Santa Teresa south of Alice Springs in the Northern Territory. Cheryl had been an integral member of the Executive team for 11 years and her contributions to MSC education had extended beyond Daramalan but across each of the four MSC Colleges through her contributions to the Chevalier Institute formation programs. Amy Thomas was appointed to the Assistant Principal Faith and Mission position from Semester 2. Tina Watson and Gerard Beattie were subsequently appointed to the Religious Education Coordinator and Assistant Coordinator positions.

Fr Tru Nguyen MSC, continued in his chaplaincy role for one day per week, providing support to the Assistant Principal Faith and Mission, as well as being available to staff and students who wish to see him. The College continued to employ a Youth Minister welcoming Andrea Rose Thomas, who attended one day per week as part of her role with a focus on developing the Youth Ministry program as part of the Religious Education curriculum.

During the year we had the usual number of staff departures but we were able to find suitably qualified staff to fill all the vacancies that arose. A number of long serving staff either retired or left the College at the end of 2025 to take up other opportunities. We farewelled Ms Dale Seaman who joined the Daramalan community 40 years ago as the Inclusive Education (IET) Coordinator and with her retirement brought to a close 50 years as an educator. Throughout this time, Dale dedicated her work to ensuring that inclusion is first and foremost at our College. Dale’s expertise had been sought across all sectors of education in the ACT, and she was generous with her time sharing this expertise and experience with many school communities. Her generosity of time and commitment have also extended to her genuine care and concern for colleagues and a willingness to mentor and upskill new staff, both early career and experienced. This care extended to supporting countless students and their families in their transition to High School and throughout their Daramalan journey.

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Departing the College earlier in 2025 was Paul McDonnell who retired after over 25 years of service to our College. As both the Assistant Sports Coordinator and Sports Coordinator, Paul dedicated hours to ensuring that our students had opportunities to participate and excel in the sporting arena. As a member of the College Pastoral team, in particular as the O'Brien House Coordinator, Paul helped to forge and instil the culture of inclusion and love within our community.

Also making the decision to retire at the end of 2025 was Ms Mandy Peacock who had held the role of Executive Assistant to the Principal since 2013. Mandy has been an integral member of our College community and a guiding hand to two Principals, firstly Rita Daniels and subsequently me, and also to the many iterations of the Executive team throughout this time and the College Board. Throughout her tenure, Mandy immersed herself in the charism of Spirituality of the Heart and dedicated herself not only to supporting the Principal, but the Executive team, College Board but also the wider community of staff, students and families as the first point of contact with Principal's Office.

Our thanks as a community were also extended to Melissa O'Brien for all that she contributed to the College as a teacher librarian and HASS teacher for 20 years. Also departing from the College at the end of 2025 were Annie Anderson and Andrew Digan after many years as members of our College community.

Student Leadership

Our student leaders continued to play a significant role within the College during 2025.

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. Our First Nations students along with our Student Leaders worked alongside a proud Wiradjuri man and contemporary Indigenous artist, Eddie Longford to create a First Nations artwork which was painted on the external wall of the Ross Wing. The design of the mural reflects respect for the Ngunnawal and Ngambri peoples as the Traditional Custodians of the region and the desire to acknowledge the land on which the school stands. The Eagle, which is part of the school's logo, was included at the students' request. It represents strength, identity and vision and connects the school's spirit to the broader message of cultural respect and belonging. This artwork is more than a visual piece. It is a statement of commitment to inclusion, cultural awareness, and respect for Country. It reflects the school's presence on Traditional Lands and the students' desire to honour First Nations peoples through thoughtful design and shared values.

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Parent Participation

Throughout 2025 we were able to welcome current, past, and prospective families to the College for a range of events and activities. We were delighted to be joined by our Year 7 parents in February in the Issoudun Performing Arts Centre for our Year 7 Welcome Function, where we were able to showcase the outstanding new facilities of our Issoudun theatre, foyer and amphitheatre. It was wonderful for parents to be able to attend the College and meet other parents whose children share the same House. Our Year 9 parents and carers were able to come together for an information session and meet and greet with the House Coordinator team prior to their students attending their annual camp.

In June we were able to welcome grandparents and grand-friends 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 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 continued the '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 and training for students to enable them to operate the sound and lighting in the theatre. The Association added the branding wrap to the 32 seat bus which has proven to be an excellent addition to our marketing given the extensive level of use of the bus.

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 once again attracted a large number of families who joined us onsite at the College for these events and celebrations.

Building Work

Following the completion of the Issoudun Performing Arts Centre in 2024, refurbishment was undertaken over the summer break to the Sharpe Wing classroom spaces vacated by the Performing Arts classes. This enabled a number of large classrooms to be created, a dedicated workshop area for the Year 8 Technologies classes to be created along with the relocation of a repurposed Dance Studio and changerooms. The project was undertaken by Pacific Facilities Management with many of their staff being former or current students of the College. In the second half of the year work began on the refurbishment of the Garratt Sports Centre and Changerooms, with the project being completed for the beginning of the 2026 school year. The work undertaken by our builders TPC to bring to life the work of our architects, Stewart Architecture and the feedback of staff and students, was of the highest standard. The changeroom spaces are best practice, as are the staff areas and gym/weights room enabling the College to expand its Curriculum and Vocational Education offerings in 2026. I would like to acknowledge the College Board's Building and Facilities Committee, Deputy Principal Capacity and Strategy, Mr James Keeley, and the College Maintenance and Finance teams for their oversight of these successful projects.

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Student Achievements

The College co-curricular programs continued and expanded in earnest in 2025. The Issoudun Performing Arts Centre, in particular, was a hive of activity. The Theatre has showcased two Daramalan Theatre Company major productions, Romeo and Juliet, and Midnight- The Cinderella Musical, the junior production, Hope, alongside Music Performance Evenings, the Performing Arts Showcase evening, and the annual Carols evening. The Dance Company excelled yet again in the Wakakirri Dance Story Competition taking home a number of awards on the night including a State Award in the Health and Wellbeing category for their performance 'Beyond the Mirror'. The depth of talent within the Performing Arts were also evident within our award-winning bands, ensembles and choir, whilst the Visual Arts and deGAFF exhibitions provided a platform to showcase the talents from within the Arts and Design and Technology departments, on show for their families and our wider community to view and experience.

Our Year 12 students once again achieved success in their academic and vocational achievements in 2025. 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, 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, Rugby Union and Rugby League, OzTag and Touch Football, Netball, Basketball, Equestrian, Volleyball and Flag Football.

Conclusion

In 2025 the College celebrated the Year of Hospitality, 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. 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 2025 were:

- **Michael Munro-Mobb**, Chair
- **Nathan Spillane**, Deputy Chair
- **Ms Rachel Davies**, Principal
- **Mr Chris McDermott**, Director of MSC Education
- **Ms Carolyn Beake**
- **Ms Petrina Cole**
- **Ms Deborah Hicks**
- **Mr Kamal Jogia**
- **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.

The Board of Directors meets not less frequently than eight times a year. Two thirds of the Directors constitute a quorum. Special meetings may be convened by the Delegate of the Provincial or the Chair with not less than three days' notice to Directors.

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The Board of Directors progress much of their work through sub-committees. These are:

- Governance
- Policy Review
- Finance, Audit and Risk Management
- Building, Facilities, Resources and IT
- Community Engagement Committee

These committees report to the Directors at each meeting.

■ 3. Mission Statement

MSC Vision of Education

MSC schools exist to proclaim and witness to the love of God. They aim to make Gospel values real in the lives of young people, their families and the staff who serve them.

With care, compassion and understanding as their hallmark qualities, MSC schools strive to build a community of faith among staff, parents and students. Great value is placed on commitment, trust and acceptance of others in fostering the growth of community. In the spirit of a loving and supportive family, members help one another grow in knowledge, faith and service.

While aiming for excellence in the search for truth, MSC schools recognise the importance of balanced human development and strive to help the young students to achieve their full potential in all areas of life, and to be ready to show initiative in parish, religious and civic life. They are attentive to the needs and aspirations of individuals, especially of those who are disadvantaged or isolated: mentally, physically, financially, emotionally or geographically.

Staff relate to students with compassion and availability, creating a sense of family which permeates their attitude as professional teachers and caring adults. Staff also relate to each other with the same sense of understanding and care, ministering to each other in an atmosphere of friendship and collegiality.

Staff 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

The Enrolment Policy of the College is set by the College Board and is reviewed and updated on a cyclical basis as required.

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

■ 5. Registration Status

Daramalan College successfully completed its Registration process in 2019. 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. Additionally, we implement practices to ensure all our students know what to do in these situations.

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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 133 teaching staff (118.6 full-time equivalent) in 2025.

Number of support staff:

48 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 2025 = 1649.86 days Total Teaching Staff = 118.6

Absentee % = $\left[\frac{\text{Total Absences for Year}}{\text{Number of 1.0 FTE Teaching Staff} \times \text{Teacher Days}} \right] \times 100 = \frac{1649.86}{118.6 \times 200} \times 100 = 6.956\%$

Therefore, the attendance rate of teaching staff = 93.044%

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 = 154

Number of staff who finished employment, including retirement, in 2025 = 11

Staff retention rate = 91.6%

Staff Qualifications

The 2025 staff qualifications were:

131 Bachelor Degrees or the equivalent,

32 staff held a Masters degree. 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

Throughout the year, the College offers diverse Professional Learning (PL) opportunities, including structured start-of-year learning days and a designated Professional Learning Week mid-year. Further professional growth is supported through Twilight PL sessions, all-staff meetings, committee involvement, and individualised Professional Learning goals within Performance and Development Plans, aligned to the School Improvement Plan (SIP). The Professional Learning Committee is responsible for coordinating and supporting Professional Learning across the College.

Staff began 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 covered key policies, processes and routines.

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Subject Coordinators delivered professional learning aligned to teaching and learning initiatives, while Pastoral Leaders focused on student wellbeing, with particular emphasis on The Resilience Project (TRP) program. A liturgy session centred on the MSC theme of Compassion reinforced the College's Catholic MSC identity. Staff were also reminded of their legal and ethical responsibilities through presentations on the Code of Conduct and professional standards. The next phase of the Daramalan College Learning Principles was launched, with supporting resources and exemplars shared. Department meetings fostered communication and collaboration among teaching staff, and professional growth sessions aligned individual goals with the AITSL Professional Standards for Teachers. The Inclusive Education Team provided staff with key information to support students in their care and strengthen inclusive practice. Dedicated planning time enabled staff to align their work and effectively progress the priorities outlined by the College Principal and Executive.

During the Professional Learning Week in 2025, staff participated in diverse sessions aimed at professional and personal growth. The "Learning from One Another" sessions focused on

The Resilience Project, mandatory reporting, trauma informed practice, behaviour management, self-regulated learning, communicating with parents, personalised plans, explicit teaching, future-focused learners, the ACT scaling test (AST), difficult behaviours, the Toulmin model, 3D PowerPoint, and gender. The week concluded with a Eucharist celebration and a communal lunch, fostering a sense of community and reflection.

Throughout the year, the College delivered a broad range of professional development topics through its ongoing professional learning program, known as Twilight PL. These sessions covered a variety of focus areas, with many accredited by the ACT Teacher Quality Institute, including: The Resilience Project, our learning management system (Daranet), and the MSC charism.

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)
- Issoudun Pilgrimage (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:

- | | |
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| • Feed My Sheep (1 Day Course) | • BSSS Quality Assessment |
| • Journey to Heart (5 Day Course) | • Professional Certificate in Education |
| • Heart Centered Leadership (5 Day Course) | • Australian Library Association |
| • ACT TQI Highly Accomplished and Lead Certification workshops | • Geoscience Australia |
| • Artificial Intelligence in the ACT Secondary System | • Non-Government VET |
| • BSSS Course Writing | • Synergetic crystal reports |
| | • Inclusive Education |

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- Data Champions
- Interpreting PAT results
- Peer Support Training
- Institute of Technology Education
- ACHPER (HPE) Conference
- Rubric Writing Workshop
- National Water Week
- First Aid
- Japanese in ACT Schools
- Coaching and Mentoring
- Schema Therapy Workshop
- Revenue Summit at Parliament House
- Wellbeing and Resilience for School
- Gottman Training for Counsellors
- Domestic Violence Workshop
- Maclit Workshop
- ACARA
- Responsible Service of Alcohol
- Accidental Counsellor
- NAPLAN Data Analysis
- VET RTO Networking
- Elevating Workplace Dynamics through Emotional Intelligence
- Understanding ASD
- Acknowledgement of Country
- AIS Subcommittee meetings
- International Catholic education conference
- Law and Regulatory conference
- Teaching students curriculum content about tax and super
- Canberra Disability and WorkAbility Expo
- Safeguarding
- Better Teaching Better Learning
- Cert III Upskilling
- From Conflict to Collaboration
- Leadership Workshop
- Research Ed
- BSSS Introduction to Senior Secondary Teaching
- 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
- Coaching Others for success
- Self-Regulated Learning
- PSC306 Intensive School CSU
- Chemical Safety
- First Nations Education teacher meeting
- Psychosocial Hazards
- Digital Futures Summit
- BSSS Sharing a Program of Learning
- BSSS Designing a Program of Learning
- Running the Room
- Youth Mental Health First Aid
- Senior First Aid
- Certificate III Fitness
- Young Carers Round table
- AI unplugged
- Guild on Road – Coaching and Mentoring
- Explicit Teaching
- The Resilience Project
- Timetabling Solutions
- Pre-Learners License Course Training
- Positive Schools
- Addressing Self Harm

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7. Student Profile

Student Attendance 2025

Year Level	% Total Attendance	% Male Attendance	% Female Attendance
Year 7	90.05	90.53	89.43
Year 8	87.62	88.05	87.00
Year 9	87.38	88.00	86.46
Year 10	85.28	87.04	83.28
Average for Yrs 7-10 2025	87.59	88.41	86.54
Year 11	88.03	89.65	86.30
Year 12	87.44	89.51	85.10
Average for Yrs 11-12 2025	87.73	89.58	85.70

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 2025-26

Student Retention Rates

Daramalan College had an enrolment of 1505 students from Year 7 to 12 as at 14/2/2025.

The enrolment at February Census 2026 was 1499.

The table below describes the destinations for students who left Daramalan College during or at the end of 2025. All vacant positions in Years 7 to 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 and who then chose to attend Years 11 and 12 elsewhere.

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Year	Destination			
	Other ACT School	Interstate or Overseas	Employment or Apprenticeship	Homeschool Dis Ed/ Exempt/ Unkown
7	9	1	0	0
8	6	1	0	2
9	7	5	0	2
10	33	5	2	4
Transition to College	219 continued to Year 11 2026			
11	7	1	3	0
12	1	0	2	0
Total	63	13	7	8

9. Student, Parent and Staff Annual Surveys

During Term 3, 2025, 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

1130 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.

- 87% of students responded positively to “I can confidently talk about the values of Daramalan College”.
- Students find camps, careers activities and retreats to be the most valuable opportunities at Daramalan outside of class time.
- 88% of students have at least one really good friend they can talk to.
- 97% 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.
- 98% of students say their teachers set expectations in class.
- 87% of students feel they have a clear understanding of how to behave in class.

Parent Responses

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All parents were sent a link to an online survey during Term 3. 156 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.

- 99% of respondents feel they understand the Catholic traditions and values that underpin Daramalan College.
- Parents view cocurricular opportunities, sports carnivals and camps as the most valuable opportunities at Daramalan outside of class time.
- 95% of respondents believe the range of learning areas offered is excellent.
- 91% responded positively to “My child/children is/are happy at school”.
- 95% responded positively to “Teachers know and care about my child/children”.
- 97% responded positively to “The Executive team is effective in managing the College”.
- 96% responded positively to “The Leadership team demonstrates high expectations of themselves and each other.
- 92% of parents agree that Daranet provides useful feedback on students’ progress
- 99% responded positively to “The school buildings and grounds are attractive and well-maintained”.
- 94% 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 142 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:

- 23% 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”.
- 91% of staff identify that they can confidently talk about the Missionaries of the Sacred Heart.
- 98% of staff identify that they can confidently integrate MSC values into their teaching.
- 88% responded positively to “I am feeling increasingly effective in my role”.
- Staff highly value sports carnivals, camps, career activities, retreats, 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”.

10. Academic Performance

232 students, students received an ACT Senior Secondary Certificate, and 175 students (75.4%) received an ATAR (Australian Tertiary Admission Rank).

ATAR Results Summary

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Highest ATAR: 96.25

ATAR	Number of Students	%
95 +	2	1.1
90 +	19	10.9
80 +	49	28.0
65 +	116	66.3

The highest ATAR achieved by a Daramalan College student was 96.25. 19 students achieved an ATAR above 90.

University Entry

Of those seeking university entry, 116 (66.3%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 49 students (28.0%) 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 2025.

- 18 students participated in an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 68 Vocational Certificates were awarded to Year 12 students.
- 40 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	7
Building & Construction	5
Business & Clerical	43
Engineering & Mining/Resources	2
Tourism & Hospitality	11

Post School Destination

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Data for offers made in 2025 is only available from the University Admissions Centre for ACT and NSW (UAC), the University of Canberra, the Australian Catholic University and the University of Wollongong. No data is available for direct applications and offers made directly from individual institutions (including through the Australian National University Early Offer scheme).

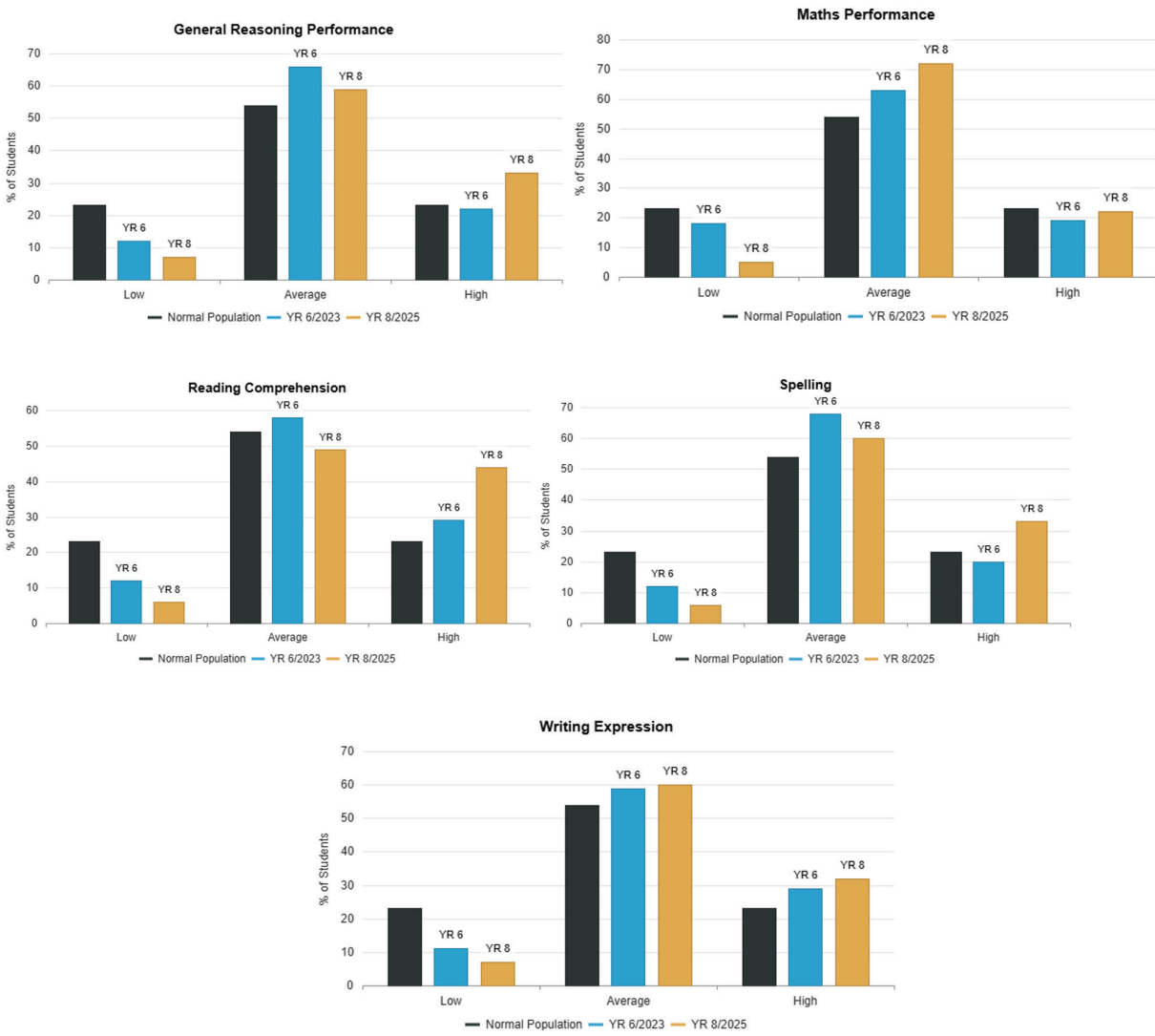
The following table shows the number of offers that universities made to Daramalan students for 2024.

ACT/NSW Institution	Number of offers
Australian Catholic University	12
Australian National University (UAC)	3
Charles Sturt University	6
Griffith University	1
Macquarie University	7
Southern Cross University	1
University of Canberra (66 Early Entry Scheme, 41 Schools Recommendation Scheme, 14 UAC Main Round)	121
University of Newcastle	9
University of Sydney	7
University of Technology Sydney	1
University of Wollongong	29
UNSW	5
Western Sydney University	2

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Allwell Results 2025

In 2025, 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.

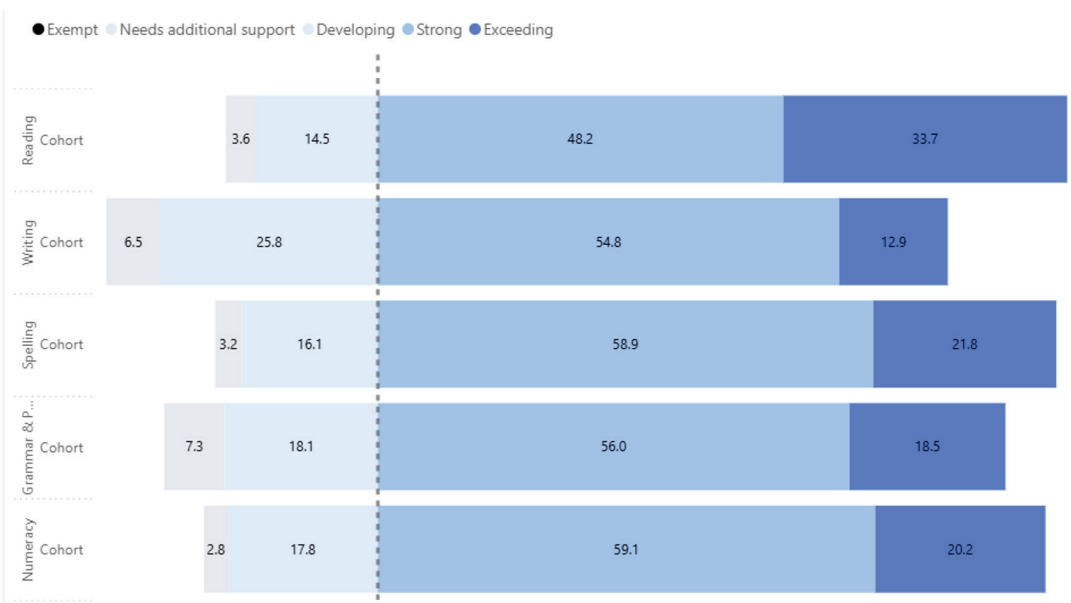


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NAPLAN Results 2025

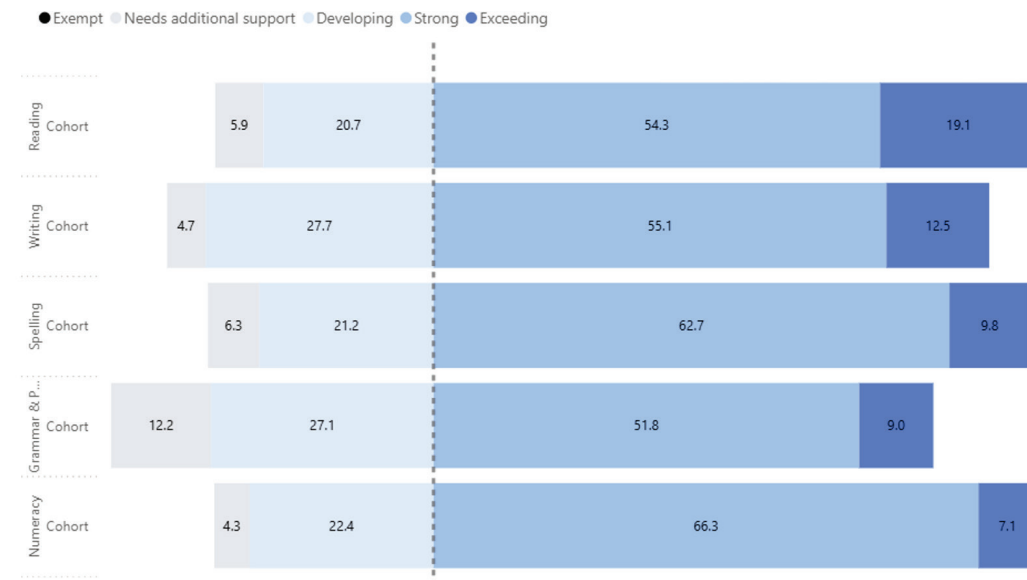
The graphs below show the percentage of students in Years 7 and 9 in the four proficiency strands across the five domains (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy).

Year 7 student proficiency percentages by domain 2025



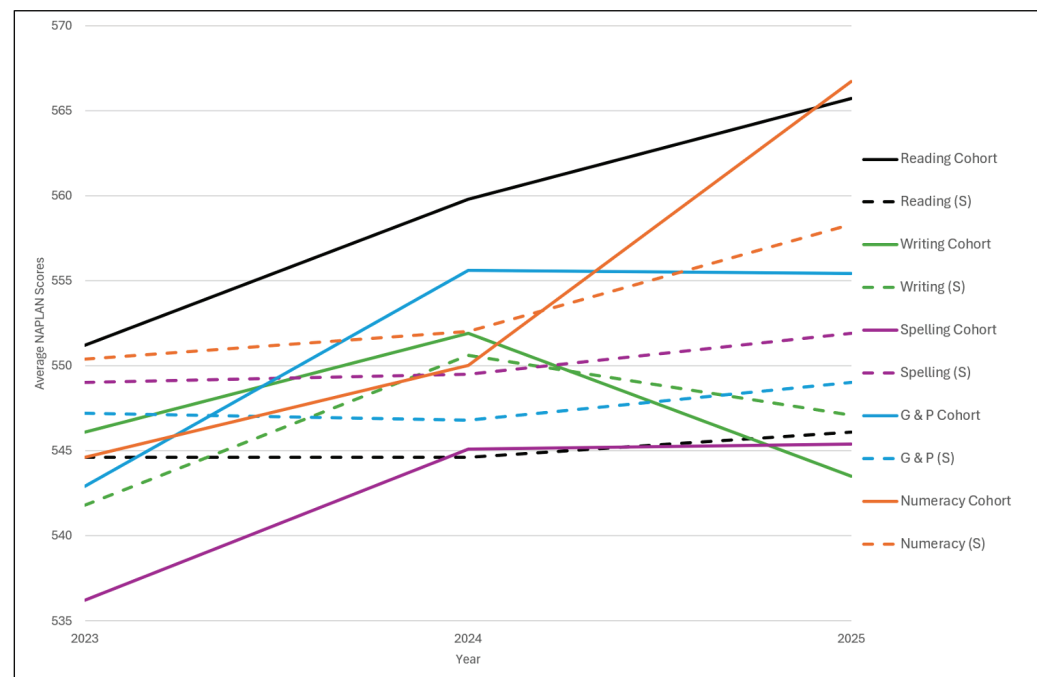
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Year 9 student proficiency percentages by domain 2025



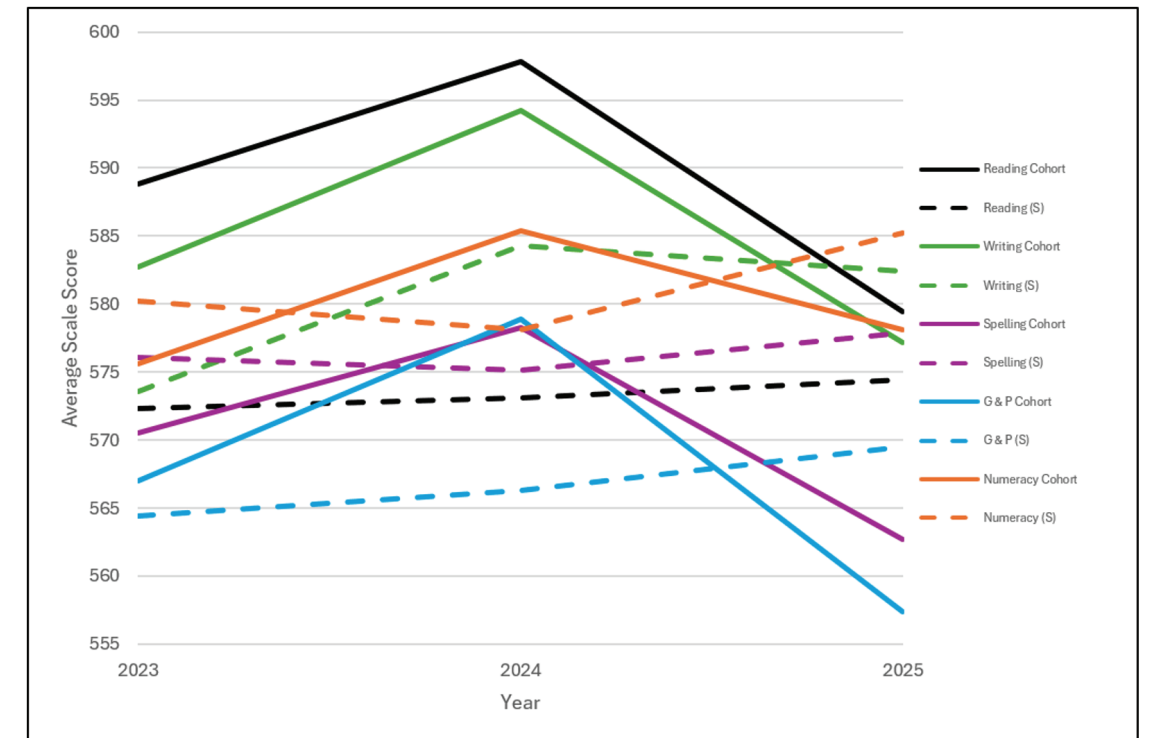
The following graphs show the average NAPLAN scaled scores for Daramalan College and the State (S) from 2023 to 2025 for both Year 7 and Year 9.

Year 7 Average Scale Scores 2023-2025



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Year 9 Average Scale Sores 2023 –2025



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■ 11. Initiatives

Year 7 Orientation Program 2025

During Week 4 Term 1, all Year 7 students participated in a two-day orientation program designed to support their transition to high school. Aligned with the ACARA General Capabilities, the program focused on literacy, digital skills, personal and social development, and critical thinking. Students engaged in activities such as digital readiness, study skills workshops, team building, and sessions on college expectations, alongside a Daramalan Theatre Company performance of Romeo and Juliet. The program successfully built students' confidence, helping them adapt to learning with their devices and navigate key platforms. Overall, it provided a strong foundation for students to thrive in their new learning environment at Daramalan College.

Year 10 Transition Program to Senior Secondary School 2025

In 2025, the college implemented a Year 10 Transition Program in Term 4, to better equip students with essential skills for senior school. The skills addressed in this program included structured writing and critical thinking, research skills, effective study habits, organisation and time management, and wellbeing strategies that foster resilience and positive relationships. Students also developed an understanding of Year 11 and 12 curriculum expectations, Religious Education themes, and the ethical use of generative AI. In 2026, the program will be refined and delivered at the end of Term 2 to better support informed subject selection for Year 11, ensuring students are well prepared to make confident, informed, and appropriate choices about their study programs.

Subject selection online process 2025

In 2025, the subject selection process for students in Years 7–10 transitioned to a fully online platform. Previously, students submitted their preferences online, printed a copy, and obtained a parent signature to confirm that selections had been discussed with a parent or guardian. This process was streamlined in the Web Preferences system, which now enables digital submission and parent or guardian verification via email, eliminating the need for paper-based documentation. Overall, this change has been a successful improvement, enhancing efficiency while maintaining strong parent engagement in the subject selection process.

Study Planner 2025

The Daramalan study planner was introduced to support all students in effectively managing their assessment timelines alongside co-curricular and personal commitments. It aims to strengthen students' time management skills, enable them to anticipate peak workload periods, and promote more effective organisation and balance throughout the semester. This is accessible on the teaching and learning tile on Daranet for all students.

Daramalan College Learning Principles

Following the development of the Daramalan College Learning Principles in 2024, embedding the Positive Learning Environment principle was the focus of teaching and learning across the 2025 school year. In alignment with the school improvement plan emphasis was placed on upskilling staff in developing positive teacher student relationships, setting high expectations for student learning and teaching establishing and maintaining routines. The Positive Learning Environment was accompanied by professional learning, resources and supports to guide staff in supporting their students in the classroom.

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External Testing

After a review of the College's data streams a new form of external testing was sought to more readily capture data across years seven to ten. The Australian Council for Educational Research Progressive Achievement Testing was opted as the preferred external testing platform allowing greater scope and capacity for testing in the high school years. This platform will replace Academic Assessment Services Allwell testing in 2026.

Sustainable Futures Project

In 2025, senior college students and teachers participated in the delivery of a Sustainable Futures Project in Cambodia. This project is a student-led global service initiative involving the planning and implementation of community infrastructure projects, including housing, sanitation, water access, and solar installation, while fostering long-term partnerships and providing students with an authentic learning experience grounded in service, sustainability, and cultural engagement.

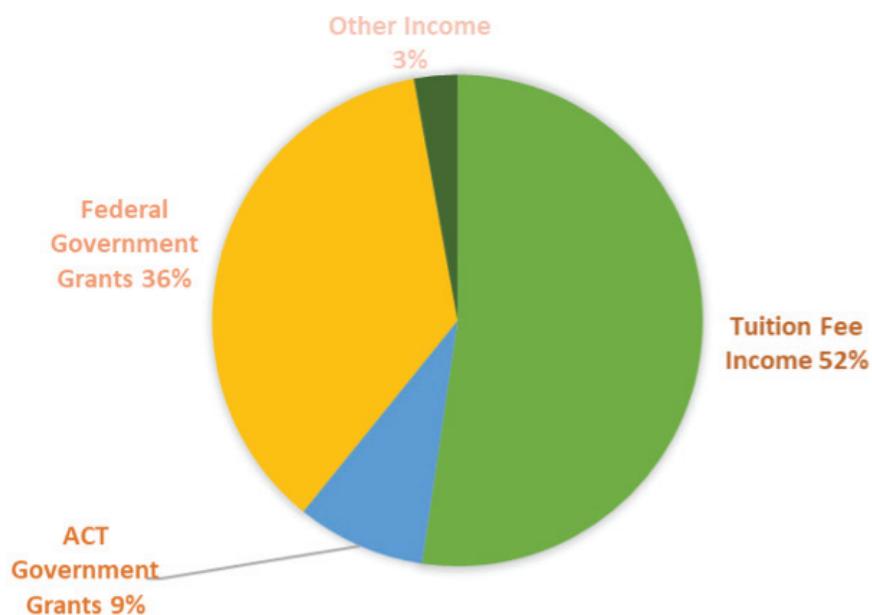
First Nations Mural

In 2025, the College completed a First Nations mural on the end of Ross Wing in collaboration with Wiradjuri artist Eddie Longford and a group of First Nations students. Developed as a part of Daramalan's Reconciliation Action Plan, the mural reflects the College's ongoing commitment to inclusion, respect and connection. It honours the Ngunnawal and Ngambri peoples as Traditional Custodians and incorporates local elements including the Murrumbidgee River, the Brindabella Mountains and the Eagle form the College logo. At its centre, seven rings represent Daramalan's core values, surrounded by imagery symbolising connection and community.

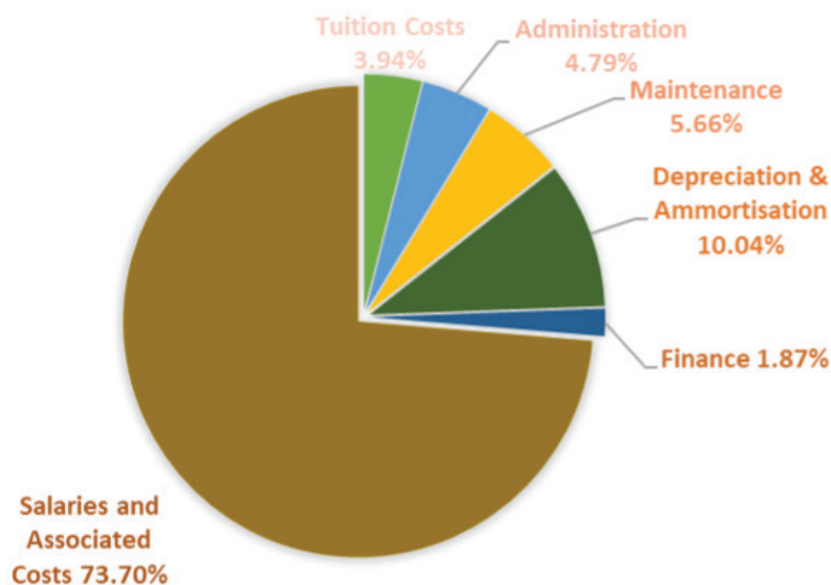
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12. Finances

Income - School Year 2025



Expenditure - School Year 2025



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