





2021 Annual Report

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n 1. Introduction

Principal's Message

Welcome to the 2021 Annual Report for Daramalan College.

Context

Daramalan College is an independent Catholic secondary school established in 1962 by the Missionaries of the Sacred Heart. The Vision of the College is to be a community that inspires learning, nurtures potential and is strong in faith. We are committed to excellence in Catholic education and are committed to acknowledging the love of God for every individual in the tradition of the Missionaries of the Sacred Heart. We aim to live out our Vision and Mission by providing excellent education in an environment where students are able to feel valued and affirmed and where students and staff can grow in faith as well as in knowledge and service to others.

Enrolments

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

Major Events

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

The number of occasions throughout the year when the College would have held major liturgical celebrations together to mark significant events such as the opening of the school year and the commissioning of our student leaders and myself as College Principal, Sacred Heart Day and Chevalier Day were limited by the restrictions associated with the pandemic. The shift to alternate modes of delivery and the online streaming and recording of events became the new normal so as to retain a sense of community, especially in the second half of the year while the ACT was in lockdown. It was fortunate that a number of our College-wide events are calendared to



DARAMALAN
COLLEGE

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The College exchange program to France, Germany and Japan was not able to go ahead again in 2021 due



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In 2021, in addition to the College Captains, each of the Portfolio Captains met formally with the College Board throughout the year at their regular meetings which enabled Board Directors to get direct student feedback about issues of interest to them. The students were each able to articulate their vision for their particular portfolio area and their achievements and how they have adapted to the challenges of being student leaders during a pandemic. As a group, the student leaders worked very collaboratively and each one achieved positive outcomes in their areas of responsibility. They were instrumental in the move to live streaming and recording of significant events such as whole school assemblies, charity events and liturgical celebrations. The College Captains also reinvigorated the Daramalan Representative Council (DRC) so as to enable a greater level of



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

Student Achievements

Following the cancellation of the live drama performances in 2020 due to Covid-19, the Daramalan Theatre Company made the bold decision to create a feature film in 2021. Under the Light was a production which encompassed the talents of current students, former students and the extended Daramalan community. The project took almost a year to complete and was able to be livestreamed to an audience by the end of 2021.

The junior production of A Midsummer Night's Dream which had originally been scheduled for 2020 was finally able to go ahead following the easing of Covid-19 restrictions in December 2021. The production performed to a reduced live audience and was also livestreamed, highlighting the adaptability of the Theatre Company. The College was also able to participate in the Wakakiri National Dance competition at the Canberra Theatre just prior to the lockdown being called.

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

Close to 80% of students achieved an ATAR and of these over 5% achieved a ranking over 95. A significant number of students combined their school studies with Australian National University Extension Program studies in subjects ranging from Physics to Mathematics and Environmental Biology while some other students undertook school-based apprenticeships while also competing their ACT Senior Secondary Certificate.

Despite many cocurricular activities and competitions moving to an online format, students from all year groups performed with great success in academic and other competitions as diverse as Mathematics, Chemistry, Linguistics, Mock Trial, Ethics, Debating, Virtual Share Market Trading and Creative Writing.

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

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

Conclusion

Despite being another year of uncertainty and challenge, 2021 ultimately can be viewed as a successful year for the College in fulfilling its Mission of providing excellent holistic education programs which enables students to grow in faith, knowledge and service. There were many learnings stemming from the adjustments required not only throughout 2021, but for the past two years, to the practices and methods that had traditionally been implemented at the College to achieve our Vision of a community that inspires learning, nurtures potential and is strong in faith, which will be retained into the future.

Rachel Davies
Principal



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n 2. Daramalan College Governance

Daramalan College is a Company Limited by Guarantee (ACN 008 428 331) and, as such, is subject to the appropriate legislation of the Companies' Act and the regulations of the Australian Securities and Investments Commission and the Australian Charities and Not-for Profits Commission.

Daramalan College is owned and conducted by the Missionaries of the Sacred Heart (MSC), a congregation of priests and brothers within the Catholic Church which operates in over fifty countries. The elected leader of the Province of the congregation in Australia carries the title of Provincial Superior (Provincial).

The company members are appointed by the Provincial-in-Council. Until 2018 only a member of the MSC Congregation could be a Company member but this changed when several lay people were appointed as Company members. The Company members are charged with ensuring that the College fulfils the Philosophy and Educational Vision of the Missionaries of the Sacred Heart, as set out in the Constitution.

The Principal of the College is appointed by the Provincial-in Council. All lay teachers and support staff are engaged by the Principal.

The College Board of Directors is the key policy making body within the College. The management of the Company is vested in the Board, however, the Board limits itself to matters of overall governance and leaves the day-to-day management of the College to the Principal.

The Board, as per the Constitution of the Company, consists of not more than twelve members. A delegate of the Provincial and the Principal of the College are Directors. Other Directors are appointed by the Provincial. Staff members are not eligible to be appointed as Directors, except in the case of a member of staff who is also a member of the MSC congregation.

The Directors of the College Board for 2021 were:

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

The term of appointment for the Directors is three years. The term is renewable. One of the Directors is appointed to the position of Chair by the Company members. A Deputy Chair is appointed in consultation with the Chair.

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



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

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

These committees report to the Directors at each meeting.

3. Mission Statement

MSC Vision of Education

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

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

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

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

Staff try to improve their professional appreciation of their work by sharing in prayer and staff development exercises and participate regularly in programs which enable them to collaborate with greater understanding in the MSC style of education at their school. Founded on love and built on love, MSC schools offer a vision of hope for humankind, one to which all their members can contribute as they grow strong in faith.

The Vision of Daramalan College is to be a community that inspires learning, nurtures potential and is strong in faith. The Mission of the College is to empower and support each student to flourish and develop a love of learning, in the spirit of the Missionaries of the Sacred Heart.

4. Enrolment Policy

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

5. Registration Status

Daramalan College successfully completed its Registration process in 2019. The College is registered until 31 December 2024.

To obtain a copy of a registration panel report please contact the Liaison Unit via the ACT Education Directorate's web form: Online: ACT Education and Training Contact Form which can be found at <https://www.education.act.gov.au/schooling/non-government-schools/>. Enter "Panel report request" into the subject field when using this form. Alternatively, members of the public may inspect a copy of the report during business hours at the offices of the ACT Education Directorate.



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6. Staff Profile

Number of teaching staff :

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

Number of support staff :

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

Number of Indigenous Staff :

1 teacher recognised their cultural background as Indigenous.

Teaching Staff Absences:

Total Absences for 2021 = 1122.3 Total Teaching Staff = 111.8

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

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

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

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

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

Staff Retention

Total number of timetabled teaching staff = 117

Number of staff who finished employment in 2021 = 13

Staff retention rate = 88.9%

Teacher Qualifications

The 2021 teaching staff qualifications were:

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

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

This means that over 21% of Daramalan's teaching staff in 2021 were more than four year trained. All teaching staff held current Working with Vulnerable People cards and ACT Teacher Quality Institute registrations or Permits to Teach.

Professional Learning – Whole School

The College holds multiple opportunities for Professional Learning (PL) to occur throughout the year. This includes the scheduled start of year professional learning days and the Professional Learning Week held in the middle of the year. This is supplemented with optional all staff learning activities, all staff meeting agendas, the work of our committees, individual identification of Professional Learning through our Performance and Development annual goals and annually aligning our needs to the School Improvement Plan (SIP). The Professional Learning Committee is responsible for overseeing the resourcing and development of Professional Learning at the College.

Daramalan Staff commenced the year with a whole staff session on the Strategic Directions and launched the 2022-2024 School Improvement Plan renewal led by the Principal and supported by the Executive. Professional learning focused on launching key teaching and learning initiatives which included utilising more features in Daranet, automating OneNote class creation, SharePoint structures to accommodate online file storage and ensuring all staff were confident in the online learning expectations to proactively plan for potential interruptions from remote learning. Further opportunities to develop goals for the year were



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delivered through the Professional Growth session which links the AITSL teaching standards to SMART Goals for individual staff. Other sessions on key policies, positive behaviour management and department / committee planning time were also included.

The Professional Learning Week in July involved a variety of sessions, including: NESLI: Leading Community session for middle leaders which challenged the balance between management and leadership, SharePoint architecture and migration to allow for remote learning to have cloud access to all online resources, Diverse Learners which had a focus on students who need additional support access the curriculum at a level



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- Coaching and Mentoring
- Conflict to Collaboration
- Designing a Program of Learning
- Digital Technologies Workshop
- Extending Students in English
- ICT Management and Leadership Conference
- Introduction to BSSS
- Leading with Emotional Intelligence
- Managing Reportable Conduct
- Mental Health Crisis Training
- Online Harmful Sexual Behaviours, Misinformation, and Emerging Technologies
- Positive Institute Workplace Coaching Summit
- Quality Assessment
- School Marketing Masterclass
- Self-Harm Insights
- Storytelling 101
- Sustainable Fashion
- Teaching for Metacognition
- Teaching Students with Intellectual Disability
- Thinking, Writing and Speaking Creatively
- Thinking as Gifted
- VET Conference
- Walk on Country
- Youth Mental Health First Aid



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7. Student Profile

Student Attendance

Student Attendance 1 February – 8 December 2021

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

Student attendance in Year 11 and 12 is managed on a per class rather than a daily basis. Approved leave and those days where students attended classes from home (T) those days where students attended from home (e students at



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

8. Teaching and Learning

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

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

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



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

9. Student, Parent and Staff Satisfaction Surveys

Students, parents and staff were asked to complete satisfaction surveys during Terms 3 and 4, 2021. Responses available to the questions for staff and parent respondents below were: Strongly Disagree, Disagree, Neither Agree or Disagree, Agree and Strongly Agree. Positive responses noted were made by those who submitted responses of Agree or Strongly Agree.

Responses collected from students were categorised: Almost Never, Sometimes, Often, Almost Always. Positive responses noted were made by those who submitted responses of Sometimes, Often and Almost Always.

Student Responses

1147 students from Years 7-12 responded to the survey. Students were asked to complete the survey during a Pastoral lesson in Term 3. This survey focused on key areas of ethos, values, wellbeing, teaching and learning, reporting and infrastructure.

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

Parent Responses

All parents were sent a link to an on-line survey during Term 4. 21 parents/families responded to the survey. This survey focused on key areas of ethos, extra-curricular, teaching, culture, value, school leadership, facilities and infrastructure and school recommendations.

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



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Staff Responses

All staff were asked to complete the staff survey, with 152 staff members completing the survey. This survey focused on key areas of ethos, teaching, student engagement and culture, school leadership, wellbeing, and infrastructure. Of those who offered an opinion:

- 100% responded positively to the statement “my classroom management is fundamentally positive”
- 93% responded positively to the statement “there is a cooperative effort to provide quality learning opportunities for students”
- 98% responded positively to the statement “I was resourced adequately to continue my role remotely”
- 93% responded positively to “My relationship with my students is understanding, caring and supportive”
- 96% responded positively to “I can confidently talk about the values of Daramalan College”
- 98% responded positively that “the school promotes a culture of professional growth”

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University Entry

Of those seeking university entry, 98 (66.2%) gained general admission to the University of Canberra with an ATAR of 65 or higher and 52 students (35.1%) gained general admission to the Australian National University with an ATAR of 80 or higher.

Vocational Education

Vocational Education continued to be a significant area of achievement for Daramalan College students in 2021.

- 17 students participated in an Australian School Based Apprenticeship (ASBA) with an external Registered Training Organisation.
- 33 Vocational Certificates were awarded to Year 12 students

The number of Vocational Certificates awarded to Year 10, 11 and 12 students in the various industry groups appear in the table below.

Industry Group

Automotive	5
Business & Clerical	19
Computing	44
Textile, Clothing, Footwear & Furnishings	4
Tourism & Hospitality	21

Post School Destination

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

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



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Allwell Results 2021

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



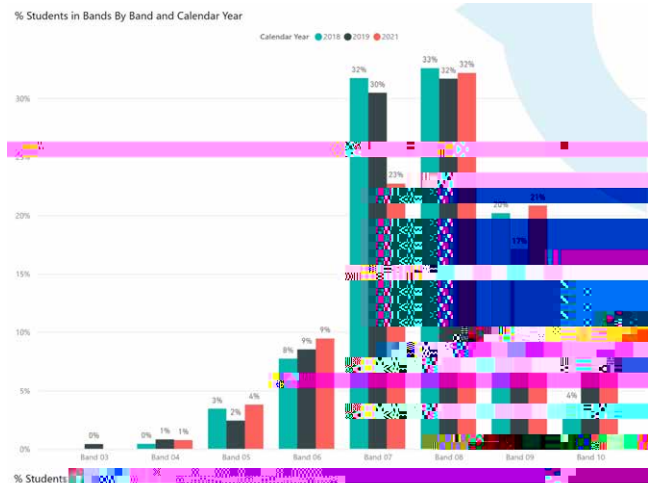
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NAPLAN Results 2021

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

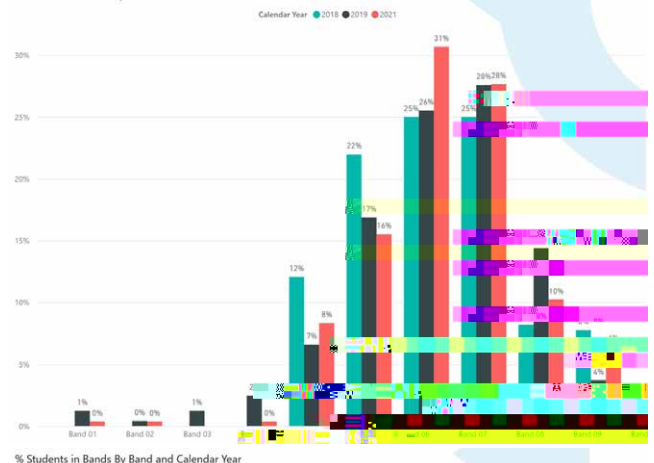
Year 9 -Reading

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



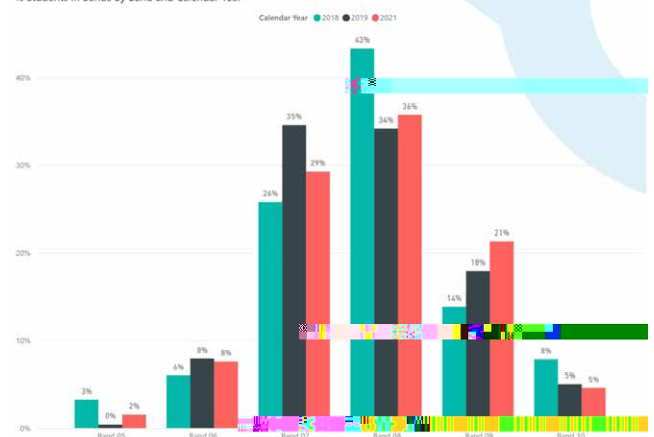
Year 9 -Writing

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



Year 9 -Numeracy

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





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n 11. Initiatives

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

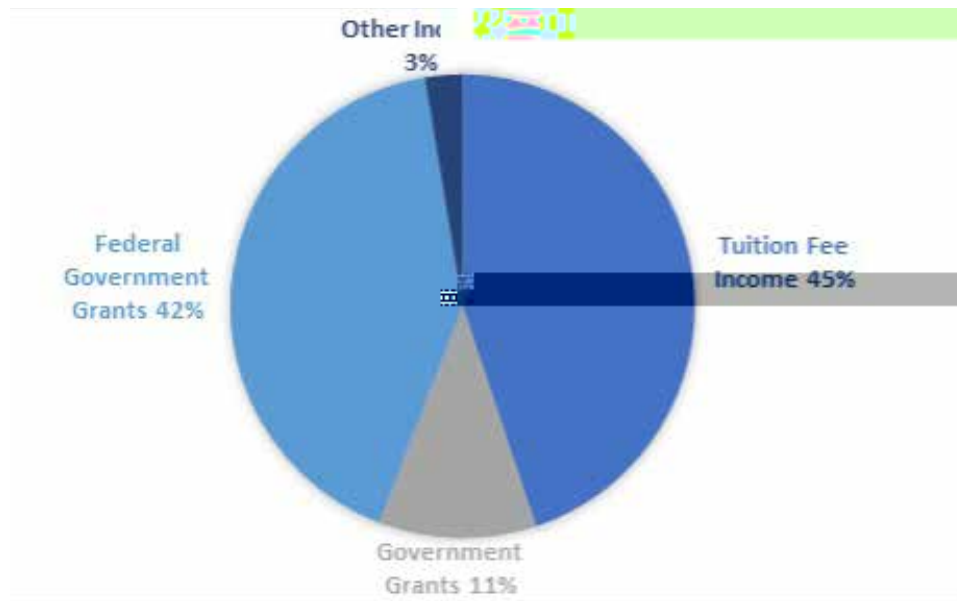
In 2021 the Education aspect of the SIP was continued to respond to the need to upskill our staff and students in the use of online learning tools to ensure we could continue to deliver a quality learning experience in the face of remote learning. This focus concentrated on greater use of formative assessment and establishing improved consistency through clear expectations on the use of our online platform, Daranet. The Assistant Principals of Curriculum and Teaching and Learning also investigated and implemented different strategies for supporting our



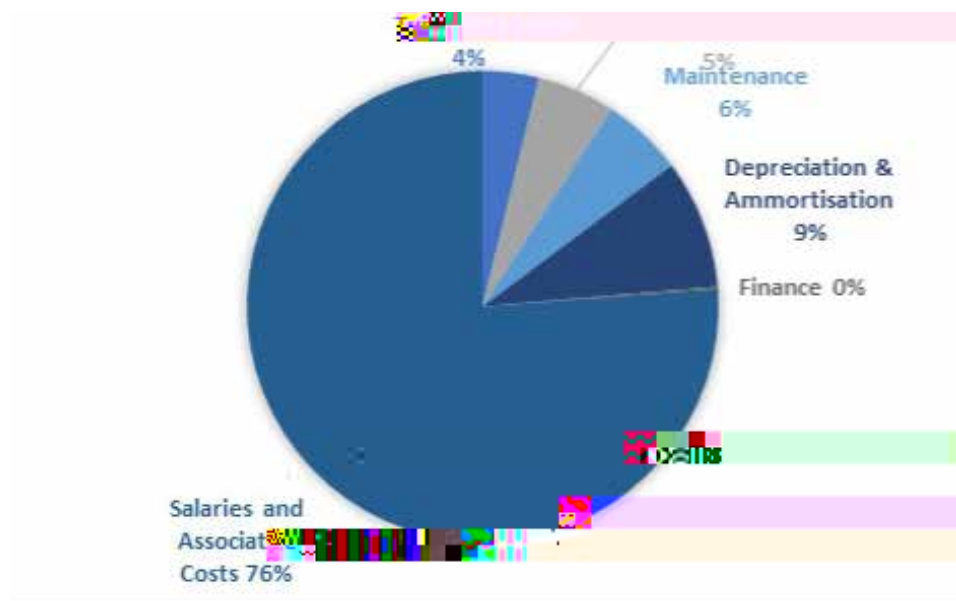
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12. Finances

Income - School Year 2021



Expenditure - School Year 2021



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