

# LA SALLE COLLEGE



# 2017 ANNUAL REPORT

## PRINCIPAL'S REPORT

*Let us remember that we are always in the holy presence of God.*

It is my pleasure to present my eleventh annual report as principal of La Salle College. I am indeed blessed to lead this wonderful Lasallian community. In 2017 I became the College's longest serving principal, surpassing Clement Mulcahy who led the College for ten years in the 1980s.

La Salle College is a Catholic school conducted in the Lasallian tradition. This means that the message of Christ as our Saviour and Lord must always be in focus and be our primary reason for existing as an educational institution. Additionally, we are committed to the charism of St John Baptist de La Salle. This philosophy centres on providing students with a human and Christian education, especially the poor and marginalised.

Our staff need to be constantly formed and supported in ensuring that these are dual and complementary objectives. La Salle College needs to be an outstanding school, providing the very best learning and teaching opportunities for our students. Embedded into our curriculum delivery must be Gospel values, allowing our students to be challenged and supported in their faith journey.

La Salle College, however, must be much more than the facts and figures which are presented in the classroom. A Catholic education is holistic, catering for the 'head, heart and hands' of each of our students.

The heart component relates to the College's liturgical and sacramental programme under the stewardship of our College Chaplain, Fr Richard, and our Liturgy Coordinator, Jenny Waller. To my knowledge, La Salle is the only Catholic school in Western Australia to have a full-time Priest Chaplain on staff. Our students, staff and parents receive wonderful spiritual and pastoral support from Fr Richard. I would like to record my deep appreciation and thanks to the Salvatorian Fathers for their long term support of our Lasallian community.

The head component is the College's formal Religious Education programme delivered to all students from Year 7 to 12 by our committed Religious Education teachers. Our Learning Area Coordinator for Religious Education, Brendan Bomford, leads this area. Our Religious Education Learning Area is the vanguard of our school. In an increasingly secular world, our Religious Education programme provides our students with the knowledge of the Catholic faith and permits them to explore their relationship with Christ, family and friends. Many of the concepts presented are counter popular culture, challenging the increasing propensity for materialism and selfishness.

The final component, the hands, is the school's Christian Service-Learning Programme under the direction of Stephen Beirouti. This practical based programme allows students to have the opportunity to 'touch the hearts' of others through various service activities. Younger students engage in age appropriate activities around the home, while older students have a range of opportunities including the Balgo Immersion Programme and participation in the Thailand Bamboo School experience. While all of these activities are about 'doing', the associated reflections are essential for students to connect their actions with Christ's call to serve and 'love one another as I have loved you.'

The College also receives tremendous unwavering support and formation from the De La Salle Brothers, especially through the work of Lasallian Mission Services (LMS). Br David Hawke, Provincial, is a constant source of advice and support, while Merv McCormack (Executive Director of LMS) and his team continue to provide exceptional professional development opportunities for our students and staff. The Brothers show their support for the College by providing a Brother as a member of the College Board. Br Mandy, who is based in Melbourne, makes the trek across the continent to attend our Board meetings, assisting in setting the strategic objectives for our College. We are also enriched by the ongoing presence in our school of Lasallian Volunteers who spend a 'gap' year in service in a Lasallian ministry, and for the first time in 2017, the involvement of a Lasallian Youth Minister.

Our 'head, heart and hands' areas are overseen by our Director of Christian Ministry, Vice Principal, Adrian Martino who provides inspirational leadership to the College community. Through the collective efforts of these three areas I am delighted to report that the Catholic identity of the College is vibrant and real, giving our students the opportunities to be formed as young people of faith, responding to the challenge of supporting the 'last, least and lost' in our community.

It is appropriate to formally record my thanks to the many people who support me in my leadership of the College.

The College Board, led by Chairperson Joe Marino, provide strategic and financial leadership to the College, setting the overall direction of the College. Comprised of parents, grandparents and friends of the College, along with Br Mandy, these volunteers freely give of their wisdom and time ensuring that our school remains strategically well placed to continue to provide the very best education to our students that we are able to.

The College staff, expertly led by members of the Senior Leadership Team, are committed to our students. Both teaching and support staff work collaboratively to deliver opportunities and services which enable each student at La Salle to become the best person that he or she can be. On behalf of our parents, I sincerely thank them for their passion and care shown daily in all that they do.

I would also like to record my thanks to the Student Representative Council (SRC), supported by the SRC Teacher Coordinator, Amy Webb. These student leaders contribute so much to our College community. Virtually every College event has involvement and support provided by the SRC. These students are the public face of the school and they carry out their responsibilities and tasks with enthusiasm, professionalism and pride.

St John Baptist de La Salle  
*Pray for us*  
Live Jesus in our hearts  
*Forever*

**Mr Wayne Bull**  
**Principal**

## BOARD CHAIRPERSON'S REPORT

*'To be entrusted with the teaching of the young is a great gift and grace of God.'* (MTR 9.1 [Med 201.1])

John Baptist de La Salle was a pioneer in founding training colleges for teachers, schools for the unfortunate, technical schools, and secondary schools for modern languages, arts, and sciences.

His work quickly spread through France and, after his death, spread across the globe. In 1900 John Baptist de La Salle was declared a Saint. In 1950, he was made Patron Saint of all those who work in the field of education.

St John Baptist de La Salle inspired others how to teach and care for young people, how to meet failure and frailty with compassion, how to affirm, strengthen and heal.

The result of all this has continued and has been passed on within its values and tradition in our College by our Principal, Wayne Bull.

La Salle College is privileged to have exceptional leadership from Wayne, who has been in the position since 2006. His leadership and vision continues to see La Salle College as a College of choice. During Wayne's absence, Adrian Martino who has been Acting Principal has ensured the continued smooth running of the College.

The staff's dedication and commitment has been outstanding. To the Senior Leadership Team, teachers, teaching assistants and administration staff at La Salle College I acknowledge and thank you for your continued commitment and valuable contribution to the College.

Rachael Langdon, the Principal's Personal Assistant, Niamh Barnden, the College Bursar, thank you for your continued professional support to both the Finance Committee and the Board throughout 2017.

To all of our students who have again participated wholeheartedly in all aspects of College life, well done and congratulations on your hard work. To the graduating class of 2017, I wish you the very best for your future endeavours.

The Maintenance and Grounds staff of the College, thank you for your commitment during the past twelve months. The grounds and facilities are reflective of the hard work put in.

I thank the volunteers who, throughout the year continually supported and contributed to the many events and activities at the College.

I would also like to take this opportunity to thank Fr Richard for his pastoral care and spiritual guidance to the La Salle Community.

The College Board plays an important role in assisting in the management of the College. The primary functions of the Board are to plan for the present and future operations and to manage the finances associated with the College.

This year no major works were planned but funding was provided to complete a list of minor works to keep the College in good order.

I would like to acknowledge the support I have received during 2017 from all members of the College Board, on behalf of our College community, I thank you for your time and support, for your valued contributions and expertise in planning for the future of the College.

*God bless.*

**Mr Joe Marino**  
**Board Chairperson**

## **STUDENT ATTENDANCE**

The College had a student attendance record of 91.53% in 2017.

<b>Year Group</b>	<b>Attendance Rate</b>
7	92.34%
8	91.88%
9	90.21%
10	91.67%
11	90.79%
12	92.32%

### **MANAGEMENT OF ATTENDANCE**

Parents are required to notify the College if their child will be absent for the day. Parents can either contact the College by phone or by emailing the Student Reception staff before 9:00 am. Students who are marked absent in the morning by their Pastoral Care Advisor and who have not been authorised as absent by a parent/guardian are marked as an 'unresolved absence' and parents are alerted by an SMS text message. When a student returns to school from an unresolved absence they are required to bring a signed note from a parent that gives consent that the child was legitimately absent.

Throughout each lesson of the day staff keep an accurate roll on who attends their class. If a student is unexpectedly absent from one class but has been marked present by other staff that student is followed up by the relevant Year Coordinator. Each term, the Year Coordinators and Deputy Principals responsible for a year group examine the attendance rates for all students and notify parents if there is an unexpected low rate of attendance (less than 80%). All absentee records are entered and retained on the College Learning Management system – SEQTA.

## **STUDENT SERVICES**

The Student Services Team (SST) is an integral part of life at the College. Year Coordinators, House Coordinators, the Student Representative Council Coordinator, Counsellors, Deans, Deputy Principals, the Vice Principal and Principal form the SST. This team is dedicated to the wellbeing, safety and sense of belonging of students in our care. By dealing with students as individual young people, we aim to deliver the best possible pastoral care for our students.

Our House Coordinators work enthusiastically with students within their House across all year levels to help foster House spirit and healthy competition at College events. Year Coordinators are responsible for a particular year group and are an important pastoral team that works with students, parents, teachers and Counsellors.

### **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

#### **Quality Catholic Schooling Component #304 – Reviewing our current Middle Leader's structure**

A focus of the Student Services Team in 2017 was reviewing the leadership structure in regards to offering the best support for our students. After reviewing data collected from the College community, changes were made to the SST structure, particularly in regards to House and Year Coordinators. House Coordinators have seen the removal of parts of their administrative role for 2018 so they can better foster House spirit and student participation. Given the critical role of Year Coordinators at the College, they have assumed some extra responsibilities that will see them have an even clearer understanding of the students in their care and enhance their ability to support these students. Time given to Year Coordinators for duties other than teaching has also been adjusted to recognise the changes to their role for 2018.

#### **Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behaviour and academic application**

In 2017 we introduced the College Behaviour Support Plan. This document focusses on empowering staff to work with students within their classrooms and develop positive, and productive relationships. Adding to the document in 2018, the College will be implementing the Escalation Plan. This document focuses on our most vulnerable students and ways staff can best support them during their time at the College. These two documents focus on strengthening relationships between staff and students in order to create a supportive environment within the classroom and the wider College community.

We are also completing a review of the Student Recognition System which promotes effort and success for all students and their individual talents and abilities.

### **ACHIEVEMENTS/HIGHLIGHTS**

- The 11<sup>th</sup> Inter-House Dance Competition involved over 160 students across the eight Houses. The standard of choreography and performance was excellent.
- Inter-House Swimming, Cross Country and Athletics Carnivals had high levels of participation.
- The Act-Belong-Commit Mentally Healthy Fair provided an excellent opportunity for our senior students to liaise with outside agencies and educational institutes and to raise their awareness on the importance of good mental health.
- House Breakfasts, Year 12 Dinner and Year 12 Farewell Assemblies continue to be integral events in House calendars which promote a sense of belonging.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

Members of the Student Services Team were involved in professional development run at the College by members of our Counselling Team and Senior Leadership Team focussing on brain development of teenagers, working with teenage boys and girls and ways the College can best support our students. Staff also attended offsite professional development on mental health and wellbeing including the Generation Next Expo.

## CLASS OF 2017 – YEAR 12 RESULTS

### SENIOR SECONDARY OUTCOMES (School Curriculum & Standards Authority)

#### Western Australian Certificate of Education (WACE)

##### Overall course and programmes completed:

- Number of full-time eligible Year 12 students = **196**
- WACE graduation = **90.8%**
- Certificates of Distinction = 4
- Certificates of Merit = 12

Table – Calculating points for achievement of Certificates of Merit and Certificates of Distinction

Points per unit	ATAR course	General course	Foundation course	VET qualification	Maximum points per VET qualification
10	A				
9	B			Certificate IV+ Replaces two Year 11 <i>and</i> four Year 12 units	54
8		A		Certificate III Replaces two Year 11 <i>and</i> four Year 12 units	48
7					
6				Certificate II Replaces two Year 11 <i>and</i> two Year 12 units	24

- Total number of units completed = **2 858**
- General course units completed = **882 (30.9%)**
- ATAR course units completed = **958 (33.5%)**
- Endorsed programmes = **120 (4.2%)**

### Vocational Education Training (VET)

- Certificate I in Year 10 – 12 = **28 (11.5%)**
- Certificate II in Year 10 – 12 = **212 (87.2%)**
- Certificate III in Year 10 – 12 = **3 (1.3%)**

### Australian Tertiary Admissions Rank (ATAR)

- Number of eligible students = **93 (45.15%)**
- Median **ATAR 79.5**
- Eligible students who scored 70+ = **76%**
- Courses in which students performed above state average:  
Dance, Drama, Human Biology, Mathematics Applications, Mathematics Methods, Modern History, Psychology and Visual Arts.

### **2017 ATAR results:**

ATAR range	Number of students	Percentage of students
90+	19	20%
80-89.99	25	27%
70-79.99	27	29%
60-69.99	12	13%
50-59.99	5	5%
Below 50	6	6%

### **2016 ATAR results as a comparison:**

ATAR range	Number of students	Percentage of students
90+	10	10%
80 – 89.99	22	22%
70 – 79.99	31	31%
60 – 69.99	14	14%
50 – 59.99	13	13%
Below 50	9	9%

### **2018 UNIVERSITY APPLICATION STATISTICS (Tertiary Institutions Service Centre)**

- Number of students with an ATAR who applied for university entrance = **89** (State 10 930 down)
- Median ATAR of the students who applied = **79.95** (State average 89)
- Number of students with a first preference (includes without ATAR) = **110** total
- **69.3%** of ATAR students were offered their first preference

Curtin University	Edith Cowan University	Murdoch University	University of WA
56 applications (46)	23 applications (34)	19 applications (6)	12 applications (15)
39 offered	17 offered	16 offered	6 offered



**Offers by field of education:**

<b>Curtin University</b>	
Natural & Physical Sciences	3
Engineering & Related Technologies	5
Health	10
Education	2
Management & Commerce	9
Society & Culture	13
Creative Arts	4
Information Technology	1

<b>Edith Cowan University</b>	
Natural & Physical Sciences	1
Engineering & Related Technologies	1
Health	8
Education	6
Management & Commerce	2
Society & Culture	2
Mixed Field Programmes	6

<b>Murdoch University</b>	
Natural & Physical Sciences	4
Information Technology	1
Health	2
Society & Culture	7
Mixed Field Programmes	6

<b>University of WA</b>	
Natural & Physical Sciences	7
Engineering & Related Technologies	1
Health	2
Society & Culture	2

## **ACADEMIC EXCELLENCE**

The Academic Excellence and Support Programme mission is to implement a strong and advantageous environment for all students who consistently demonstrate their determination to improve results across all curriculum areas. The programme encourages students to work with their peers in collaborative areas, as well as individually in the silent areas within the Fr Laurence Murphy SDS Senior Learning Centre. This programme allows students of similar aspirations and abilities to enhance their progress and development to optimise results.

The Academic Excellence Programme provides the opportunity for our students to consolidate daily tasks, complete assignments or prepare for assessments with the assistance of staff and tutors. We encourage club members to set key goals and expectations for their future. Staff are available before and after school, as well as during lunchtime for tutoring. Additionally, students can utilise the services of former students via the 'Ex-Student Tutoring Programme' run during Prometheus Study Club session times. The programme has proven to be a wonderful success as demonstrated by the achievements of many students in particular the Dux for 2016, Jesse Schelfhout, achieving an ATAR of 99.90!

### **PROGRAMMES AND ACTIVITIES OFFERED**

- Year 7 and 8 Study Skills Programme
- Year 7 – 10 UWA Girls in Engineering Programme
- Year 8 – 11 UWA Aspire Advocates Programme
- Year 9 UWA Aspire Race Around the Campus
- Year 9 ECU – ATSE Eminent Speaker Event (STEM)
- Year 7, 8 & 10 Aspire UWA School Incursions
- Year 7 – 10 Spelling Bee
- Year 10 Prometheus Study Club
- Year 10 & 11 Big Ideas for Bright Minds Academic Conference
- Year 11 UWA Aspire Camp and Campus Visit
- Year 11 & 12 Study Skills Programme
- Year 11 Prometheus Study Club
- Year 11 UWA Aspire Camp
- Year 12 WACE Revision Seminars
- Year 12 UWA WACE Revision Seminars
- Year 12 Prometheus Study Club
- Year 12 Mentor Programme
- La Salle College Ex-Student Tutoring Programme

## **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

### **Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching**

- It is essential to obtain quality data which will enable a more effective delivery of our education programmes to the target audience – our students. Following up on student applications to Prometheus to encourage students to increase their participation in appropriate study and support programmes such as the WACE Revision Seminars delivered through the College with Hands On Tuition; Scholarships from UWA and delivered by Academic Associates; or assisting students in preparation for the UMAT in association with the Broadway Programme for Medicine and Dentistry, the College has been involved in this initiative for eight years. In essence, working to collect the best data possible can give you a significant advantage in improving and achieving our mission of higher academic achievement and success.

### **Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behaviour and academic application**

- In addition, a high priority has been placed on the ongoing discussion within the College, and indeed the wider community, emphasising a desire to improve academic application and student well-being. Initially we have increased the number of students who were able to uptake the opportunity to participate in the UWA Aspire Programme and the UWA Girls in Engineering Programme. We have expanded the Academic Excellence Programme of activities to include new ventures such as the Big Ideas for Bright Minds Academic Conferences and participating in the Greenbatch Plastic Recycling Initiative. This is only the beginning of the process with greater expectations for 2018.
- Further strategies include, more personalised and direct delivery of student study skills, study timetable planning and targeted tutoring sessions with staff and Ex-Student tutors. This positive, enthusiastic, safe and supportive learning environment is fundamental to an effective Academic Excellence Programme.

## **ACHIEVEMENTS/HIGHLIGHTS**

- Prometheus Study Club  
This club recognises and encourages students to make a sustained and significant commitment to their studies. The Club has progressively grown in popularity since inception and maintains this level of attendance throughout the year. Students go through an application process to be members of the club, entering their current grades and achievements as well as set key goals and strategies to attain their aspiration/goal for the year. The total number of students for each year group in 2017:  
Year 10 – 52 students  
Year 11 – 89 students  
Year 12 – 61 students
- In 2017 we introduced an additional session, open only to Year 12 students for one on one tutoring; a more personalised approach to study skills and study planning and generally increased access to staff and tutors. Due to this proposal being favourably received by the Year 12 cohort and extremely well attended, we will continue the initiative into 2018.

## **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Academic Excellence Network meeting at UWA.
- Accreditation to Teach.
- Accreditation to Teach Religious Education.
- Information and Communication Technology – Mathspace Website.
- Fostering Excellence – Mr John Foley.

## ASSESSMENTS

### NATIONAL ASSESSMENT PROGRAMME – LITERACY & NUMERACY (NAPLAN)

NAPLAN results are reported using a scale that has an average score across all students of 500. The spread of scores has been set that just over two thirds of students' scores lie between 400 and 600.

The tables below show the national and school averages and the percentage of Year 7 and 9 students at La Salle College who achieved the National Reading, Persuasive Writing, Language Conventions (Spelling, Punctuation and Grammar) and Numeracy benchmarks.

YEAR 7	All Australian Schools' Average		La Salle College Average		% at or above National Minimum Standard	
	2017	2016	2017	2016	2017	2016
Numeracy	553.8	549.5	553.8	537.1	99%	96%
Reading	544.7	541	541.3	526.2	95%	96%
Spelling	549.6	542.9	552.8	537.9	95%	95%
Grammar/Punctuation	541.6	540.2	532.2	527.1	92%	94%
Writing	513.0	514.7	504.8	498.3	90%	91%

YEAR 9	All Australian Schools' Average		La Salle College Average		% at or above National Minimum Standard	
	2017	2016	2017	2016	2017	2016
Numeracy	592.0	588.8	580.4	584.3	100%	98%
Reading	580.9	580.6	575.7	578.9	93%	95%
Spelling	581.5	580.3	565.4	582.5	89%	90%
Grammar/Punctuation	574.1	570.3	557.8	561.3	89%	89%
Writing	551.9	548.4	543.4	549.4	79%	87%

### BISHOPS' RELIGIOUS LITERACY ASSESSMENT (BRLA) – YEAR 9

The Western Australian BRLA is made up of four knowledge-based areas: Sacraments and Prayer, Bible, Church and Jesus.

WA Catholic Schools' Average		La Salle College Average	
2017	2016	2017	2016
536.5	534.6	526.7	535.8

## **INFORMATION & COMMUNICATION TECHNOLOGIES**

Information and Communication Technologies (ICT) encompasses all electronic devices and systems which are used to manipulate or communicate data. Examples (a non-exhaustive list) of devices and systems are given below:

- Devices: computers, mp3 players, mobile phones, digital cameras, tablets and photocopiers.
- Systems: Internet, email, intranet, SEQTA and social networks (e.g. Facebook).

The availability of such resources provides the opportunity for the College to help students develop their full potential. ICT provides significant educational value but can pose a risk of exposure to inappropriate and offensive material and personal safety. In accordance with the teachings of the Catholic Church, the practice of communication must be totally honest and reflect the highest standard of accountability and sensitivity to human rights and relationships.

### **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

ICT encompasses many areas of school life from being a tool used for Learning and Teaching to supporting the Administration of the College. It plays a specific role in the Quality Catholic Schooling (QCS) objectives:

#### **Quality Catholic Schooling Component #201 – Engagement with the School Community**

- Allowing communication via the College website, Facebook, Twitter, Text messaging, SEQTA Engage, Parent Teacher Online (PTO) for meetings, etc.

#### **Quality Catholic Schooling Component #302 – Analysis and Discussion of Data**

- Producing, recording and reviewing Academic reports (College based + OLN and NAPLAN).

#### **Quality Catholic Schooling Component #306 – Systematic Curriculum Delivery**

- Implementing and enhancing the use of the Learning Management System (LMS) – SEQTA for the delivery of curriculum to the individual.

#### **Quality Catholic Schooling Component #308 – Effective Pedagogical Practices**

- Supplying the tools (Office 365, SEQTA, Adobe Creative Cloud, etc.) which allow teachers to use best practice within the classroom.

#### **Quality Catholic Schooling Component #402 – Pastoral Care of Students**

- Maintaining the College Student Information Systems (SIS), Maze and SEQTA, which allow accurate record keeping of information to assist with pastoral care.

### **ACHIEVEMENTS/HIGHLIGHTS**

- 2017 has been a year of consolidation, building on the major implementations of the previous year – SEQTA and the Bring Your Own Device (BYOD) programme. Both of these have undergone refinements over the year.
- It has also been a year of planning with the development of an ICT Strategic Plan to prepare for the transition to LEADing Lights. LEADing Lights is a single digital ecosystem for all Catholic Education of Western Australia (CEWA) schools, as well as central and regional offices. It will replace the school's old IT system and programmes with a modern, simple and easy-to-use interface from which staff will access all educational and administrative tools. All CEWA schools will use the LEADing Lights system, this will connect students, teachers, principals, resources, support networks and parents. LEADing Lights is designed to foster a powerful social learning community and equip students with the 21<sup>st</sup> century technologies and deep learning skills they need to reach their full potential.

**PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- LEADing Lights
- Office 365
- SEQTA
- Data Storage
- Security
- Networking (WiFi)

## RELIGIOUS EDUCATION

Religious Education is the first learning area in the curriculum of Catholic schools in Western Australia and therefore is integral to the education of all students at La Salle College. Religious Education aims to share Catholic faith by promoting knowledge and understanding of the Gospel, as it is handed on by the Catholic Church, and of how those who follow Christ are called to live this Gospel in today's world' (Mandate 2009-2015, #62, p32). The courses offered in Religious Education from Year 7 – 12 give students the opportunity to engage with the curriculum but also learn about the faith that was instituted by Christ.

### COURSES OFFERED

#### Year 7

Students in Year 7 learn about the fundamentals of the Catholic faith that includes coming to know the person of Jesus and the importance of community in Catholicism. They will come to learn and develop an understanding of the Lasallian heritage, which will foster an appreciation of the mission of La Salle College.

- Lasallian Heritage
- Celebrating Jesus
- Living as Church
- Celebrating New Life
- Living in God's Love

#### Year 8

Students learn what people understand about God from creation and describe the relationship between people and the universe. They identify characteristics of community embodied in the Church. They learn that Catholics celebrate their relationship with God in the mass and the seven sacraments.

- Belonging and Acceptance in Catholic Communities
- The Universal Need for God
- Creation God's Original Plan
- Growing in the Image of God

#### Year 9

Students learn that people have common questions and yearnings known as human heart questions. These questions lead people to God. They learn that the Magisterium guides Catholics in living out the Gospel. They recognise that Christians are called to share in the mission of Jesus by following God's laws.

- The Human Search for Truth
- People Grow Stronger Spiritually
- People Can Achieve Emotional Peace
- Christian Love and Sexuality

#### Year 10

Students learn the Christian values that Jesus taught and how these values can be lived by Christians today. They investigate the Christian vocation and recognise the need to discover personal vocation. They outline the historical spread of the Catholic Church across the world.

- Vocation – Called to Be and Become
- The Search for Freedom
- The Holy Spirit's Action through Conscience and the Church

- Restoring God's Justice in the World

### **Year 11 and 12**

The Religion and Life General course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals.

- *Year 11:* Religion and Life General Unit 1 and 2
- *Year 12:* Religion and Life General Unit 3 and 4

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. These students grapple with important contemporary issues facing the Church and society and will analyse the Catholic Church response to these issues. The Religion and Life ATAR courses encourage students to think critically about the place of religion in society past and present.

- *Year 11:* Religion and Life ATAR Unit 1 and 2
- *Year 12:* Religion and Life ATAR Unit 3 and 4

### **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

#### **Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching**

- Data is presented to teachers at Religious Education meetings to demonstrate progress of students in the flagship ATAR courses in both Year 11 and 12 in order to pinpoint areas for growth in lower school curriculum and assessment.
- Data is being used to analyse the results of the Year 9 Bishops Religious Literacy Assessment to further illustrate topics of concern for students as they approach the halfway mark of their high school journey.
- SEQTA is used effectively to determine the success of assessment tasks through the use of class and course averages.

#### **Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behaviour and academic application**

- Religious Education meetings are used as a medium for discussing behavioural management strategies for staff. It is vital that staff continue to be collaborative in this area to ensure that all students have the opportunity to be successful.
- As stated in the Bishops mandate, Religious Education is the number one learning area in a Catholic school. Therefore, academic application should be in line with other courses offered at the College.
- The College Enrolment Agreement calls on students to strive to achieve their personal best in all areas of College life. This is a staff expectation of students in Religious Education classes.
- Regular meetings with new staff to the Religious Education learning area are also conducted with the Learning Area Coordinator in order to troubleshoot various behaviour management situations that may arise in classroom situations and consolidate knowledge of content.

#### **Quality Catholic Schooling Component #304 – Developing an agreed set of principles related to teaching and learning**

- The purchasing of new resources in order to strengthen programmes.
- Working with other learning areas to develop consistent approaches to key areas of content including essay writing and source analysis.
- Reviewing programmes and assessments to ensure the best opportunity for students to succeed.

#### **Developing staff and community knowledge and understanding of the Code of Professional Conduct**

- Since its unveiling, both staff and students have had many questions regarding the Code of Professional Conduct. Meetings, classrooms, camps and retreats provide valuable opportunities for discussion on the Code and how it affects different individuals.



### **ACHIEVEMENTS/HIGHLIGHTS**

- Improved results in ATAR examinations for both Year 11 and Year 12 students compared to 2016.
- Positive results in the Bishop's Religious Literacy Assessment.
- Religious Education Learning Area staff retreat.
- Australian Catholic Youth Festival.

Two staff Religious Education staff attended this festival in Sydney with ten Year 11 students. It was a terrific opportunity for students to encounter Christ and discover the power of their faith. We will aim to turn this into a regular school tour.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Symposium for Religious Education, Secularism and Catholic schools. The Learning Area Coordinator (LAC) was able to network with other LACs from around the country. The symposium contained keynote speakers and breakout sessions focusing on the development of dedicated Religious Education teachers and the impact of secularisation on Catholic Schools.
- Religious Education Coordinator's Network Meetings.
- Lasallian's Women's Symposium. The symposium empowered women to participate in the decision making processes in the foundation going forward
- Catholic Education Meditation PD presented by Ernie Christie from the Brisbane diocese.
- Masters of Education (Religious Education) – two staff completed study towards achieving Masters qualification.
- Accreditation to Lead in a Catholic School.

## **CHRISTIAN MINISTRY**

### **LITURGY**

The Liturgy Coordinator organises and facilitates all liturgical experiences within the College. In this context Catholic values and beliefs are strengthened and celebrated and students and staff are invited to actively participate in as many ways as possible, through reading of scripture, singing, liturgical dance, playing musical instruments and the distribution of Holy Communion. Our liturgies are rich in ritual and spirituality as we endeavour to *'bring the Good News of Jesus Christ to all members of the College Community and provide them with every opportunity to identify and develop their own spirituality.* (Evangelisation Plan 2015).

### **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

#### **Quality Catholic Schooling Component #402 – Pastoral care of students**

Staff, students, families and the wider school community promote and sustain student wellbeing and positive student behaviour in a safe and supportive learning environment, underpinned by an effective pastoral care policy.

*This objective is addressed in the following ways:*

- All Learning areas are invited to be part of the weekly community Masses. The feeling of community is enhanced by the Thursday Masses as they involve all Houses and all Pastoral Care Groups (PCG) in each House. PCG participation is very important as it gives students an opportunity to be part of the Eucharistic community at Mass by reading, singing or both. Readers come from all PCGs and Pastoral Care Advisor's support and encourage this participation.
- Every House has an opportunity to celebrate the charism of their particular House Patron with a Mass. These Masses again foster participation of as many students as possible, through proclamation of the Word, music, song and movement. The development of community with students having an active role in this community fosters student wellbeing and a feeling of belonging.
- Make A Difference Day is a day to acknowledge our founder. The day begins with a liturgy based around the life and times of St John Baptist de La Salle. Student participation is welcomed and celebrated and the understanding of being part of the wider Lasallian community is promoted.

### **ACHIEVEMENTS/HIGHLIGHTS**

- Participation of two students in the 'Bible Reading' section of the Catholic Performing Arts Festival.
- Ash Wednesday.
- Easter Liturgy.
- Make A Difference Day Liturgy.
- House Liturgies (with practice sessions in place) with greater participation.
- Graduation Mass.
- End of Year Thanksgiving Masses for each year group.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Attendance at the Lasallian Women's Symposium in New Zealand.
- Attendance at a Meditation workshop run by Ernie Christie, Brisbane.

### **CHRISTIAN SERVICE-LEARNING**

The Touching Hearts programme allows students to put their faith into practical actions by serving others. The programme commences with a home and school based service in Years 7 – 9 and moves out into the private not-for-profit sector in Years 10 and 11. The Touching Hearts programme aligns with Catholic values and beliefs promoting Christ's message of 'Love one another as I have loved you...' (John 13:34). The Programme engages students in many different skills and practices which complement many subjects at the school; the two most relevant being Religious Education through the act of Christian Service, and English, through the reflective aspect of the programme.

## **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

### **Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching**

- The programme continues to update to include more online platforms to enable easier access by students. The online booklet has been working effectively for our senior students, however, more work can be done to improve the online aspect for Years 7 – 9. Data continues to show that the vast majority of students are able to complete their service activities to a high standard, however, the final reflections aspect of the programme continues to be an area where many students struggle. Allocated time in class during 2018 is being trialled in different learning areas for each year level, with the hope of providing extra guidance to students when completing their final reflections.

### **Quality Catholic Schooling Component #402 – Pastoral care of students**

- The safety of our students continues to be paramount when engaging in the wider community. Year 10s and 11s in particular are required to complete an 'Application to Participate' form, which provides parents and the Christian Service-Learning Coordinator with the opportunity to have the organisation vetted to ensure it is suitable for our students.

## **ACHIEVEMENTS/HIGHLIGHTS**

- Students made significant contributions over the course of the year to Caritas, the Lasallian Foundation and the St Vincent de Paul Society through Make A Difference Day, PCG fundraisers, the Vinnies SleepOut, Vinnies Christmas Appeal and clothes drive.
- The Touching Hearts programme saw more than 10 000 hours of community service undertaken over the course of the year. A tremendous effort and once again a great example of the generous nature of many of our students.
- The Thailand Immersion programme ran again and has grown to accommodate thirteen students and four staff. Great work has been done to build the profile of this immersion through numerous fundraisers over the course of the year.

## **OTHER**

- This year the Balgo Hills Immersion programme did not run due to circumstances beyond our control. Efforts will be made in 2018 to continue the long standing tradition and further develop the links between La Salle College and Luurnpa Catholic School.

## **YOUTH MINISTRY**

Youth Ministry is into its second year of operation within our College and exists as a branch within the Christian Ministry Team. Youth ministry aims to provide students with the opportunity to develop and grow within three key areas which are: faith, service and community. The aims are met through opportunities developed by the Lasallian Youth Minister which in some way meet one of those key areas.

## **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

### **Quality Catholic Schooling Component #402 – Pastoral care of students**

- Through the numerous opportunities offered within youth ministry, students are able to develop stronger and more meaningful relationships with other students whilst gaining a greater self-awareness of oneself. As students self-nominate to be a part of youth ministry programmes, it provides staff members with the opportunity to further establish connections with students and support their development as young men and women.

## **ACHIEVEMENTS/HIGHLIGHTS**

- Thirty five students voluntarily participated in the Lasallian Youth Leader (LYL) training afternoon. Students were taught leadership training as well as practical skills that would assist them in the projects throughout the year.

- LYLs assisted with Year 7 Reflection days in Term 4 being positive role models.
- The LYLs initiated and led the Friday Night Games programme which took place six times over the course of the year. Friday Night Games provided Year 7, 8 and 9 students with the opportunity to gather together on a Friday night in the Patricia Rodrigues Centre to participate in games and activities. These fun-filled evenings averaged 80 students with the largest number of participants being 120!
- Multiple fundraisers were also carried out by LYL members and other students in support of Youth Ministry initiatives. All money raised went towards Make A Difference Day fundraising or towards the Thailand Immersion.
- Eight students from Years 10, 11 and 12 took the opportunity to attend the Lasallian Youth gathering in Sydney during the July school holidays. The event brought together Lasallian students from all over Australia, New Zealand, Pakistan and Papua New Guinea where they were able to listen to inspiring guest speakers.

## ENGLISH & LANGUAGES

The English and Languages curriculum is aligned with the Australian Curriculum. Teaching and Learning occurs in the context of Catholic values and beliefs. English and Literature courses offer opportunities to students of diverse interests and strengths, catering for their specific individual needs. The courses aim to develop reading, writing, speaking, listening and collaborative skills. The courses also facilitate the development of critical comprehension and an understanding of texts in context. Programming occurs in line with differentiated needs of students and the cross- curricular priorities in the Australian Curriculum.

The College offers Chinese (Mandarin) and Italian as language options. Learning a second language benefits students by fostering cultural awareness and appreciation, in addition to skilling them with the tools to communicate in an increasingly global context.

### COURSES OFFERED

#### Year 7

- Allegro English
- English
- Enrichment English (offers learning support)
- Chinese (Mandarin)
- Italian

#### Year 8

- Allegro English
- English
- Enrichment English (offers learning support)
- Focus English (offers learning support)
- Chinese (Mandarin)
- Italian

#### Year 9

- Allegro English
- English
- Enrichment English (offers learning support).
- Focus English (offers learning support)

#### Year 10

- Extension English
- English
- General Certificate in Adult Education (English)

### Year 11

- English ATAR
- English General
- Literature ATAR

### Year 12

- English ATAR
- English General
- Literature ATAR

## CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES

### Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching

- Teachers in the English Learning Area collaboratively interpret NAPLAN and WACE data with a view to identifying trends and individual student needs. Data is also used in ensuring that there is comparability in marking. The Learning Management System, SEQTA allows for tracking of individual student performance over a period of time. Courses are heavily moderated and programmes are adjusted annually to ensure maximum efficacy.
- This table shows the NAPLAN testing results of the same cohort when they were in Year 7 and again when in Year 9.

Area		Year 7 2015 cohort	Year 9 2017 cohort	Difference
Grammar and Punctuation	Top 20%	10	14	+ 4%
	Middle 60%	66	65	- 1%
	Bottom 20%	24	21	- 3%
Reading and Comprehension	Top 20%	14	17	+ 3%
	Middle 60%	68	63	- 5%
	Bottom 20%	18	20	+ 2%
Spelling	Top 20%	13	14	+ 1%
	Middle 60%	70	66	- 4%
	Bottom 20%	17	20	+ 3%
Writing	Top 20%	11	16	+ 5%
	Middle 60%	65	63	- 2%
	Bottom 20%	24	21	- 3%

### Quality Catholic Schooling Component #304 – Developing a statement of agreed principles related to teaching and learning

- Teachers work in teams to programme, assess and monitor student achievement. Emphasis is on maintaining agreed standards in addition to providing differentiated learning to meet individual student needs. Teachers engage regularly with parents where appropriate. The Learning Area has a Behaviour Management Plan that stands alongside and is informed by the College Behaviour Management Plan. It is recognised that the nature of a Lasallian school requires a sensitive and adaptive approach to behaviour management whilst maintaining consistent and agreed standards.

### **ACHIEVEMENTS/HIGHLIGHTS**

- A range of extra-curricular programmes to supplement learning and engender enthusiasm within subject areas: Chinese and Italian incursions and excursions; theatrical performances in languages and literature; Curtin University seminars; English General motivational workshops; Reading and Writing Club; Write-A-Book-In-A-Day Competition; students whose work is published in creative writing journals; individual tutoring.
- After-school tutoring and revision seminars assisted students in raising results.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Secondary English workshops.
- English and Literature Network meetings.
- Curtin University Seminars.
- Professional stage performances.
- AATE/ALEA National Conference.
- TESOL Graduate Diploma.
- Early Careers Teacher Programme.
- Classroom management and engagement in languages.
- CEWA Curriculum Languages.
- WAATI Italian State Conference.
- WAATI Italian Professional Learning.
- IAWCC Professional Learning Day for Teachers of Italian.
- CEWA: WA Curriculum for Languages Secondary Professional Development.
- WACE and General English SCSA Panels.
- ETAWA – Planning and Programming 2018.
- New or inexperienced teachers of WACE English courses (SCSA).
- Secondary English Professional Learning, Visual Literacy & Narrative Writing (CEWA).
- General English Network Meeting (SCSA/CEWA).
- General English Professional Learning Session (ETWA).
- WACE Examination review seminars.

# MATHEMATICS

The Mathematics curriculum is taught with the Australian Curriculum as a blueprint. Teaching and learning occurs with the traditions of St John Baptist de La Salle as our guide. Mathematics courses offer opportunities to students of diverse interests and strengths, catering for their specific individual needs. The courses offer an opportunity for students to perform to the best of their ability and achieve some success in Mathematics.

## COURSES OFFERED

### Year 7

- Allegro Mathematics
- Mathematics
- Getting Ready in Numeracy (GRIN – offers learning support\*)

### Year 8

- Allegro Mathematics
- Mathematics Extension
- Mathematics
- Focus Mathematics (offers numeracy support)
- Inspiring Mathematics Minds (optional subject)

### Year 9

- Allegro Mathematics
- Mathematics Extension
- Mathematics
- Focus Mathematics (offers numeracy support)
- Inspiring Mathematics Minds (optional subject)

### Year 10

- Mathematics Extension
- Mathematics
- Mathematics for Life
- General Certificate Mathematics (Certificate I)

### Year 11

- Mathematics ATAR: Applications
- Mathematics ATAR: Methods
- Mathematics ATAR: Specialist
- Mathematics General: Essential
- General Certificate Mathematics (Certificate II)



## **Year 12**

- Mathematics ATAR: Applications
- Mathematics ATAR: Methods
- Mathematics ATAR: Specialist
- Mathematics General: Essential
- General Certificate Mathematics (Certificate II)

\*The GRIN programme is offered to students in Year 7 who have been recognised as needing upskilling at the beginning of secondary school.

## **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

### **Quality Catholic Schooling Component #302 – Improved use of data to inform teaching and learning**

- The Mathematics Learning Area spent professional development time studying student results and developing ways of addressing problems regarding student knowledge. Comparisons were made with student results over time and cohorts.

### **Quality Catholic Schooling Component #304 – Reviewing our current Middle Leaders' structure**

- The Mathematics Learning Area applies its staff in a targeted manner to meet the learning and wellbeing needs of all students. We encourage the use of experienced teachers in lower ability classes to assist in addressing student needs.

### **Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behaviour and academic application**

- Staff implemented a supportive structure to help with teacher discipline and strategies to affect change in the classroom.

### **Quality Catholic Schooling Component #304 – Developing a statement of agreed principles related to teaching and learning**

- Staff looked at a set of minimum standards/expectations for teaching which will be implemented in the classroom.

## **ACHIEVEMENTS/HIGHLIGHTS**

- After- school tutoring and study sessions assisted students in improving results.
- Participation of students across all year groups in the Australian Mathematics Competition with 2 students achieving 'high distinctions' and 22 achieving 'distinctions'.
- Year 7 and 8 students attended the Numero Challenge.
- Year 7s attended an Aspire session run by the University of Western Australia.
- Participation of Year 8 students in the Have Sum Fun online competition.
- Introduction of in- school classes for OLNA practice.

## **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Workshops for Mathematics Essential Years 11 and 12 (SCSA).
- Review and implementation of grade descriptors for Mathematics Essential (SCSA).
- Review of College NAPLAN results.
- Workshop for the introduction of Mathspace.
- Audit of the syllabus for Year 11 Mathematics Methods.

- Audit of the syllabus for Year 11 Mathematics Specialist.
- Sharing of best practice and understandings in Mathematics meetings.
- A representative on the Courses Advisory Committee for Mathematics (SCSA).
- Workshop on judging standards in lower school.
- Engaging students in the Mathematical Classroom.
- Mathematics related ICT PD – the use of technology in the classroom.
- Network meetings for Mathematics.
- WACE marking.
- Attendance at the Mathematics Conference (MAWA).

# SCIENCE

The goal of science education is to prepare students to be responsible citizens in an increasingly complex and dynamic world. The science curriculum provides students with the foundations to understand the inner workings of this world using scientific processes and concepts from all fields of endeavor: earth science, biology, chemistry, and physics. Students learn to respect the world that they live in and to live up to Catholic values inspired by the teachings of St John Baptist de La Salle.

## COURSES OFFERED

### Year 7

- Allegro Science
- Science Australian Curriculum
- Transition Science

### Year 8

- Allegro Science
- Science Australian Curriculum
- Science Focus
- Transition Science

### Year 9

- Allegro Science
- Science Australian Curriculum
- Science Focus
- Transition Science
- Electronics

### Year 10

- Science Advanced
- Science Australian Curriculum
- Certificate I in General Education for Adults – Science

### Year 11

- ATAR Biology
- ATAR Chemistry
- ATAR Earth and Environmental Science
- ATAR Human Biology
- ATAR Physics
- ATAR Psychology
- General – Integrated Science

- Certificate II Data, Sampling and Measurement

### **Year 12**

- ATAR Chemistry
- ATAR Human Biology
- ATAR Physics
- ATAR Psychology
- General – Integrated Science
- Certificate II Data, Sampling and Measurement

### **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

#### **Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching**

- The learning area relied heavily on the data collected from students over their time at the College. The data was used to modify programmes to make sure we added value to the students throughout their time at the College. This was particularly so in Year 9 when students can often fall behind. Data collected from Year 10 students was relied heavily upon when courses were being selected for Year 11.

#### **Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behaviour and academic application**

- A lot of time and effort was put into a uniform approach to student learning and behaviour in science.
- Minimum standards of behaviour and work habits were enforced across all year groups.

### **ACHIEVEMENTS/HIGHLIGHTS**

- RACI Titration Stakes – second in the state and eighth nationally.
- Science Week.
- Astronomy Night.
- Record number of students studying Science in Year 11 and 12.
- All available subjects running in Year 11.
- Success of the Certificate II course running in Year 12.
- Introduction of STEM into science teaching.
- Introduction of robotics and programming code in Year 7.
- Science Club.
- Introduction of Education Perfect into lower school science.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Introducing STEM into the classroom.
- Education Perfect-Managing classroom activities.
- NASA Space Exploration.
- STAWA Future Science Teaching Conference.
- Science related ICT PD – the use of technology in the classroom.

- Logger Pro.
- CEWA accreditation.
- WACE marking.

## **HUMANITIES & SOCIAL SCIENCES**

The Humanities and Social Sciences (HaSS) focuses on delivering quality teaching to students in the four key subject areas – History, Economics and Business, Geography and Civics and Citizenship.

### **COURSES OFFERED**

#### **Year 7, 8 & 9**

- Humanities (History, Geography, Civics and Citizenship and Economics and Business)

#### **Year 10**

- Accounting and Finance

#### **Year 11**

- Accounting and Finance
- Business Management and Enterprise
- Certificate II in Tourism
- Economics

#### **Year 12**

- Accounting and Finance
- Certificate II Business
- Geography
- Modern History

### **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

#### **Quality Catholic School Component #302 – Analysis and Discussion of Data**

- Our common practice is to evaluate assessments on areas of strength and weakness to improve our teaching and learning to continue to develop our programmes. Year 12 ATAR teachers met with the Principal to evaluate the results to further improve our teaching programmes.

#### **Quality Catholic School Component # 304 - Targeted use of School Resources**

- As a learning area, we utilise the expertise and strengths of our teachers to take the lead role with programmes and provide support to colleagues.
- We updated our class textbooks to ensure all areas of the HaSS Learning Area are covered in detail.
- We utilise incursions to contribute to students learning.
- Year 10 teachers also held exam revision seminars for students to assist them with their study.
- The learning area run a Homework Help Club once a week to ensure students have access to assistance outside of their normal classes.

### **Quality Catholic School Component # 402 – Pastoral Care of Students**

- The importance of pastoral care is underpinned within the HaSS Learning Area where we provide a safe learning environment for all students to grow and learn. It is imperative that we build a rapport with students to ensure we can assist all students to develop their skills.

### **ACHIEVEMENTS/HIGHLIGHTS**

- Successful implementation of the Year 10 Australian Curriculum.
- Successful integration of Business subjects into the Humanities and Social Sciences Learning Area.
- European History Tour which encompassed Warsaw, Krakow, Berlin and Copenhagen.
- Geography Camp.
- Incursions including G'Day ANZAC and Red Cross – Pathways to Freedom Incursion.
- Australian Geography Competition where one of our Year 10 students achieved results in the top 1% of Australia.
- Students have continued to be involved in the Inter-School Mock Trial Competition run by the Law Society of WA.
- Simply Stationary – School Based Enterprise within the Certificate II Business and Year 10 Accounting and Finance classes.
- Plan your own enterprise competition run by the CPA Australia.
- Successful excursions to support learning in the Certificate II Business and Tourism courses.
- Certificate II Tourism students assisting with the College Open Day tours.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- BEWA Conference.
- Behaviour Management.
- VET Industry Currency.
- Geography Roadshow.

## **HEALTH & PHYSICAL EDUCATION**

In teaching Health and Physical Education we endeavour to create enjoyment for students whether it be physical activity or learning health concepts. It goes beyond the boundaries of enabling student learning to encouraging physical activity in each student's life at school and at home. We feel that our teaching reflects this opinion that there are two major outcomes of effective teaching, which are both important.

### **COURSES OFFERED**

#### **Year 7**

- Physical Education
- Health Education

#### **Year 8**

- Physical Education
- Health Education

#### **Year 9**

- Physical Education
- Health Education
- Outdoor Education
- Specialised Australian Rules Football
- Specialised Netball
- Specialised Sport

#### **Year 10**

- Physical Education
- Health Education
- Physical Education Studies: General
- Physical Education Studies: Specialised Australian Rules Football
- Outdoor Education

#### **Year 11**

- Physical Education Studies: General
- Physical Education Studies: Specialised Australian Rules Football
- Physical Education Studies: ATAR
- Health Studies ATAR



## **Year 12**

- Certificate II Sport and Recreation
- Physical Education Studies: ATAR
- Health Studies ATAR

## **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

### **Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching**

- In Health and Physical Education (HPE) we use a variety of ways to collect data for our students. In senior school we collect data through tests, investigations, examinations (both practical and theoretical) and ongoing assessment of students reaching their outcomes.
- The data has also been compared to other schools who have Physical Education Studies and Health Studies in senior school. This helped with enhancing student learning and ensuring students were realistic about their academic performance.
- Collecting the data and comparing over the last few years has seen a gradual improvement in our results.
- Collecting data within terms of attendance and behaviour has also made us more aware of students who do not attend class on a regular basis and also students who do not have their physical education uniform. This made us look at our policy as a learning area, and with this we readjusted them for the future. Student well-being has also been improved through identifying priority students and groups.

### **Quality Catholic Schooling Component #304 – Developing a statement of agreed principles related to teaching and learning**

- In HPE we have purchased a variety of new equipment to ensure students are using the best and safest equipment, to enhance their learning. With having this range of equipment, to meet the individual needs of the students, we also have students' engaged and active at all times.
- Within HPE, all staff are encouraged to attend professional development courses which helps build on the skills that staff already have and helps staff to use a variety of teaching methods and activities to engage the learner. Professional development also helps to modify programmes and cater for a variety of needs. The teachers also upskilled to develop an improved programme in Outdoor Education, a popular and truly engaging subject for students in Year 9 and 10.
- We have attempted to use College facilities to the best of our abilities by writing a variety of programmes, for example the abseiling wall and weights room, which helps students become personally involved and link what they are learning back to their own lives. By introducing triathlon into a regular part of the Year 10 programme, students were able to use the College pool and variety of mountain bikes. This also encouraged the development of interpersonal skills as they worked as individuals and teams.

### **Quality Catholic Schooling Component #402 – Pastoral Care of Students**

- Relationships are extremely important to the Health and Physical Education Learning Area. It is important to make frequent contact with parents informing them of situations where their child has achieved or struggled to achieve to their individual potential.
- Within the curriculum the learning area staff have been involved in the decision making process giving them greater ownership and responsibility in achieving positive learning area outcomes, constantly working with students to allow them to achieve their best.
- Students and teachers continually foster a positive relationship with each other. Feedback from parents, students and the staff has been very positive.
- Further developing the fitness component of the curriculum, promotes students to give their personal best and realise that their comfort zone is something to be challenged.
- In addition, students completed a range of lifestyle activities which showed them different ways they can become more physically active.

## **ACHIEVEMENTS/HIGHLIGHTS**

- The Sports Awards Night was once again a success. Focussed on the extra-curricular achievements of College sport teams the work done within the curriculum provided students with an outstanding framework allowing them to use the strategies taught in Physical Education and transfer skills learnt into sports that may not have attempted before.

- Physical Education Studies and Health Studies ATAR was successful with passionate staff driving courses these well received courses. The courses align with many pathways and interests of our students and it is exciting to see the depth in which these courses develop our students and prepare them for the wider community.
- Practical training sessions for Year 11 and 12 Volleyball students were held twice weekly to prepare students for the WACE practical exam. Volleyball WA were involved to assist with skill specific clinics.
- Staff were upskilled in a variety of areas allowing them to transfer these skills onto the students in a variety of areas, especially Outdoor Education, where the precise skills are needed for certain activities, especially on camps.
- Within the Year 9 and 10 Outdoor Education courses the students were exposed to activities where they were challenged physically and mentally. These lifelong skills culminated in challenging camps to Rottnest and the Margaret River region.
- Within the Health Courses students have heard from a range of guest speakers and participated in activities. These experiences allow students to be exposed to current and pertinent health issues.
- Specialist Sport excursions which helped link curriculum into the wider community of the students specialist areas.

#### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Bronze requalification.
- UWA ATAR Physical Education Workshop.
- College ICT.
- CEWA Network Meeting.
- Protective Behaviours Workshop.
- Aussie Optimism Workshop.
- Physical Education Network Meetings.
- Roping and Abseiling staff upskilling.
- Health Studies Network Meetings.
- ACHPER – Junior Sport Development.
- AFL National Coaching Conference.
- Certificate II Sport and Recreation Currency development.
- Canoeing and Kayaking skill development Workshop.
- First Aid Certificate requalification.
- Volleyball WA clinics level 1 and 2.
- Catholic social teaching.
- Vision for learning.
- Fostering excellence in the classroom.

## **SPORT**

Sport encompasses every student who attends our College. The aim of the sporting programme is to enhance the skill level of our students, but furthermore, strive to offer an addition to their learning and education by fostering an environment built on effort, attitude and commitment to excellence. We truly believe that success is based around the ability to commit and give great effort at all times. Sport is a vessel which brings communities together and allows us to continue to supplement our students learning by enhancing their spiritual, intellectual and gross motor patterns through a supportive and inclusive environment extending their learning. We aim to give our students, a breadth of opportunity through a range of different sports offered within the College as well as outside sporting bodies. La Salle Sport will always uphold the values of the College in all that we do and will continue to constantly strive to be the best educators we can to enhance the 'whole' student.

### **COMPETITIONS & SPORTS OFFERED**

#### **College (Inter-House) Carnivals**

- Swimming
- Cross Country
- Athletics

#### **Associated & Catholic Colleges (ACC) of WA Carnivals**

- Swimming
- Cross Country
- Athletics

#### **ACC Lightning Carnivals**

- Australian Rules Football
- Netball
- Rugby
- Super Sports Series

#### **North Eastern Associated Schools (NEAS)**

##### **Summer Sports**

- Basketball
- Ultimate Frisbee

##### **Winter Sports**

- Netball
- Soccer

#### **School Sport WA (SSWA)**

- Australian Rules Football
- Basketball
- Cricket

- Golf
- Hockey
- Orienteering
- Rowing
- Rugby
- Tennis
- Triathlon

#### **Other**

- Australian Rules Football – Dockers Cup
- Australian Rules Football – Glen Jakovich Cup
- Australian Rules Football – Redimed Cup
- Basketball – Hills Competition
- Senior Boys Cricket – Graeme Wood Shield
- Rugby – WA Schools Competition

#### **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

##### **Quality Catholic Schooling Component #302 – Analysis and Discussion of Data**

- La Salle Sport will continue to seek and use data from previous sporting years to assist us in constantly working to offer better programmes and to look at ways in which we can improve our placings and standings within the school sporting fraternity. An example of this is to track school placings over a data range of five years to see if we can pick improvements, dips or stagnation. This will allow us to track any possible trends which may be occurring in relation to inter-school sport.
- We will continually track the attendance at inter-house carnivals and look for trends across year groups. This will allow us to continually strive to target and explore options to keep attendance at these compulsory events high, across all year levels.

##### **Quality Catholic Schooling Component #402 – Pastoral Care of Students**

- It is a requirement that all students, whilst representing the College, on the sporting field act in a manner which lives up to the expectations of the College. Whilst in the public eye and being involved with the wider communities, our students are expected to promote the College in a positive, safe and supportive manner.
- Whilst competing in sport, it is a requirement that staff follow the same behavioural management plan that is associated with the pastoral care of our students. For any pastoral issues, staff are to report to the Director of Sport, who will then liaise with the appropriate Year Coordinator. All issues are recorded on the Learning Management System – SEQTA.
- Risk assessments are completed for all sports. Staff have a team list and it is important that staff managing/coaching teams are familiar with their students and know how best to deal with students within their team. Staff are required to gather sensitive information on their team, from SEQTA, for their use only.

##### **Quality Catholic Schooling Component #304 – Targeted use of School Resources**

- As we look to increase the profile of sport within the College, resources allocated to sport are used in a manner that is best suited. Flexible budgeting within sport is a must and the funds must be used with the sole purpose of getting the most out of what we have and to give the students every chance of succeeding within sport.
- Staff are allocated to teams, wherever possible to suite their expertise and capability. On occasions where staff are required to take teams they are not accustomed, we strive to assist them with organising parent/student helpers to offer their assistance. By having staff working in areas of expertise, it allows for strong links to best practice and quality teaching and learning within that particular sport.

### **ACHIEVEMENTS/HIGHLIGHTS**

- Champions – SSWA Orienteering Team.
- Premiers – Year 7 NEAS Boys Basketball.
- Premiers – Year 8/9 NEAS Boys Basketball.
- Runners up – Year 8/9 NEAS Girls Basketball.
- Runners up – Senior NEAS Frisbee (Mixed).
- Runners up – Year 7 NEAS Boys Soccer.
- Runners up – Hills Basketball Boys.
- Finalists – Year 10 Football.
- Finalists – Senior Boys Football.
- Finalists – Year 7 Girls Football.
- Finalists – Senior Boys Cricket.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Smart Rugby.
- Little Athletics – Level 1.
- Level 1 Coach – Volleyball WA.
- Bronze Medallion.
- St John Ambulance First Aid.
- Level 1 AFL.
- Level 2 AFL.
- Netball Ambassador.
- AFL Ambassador.
- ACC Sport Coordinators Network Development Day.

## THE ARTS

The Arts Learning Area provides students with an engaging and quality education within the framework of a Lasallian school. Within The Arts there are three disciplines; Dance, Drama and Visual Arts. Staff who work in these areas are specialised in their discipline and students across all year groups are taught only by these specialised teachers. In senior year groups the focus is set towards refining skills with students able to study Dance, Drama and Visual Arts as an ATAR Course. Visual Arts also has a VET focus and we offer a Certificate II in Visual Arts for creative students who undertake a non-ATAR pathway. Courses are taught via classroom lessons, ICT, incursions, excursions, specialised co-curricular clubs, public performances and camps.

### COURSES OFFERED

#### Year 7

- Dance
- Drama
- Visual Art

#### Year 8

- Dance
- Drama
- Visual Art

#### Year 9

- Dance
- Drama
- Visual Art

#### Year 10

- Dance
- Drama
- Visual Art

#### Year 11

- Dance ATAR
- Drama ATAR
- Visual Art ATAR
- Dance General
- Certificate I in Visual Art

## **Year 12**

- Dance ATAR
- Drama ATAR
- Visual Art ATAR
- Certificate II in Visual Art

## **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

### **Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching**

- Students participate in teacher/subject surveys. The surveys focus on the teacher's pedagogical style, the use of teacher resources to facilitate learning and the students preferred methods of learning. The surveys assist teachers to revise the way in which various courses are delivered and where possible revise content taught.
- Co-curricular programmes in dance and drama often culminate with participation in the Catholic Performing Arts Festival. These works are officially adjudicated against other schools and/or performers in the Catholic Education WA system. These reports are then used to further upskill and create a more diverse range of arts experiences for the student, as well as aiding in the professional development of staff.

### **Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behaviour and academic application**

- In The Arts disciplines, teachers are specialised in their areas of teaching and consequently are motivated and very passionate to share their knowledge. Motivated teachers are more likely to have increased expectations of their students, increasing student engagement and therefore increasing student behaviour and academic application.

## **ACHIEVEMENTS/HIGHLIGHTS**

- Black Swan Art Exhibition 1<sup>st</sup> and 3<sup>rd</sup> place.
- Catholic Performing Arts Festival: Dance Secondary, De La Dance Shield Winners for the sixth time.
- A record number of entries in the Catholic Performing Arts Festival with students awarded Certificates of Merit and Outstanding Awards.
- Year 11 Production of Shakespeare's *A Midsummer Night's Dream*.
- Arts Night.
- Visual Arts Artist's camp.
- Collaborative student Art and Design exhibition combined with the Design and Technology Learning Area.
- Above state average in Dance and Drama.
- Top dance school in Catholic Education WA.

## **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- CEWA Visual Arts Networking Days.
- CEWA Drama Networking Days.
- Drama Practitioners Workshop.
- VET training and requalification.
- Ausdance PD.
- Set Solo PD.
- ACHPER Dance.
- Notre Dame Drama.
- Contemporary Dance Workshops.
- Digital Media (Photoshop) PD.

# MUSIC

The Music Learning Area has progressively developed into one of the largest and most diverse in WA. All students are invited to participate in the College's extensive co-curricular programmes and Music curriculum. The programme's ensembles have become a central part of the College's cultural identity. Many of the ensembles perform at venues outside of the College with some ensembles travelling on domestic and international tours.

## COURSES OFFERED

### Year 7

- Music

### Year 8

- Music

### Year 9

- Music (Studies)
- Music (Performance)

### Year 10

- Music (Studies)
- Music (Performance)

### Year 11

- Certificate II in Music

### Year 12

- Certificate II in Music

## CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES

### Quality Catholic Schooling Component #302 – Analysis and Discussion of Data

- The Music Learning Area continually utilises test results and current music education research in the development of its programmes. Streamed classes provide for those of differing skills the opportunity to learn at a more suitable pace. Close monitoring of student behaviour and satisfaction occurs to ensure all students involved in class receive the best possible education. Professional music tutors are employed by the College, who regularly report back to the Learning Area staff, in order to retain a focused and individual based progression on all student achievements.

### Quality Catholic Schooling Component #304 – Targeted use of School Resources

- The Director of Music oversees the Music Learning Area. This position not only supervises the delivery of the curriculum, but also the extensive co-curricular programme. Along with a staff of fellow professional musicians, the Music staff work alongside the Senior Leadership Team to develop engaging and meaningful programmes for the students. The staff are Music specialists in many differing genres and settings including classroom, tuition and ensemble direction. Designated learning spaces provide a professional and focused setting for all Music activities with all students available to hire an instrument from the College. Many of these students perform in College events



such as Liturgical celebrations and other performances. The Friends of Music Committee is a fundamental component to the organisation of the programme, with parents and friends providing priceless assistance. Alumni of the programme are regularly invited back for concerts and selected performance opportunities.

### **Quality Catholic Schooling Component #QCS 402 – Pastoral Care of Students**

Whilst the Music Learning Area promotes excellence through all of its ensembles and classes, teaching is aimed primarily at student enjoyment. The high level of commitment and behavioural standards expected of all Music students is evident in the disciplined performances they continually produce. All students are given the same opportunities within the Music programme, regardless of previous experience. The College recognises that not all students will progress at the same rate and they are encouraged to speak to the many professional Music staff employed by the College for further individual and focused assistance.

### **ACHIEVEMENTS/HIGHLIGHTS**

#### **Performing Arts Festival for Catholic Schools and Colleges**

➤ *At the discretion of the Adjudicator, the following were recognised for an exceptional performance and worthy of special commendation in the fields of a profound and challenging performance.*

##### **Outstanding:**

- Secondary Instrumental Solo or Duet (3)
- La Salle College Concert Band – Concert Band
- La Salle College Show Band – Big Band
- La Salle College Brass Band – Instrumental Ensemble
- La Salle College Year 10 Music Class Jazz Ensemble – Instrumental Ensemble
- La Salle College Choir – Secondary Choral Singing

➤ *At the discretion of the Adjudicator, the following were recognised for displaying evidence of excellence.*

##### **Excellence:**

- Instrumental Solo or Duet (26)
- La Salle College Year 9 Band – Concert Band
- La Salle Smooth – Jazz Combo
- De La Dolce – Secondary Choral Singing

➤ *At the discretion of the Adjudicator, the following were recognised for performances worthy of merit.*

##### **Merit:**

- Secondary Instrumental Solo or Duet (33)
- La Salle College Choir – Secondary Sacred Choral
- La Salle College Flute Ensemble – Instrumental Ensemble
- La Salle College Clarinet Ensemble – Instrumental Ensemble

➤ **Shield Playoff Placement**

- La Salle College Brass Band – Instrumental Ensemble
- La Salle College Year 10 Music Class Jazz Ensemble – Instrumental Ensemble

➤ **University of Notre Dame Award for the best performing Concert Band**

- La Salle College Concert Band – Concert Band

➤ **Christian Brothers' Award for the best performing Big Band/Jazz Combo:**

- La Salle College Show Band – Big Band

**University Acceptance**

- 100% audition and acceptance rate for students wishing to continue Music at a tertiary level at the University of Western Australia and the Western Australian Academy of Performing Arts.

**Specialist Programmes**

- College Concert Band, College Show Band, College Brass Band, Year 7 Band Programme, Year 8 Band Programme, Year 9 Band Programme and De La Dolce.

**Co-curricular**

The Music Learning Area invites all students (no experience necessary) who would like learn to play an instrument. Through private tuition, all students are invited to join the extensive selection of ensembles. Once a student has achieved a degree of competency on their selected instrument, they are invited to become a member of one or more of the following ensembles:

College Ensembles

- La Salle College Concert Band
- La Salle College Show Band
- La Salle College Brass Band
- La Salle College Choir
- De La Dolce

Year Level Ensembles

- La Salle College Year 7 Band
- La Salle College Year 8 Band
- La Salle College Year 9 Band

Small Ensembles

- La Salle Smooth
- La Salle College Classic Rock Band
- La Salle College Flute Ensemble
- La Salle College Clarinet Ensemble
- La Salle College Saxophone Ensemble
- La Salle College Percussion Ensemble
- La Salle College Guitar Ensemble

#### Special Ensembles

- La Salle College Liturgy Ensemble
- Singapore Music Tour Band and Choir

#### Tours/Camps/Workshops

- International Music Tour to Singapore
- Singapore Raffles College of Music Master class – Band and Choir
- Music Camp
- Feeder Primary School Tour

#### Performances & Exhibitions

- Music Night
- Music Soiree
- An Evening of Voice
- Presentation Evening
- International Music Tour to Singapore
- Catholic Performing Arts Festival for Catholic Schools and Colleges
- Catholic Performing Arts Festival Final Concert
- Carnevale
- Carols by Candlelight
- Open Day
- A Slingshot to Singapore Concert
- Make A Difference Day
- Stomp
- Year 7, 8 and 9 Band Show Case
- College Liturgical celebrations
- Aboriginal Education Centre function
- St Mary's Cathedral Services
- UWA Symphony Orchestra
- WAAPA Sax Extravaganza: Massed WAAPA Saxophone Ensemble

#### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Master of Music – University of WA.
- ABODA Swing into Summer 6.0 Conducting Seminar.
- ABODA Symphonic Wind Band.
- Australian Band and Orchestra Directors Association WA Committee.
- Catholic Performing Arts Festival Committee.
- Australian Society for Music Education WA Committee.

- UWA Medical Students Orchestra.
- A Capella Go Harmony Chorus.
- West Australia Symphony Orchestra.
- Hans Zimmer in Concert.
- Phillips Chorale.
- Winthrop Singers.
- Clarinet and Saxophone Society of WA Committee.
- 1-2-3 Magic and Emotion Coaching Training Course.
- ClariSaxFeast.
- ASME WA Members Day.
- South Perth Lops Big Band.
- Greenwicks – Limelight Theatre.
- AMEB Workshops.
- All in One Piano Course Workshop.
- Hills Choir.
- Trinity College Cathedral Choristers.
- UWA New Century Campaign Closer Dinner.
- Fremantle Eisteddfod.
- St Marys Cathedral.
- ASME Summer School.
- Jazz Improvisation Workshop.
- TAEASS502 Design and develop assessment tools.
- ASME Choral Conductors' Course.
- Australian Kodaly Certificate Accreditation.
- CEWA Accreditation.

## **TECHNOLOGY & ENTERPRISE**

The Technologies programme aims to provide a practical and purposeful education that promotes the use of initiative and self-management, allowing students to strive for excellence. Content enables students to gain industry, enterprising and technological skills, allowing them to feel a sense of purpose in the school and wider community. The aim of our staff is create a safe school environment which enables students to be more engaged and involved in their learning by insisting students be reliable and act responsibly when using resources and in their interactions with their peers and staff.

### **COURSES OFFERED**

#### **Year 7**

- Food Technology
- Information Technology
- Metalwork
- Woodwork

#### **Year 8**

- Food Technology
- Information Technology
- Metalwork
- Technical Graphics
- Woodwork

#### **Year 9**

- Childcare and Development
- Food Technology
- Information Technology
- Metalwork
- Photography
- Technical Graphics
- Woodwork

#### **Year 10**

- Childcare and Development
- Food Technology
- Information Technology
- Metalwork
- Photography
- Technical Graphics
- Technology and Fashion
- Woodwork

## **Year 11**

- Applied Information Technology (General)
- Certificate I in Engineering
- Certificate I in Hospitality
- Certificate II in Applied Fashion, Design and Technology
- Children Family and Community (General)
- Design: Technical Graphics (General)
- Foods Science and Technology (General)
- Materials Design and Technology: Wood (General)

## **Year 12**

- Certificate II in Applied Fashion, Design and Technology
- Certificate II in Engineering
- Certificate II in Hospitality
- Certificate II in Information, Digital Media and Technology
- Children Family and Community (General)
- Design: Photography (General)
- Design: Technical Graphics (General)
- Foods Science and Technology (General)
- Materials, Design and Technology: Wood (General)

## **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

### **Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching**

- Technologies subjects are optional from Year 8 so it is important staff use data that is available to them to maintain and improve student numbers in their classrooms. Technologies staff use SEQTA to source information about students learning needs so lessons can be prepared accordingly. Providing feedback to students about practical skills and written work assists them to achieve at the next level. Feedback is particularly evident with VET students, students with special needs who are involved in mainstream classes and students at risk. Programmes are reviewed regularly and adjusted according to past results, time available in the school calendar and the group of students in front of the teacher. To increase student numbers in Year 11 and 12 Design Photography, for example, Year 8 Photography will be introduced in 2018, along with a new focus in the design process used in Year 9 and 10 courses.

### **Quality Catholic Schooling Component #304 – Reviewing our current Middle Leaders' structure**

- The Technologies Learning Area Coordinator endeavours to provide consistent support to all staff of Design and Technology, Information Technology and Home Economics. Each area is unique and demands different needs. Staff are empowered to make decisions in their area of expertise, keep up with technology and current trends, and ensure students are better equipped for today's world. Accountability is shared between staff and the Learning Area Coordinator when decisions and actions made are communicated clearly and effectively. Examples of this shared accountability are when dealing with student behaviour, purchases for the class, excursions, incursions, and the trialling of new activities. Information Technology is developing courses to promote coding whilst Design and Technology staff incorporate the use of computer operated machinery.

### **Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behavior and academic application**

- The priority for Technologies staff is to ensure all students are safe in their classrooms. Workshop and classroom safety is particularly paramount in the specialist Technologies areas of food, metal, textiles and wood. Staff have a very high expectation that student behaviour, in this environment, is exceptional. Mistreatment of resources, lack of concentration or ‘mucking around with a mate’ may lead to injury. Teachers expect that students follow directions, respect each other, as well as the resources to minimise the risk of an accident occurring. Students that understand and apply workshop safety are able to focus more on the practical and theoretical concepts of the coursework and achieve to the best of their ability. All technologies staff provide students with extra opportunities, outside classroom time, to understand, catch up or complete work, as well as extend students that show particular interest in the technologies subjects.

### **Quality Catholic Schooling Component #304 – Developing a statement of agreed principles related to teaching and learning**

- It is fortunate at the College that there is a high priority to ensure all students have opportunities in the Technologies area. Students requiring education support are able to participate in all technologies subjects with the aid of a Teacher Assistant. This inclusive education allows those students to integrate with mainstream students in a positive learning and social environment, developing new skills and applying communication techniques with their peers. Mainstream students and staff also have the opportunity to assist and learn from our special needs students.

### **Developing staff and community knowledge and understanding of the Code of Professional Conduct**

- As part of the Code of Professional Conduct, the Technologies staff put the safety and well-being of all students above all else, especially in the specialty subjects such as food, metal, textiles and wood. Computer based subject teachers ensure programmes used are suitable for our students. Staff always endeavour to conduct themselves in a manner that reflects the Gospel and Lasallian values. Technologies staff value and contribute to the life of the College by working with students outside of the curriculum and by involving themselves in activities such as gym, cross country, Sewing Club, Science Club, organising dinner for the College Board, assisting with study groups after school, camps and photographing key school events to name a few. Technologies staff show their commitment to professionalism by being part of professional associations such as HEWA and DATTAWA, work and communicate effectively with each other when teaching the same subjects or developing new programmes.

## **ACHIEVEMENTS/HIGHLIGHTS**

### **Design & Technology**

- Inaugural Design and Technologies Week at the College with quiz’s, design problems and photo competition for both students and staff.
- The continued use of technologies in the workshop including 3D printers, CNC routers, laser and plasma cutters to the Design and Technology workshops to expand the experiences of the students within the curriculum.
- Certificate II in Furniture run by North Metropolitan TAFE.
- Entries into the WA State CO2 Dragster competition designed and created by the Science Club.
- Contributors to the Student Art and Design Exhibition held in Term 4.
- Staff creating and making donations including meals, pencil cases, small tables and chairs for children, handmade quilts and photographs to the WANSLEA organisation.
- Structures designed by Year 12 students incorporating the Aboriginal culture into the Lasallian community.
- Community link with the Midland Shedmen.
- Continued community link with local business that continue to supply resources such as food, timbers, metals and machines including the donation from Tool Mart Midland for the Br Fitzhardinge Technology and Enterprise Award.

### **Home Economics**

- Board Dinners, Italian exchange, Open Day, Grandparents Day and Onsite lunch, as well as take home orders and the Art and Design Exhibition were well catered for and serviced by our Hospitality students, and other successful catering events.
- Quilts made by textile and fashion students and donated to the Indian orphanage – Reaching the Unreached.

- Children, Family and Community students created educational packages for WANSLEA Gran Families Organisation.
- Children, Family and Community classes visit to Kings Park.
- Guest speakers including Hospitality, Chris Martin, delivering industry specific practical lessons; and Children, Family and Community, Susan Baile from Grancare Organisation.
- The partnership growth with the Australian Industry Trade College, the RTO for Certificate I and II Hospitality.
- Guest speakers being involved in a variety of subjects to improve student understanding.

#### **Information Technology**

- Two winning entries in the News in Education Design an Ad competition.

#### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- DATTA WA Conference – implementing the WA curriculum 2018.
- DATTA WA meetings.
- ECU Design and Technology Open Day.
- School visits to Swan Christian College, John Forrest Senior High School, Mandurah Catholic College and St Mark's Anglican Community School.
- Laser cutting in-service run by Trotech.
- Masters studies at ECU: Leading Community Engagement and Special Education.
- Pastry Foundations to Rock your World Seminar.
- Training for Catholic School Staff in Child Protection Procedures and the Mandatory Reporting of Sexual Abuse of Children.
- CEWA Accreditation including The Year of Mercy Accreditation Renewal.
- Open Door Pilgrimage.
- Accreditation to Teach in a Catholic school.
- Certificate IV Training and update course.
- Hospitality Industry visit.
- VET Moderation – Certificate II in Information, Digital Media and Technology.
- Consensus Moderation seminars for MDT (Wood), Design (Technical Graphics and Photography).
- HEIAWA seminar for Children, Family and the Community.
- HEIAWA seminar for Food Science and Technology – Food Security and Product Development.
- HEIAWA Seminar for Textiles (Materials, Design and Technology) teachers.
- Digital Technologies 2018 Seminar.
- Australian Curriculum: Technologies and Coding in Schools.
- Unpacking Digital Technologies at Mercedes College.
- Children, Family and Community Seminar.
- Thailand Immersion.
- Digital Technologies – The Edison Robot.
- The global Lasallian picture.
- Secondary VET Network Day – RTO Expo.
- Accreditation to Teach Course - Prayer in the Classroom.



## EDUCATION SUPPORT

The Education Support Centre programme is aligned with the Australian Curriculum. The ethos of our Centre embraces the charism of our Patron Saint, by catering for and embracing students who ordinarily would be considered 'the least, the last and the lost'. Our students have diverse needs but also a range of strengths and talents. We offer a strong sense of pastoral care that supports and focuses each whole person. The main focus of all Centre programmes is to develop a sense of independence through literacy, numeracy and life skills which in turn empowers students to be a contributing member of society.

We maintain a strong partnership with outside agencies who work with individual students on behavioural, social, language and emotional development within a safe learning environment. There is a strong bond of 'partnership' with key stakeholders parents, teachers, students and therapists.

### COURSES OFFERED

#### Year 7, 8 & 9

- English
- Mathematics
- Humanities and Social Sciences
- Food Science Technology
- Business Management & Enterprise
- Social Skills

#### Year 10

- English
- Mathematics
- Food Science Technology
- Business Management & Enterprise
- Social Skills
- Work Based Learning

#### Year 11 & 12

- Leisure & Recreation
- Work Based Learning

#### *Preliminary Units in:*

- Religion & Life
- English
- Mathematics
- Food Science Technology
- Business Management & Enterprise
- Visual Art

## **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

### **Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching**

- We further developed our positive and collaborative relationships with external providers as part of the National Disability Insurance Scheme (NDIS). These providers have been part of regular sessions with students, documenting behavioural patterns and the progress of ongoing therapy goals. This information has been used in addition to College behavioural tracking sheets and teacher observation notes, to inform behaviour contracts, escalation plans and ultimately Students with Disabilities funding applications. The data gained from the positive partnerships with outside agencies ensures that records are a snapshot of the 'whole child,' allowing them to be supported in all aspects of their development.
- 2017 was the first year we had a full year of standardised data to compare for English. Students across all year groups were tested using the 'Wadding Reading and Spelling' tests in Semester One and Two of 2016. They were then tested again in Semester One and Two of 2017. Ninety percent of students showed improvement of between six months and one year in their reading and spelling age. This helped to inform the groups that the students were placed in for reading comprehension and spelling within the Centre, as well as informing which group of students were best suited for mainstream electives. These results also help inform new independent education plan goals for English for 2018.
- Last year a focus for the School Curriculum and Standards Authority was establishing a constant standard of expectations for all schools offering preliminary units in senior school. We were invited to take part in a working party, which focussed on how student data would be collected and evidenced. Rubrics were finalised at this meeting and La Salle's delivery of the units and recording of data was formally acknowledged to be of a high standard.

### **Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behavior and academic application**

- Over the last couple of years, it has been the expectation of parents and outside agencies that students in the Education Support Centre have access to a rigorous programme, which is individualised to the students' needs but is also aligned to the mainstream programme and the Australian Curriculum. Individual Education Plans (IEPs) have been developed so that the goals, where possible, show links to the mainstream programme and the Australian Curriculum. Goals have been developed so that they are more measurable using data, rather than anecdotal evidence.
- The level of assistance required by the students, both academically and behaviourally, has increased as the College has accepted more students with complex or multiple disabilities. The staff have engaged in training opportunities that allow them to understand how to give students independence, while still supporting these academic and behavioural goals. Staff have been encouraged to shift their expectations, looking at each individual student and their needs for each specific task or environment.

### **Quality Catholic Schooling Component #304 – Developing a statement of agreed principles related to teaching and learning**

- Education Support Teachers were involved in collaborative programme planning sessions to ensure implementation of best practice. Centre programmes were designed to target the development of independence for all students, to ensure they could become valued members of the wider community.
- In 2017, the structure of staff meetings was changed, with the development of specific teacher team meetings as well as whole group meetings. This allowed a stronger focus on education goal setting and follow up reviews of these goals by the teaching team as a whole. This also ensured that programme structured and expectations were consistent across all Centre subjects.
- With the College being part of the School Curriculum and Standards Authority working party for the preliminary units offered to our senior students, we were recognised to be offering these units to a high standard, following the agreed set principles.

### **Developing staff and community knowledge and understanding of the Code of Professional Conduct**

- Education Support students often need more physical support and emotional support from adults on a daily basis than their mainstream peers. Adults can be responsible for assisting students as job coaches, as a support person on camps and after hours excursions. They often offer support with the physical expectations of practical subjects such as Physical Education. Their understanding of social situations is often not as clear as mainstream peers and at times they need adult intervention to 'translate' the social cue or expectations.

- IEP meetings for all Education Support students ensures we work collaboratively with parents to address educational, emotional and behavioural goals. Behavioural and safety plans have been developed for individual students to ensure school is a safe and supportive learning environment. These have been developed in collaboration with College Counsellors, external agencies, teachers and parents.
- With such close connections with students, parents, caregivers and outside agencies it was very important to have a clear understanding of the professional boundaries that staff are expected to observe when dealing with a parent or with students to ensure all interactions comply with the Code of Conduct.
- Professional development for all staff has been vital. As procedures arise that may fall under the Code, policies are discussed and recorded so there is an accurate record of who is partaking in each activity and what level of support or assistance is being given to each student.

### **ACHIEVEMENTS/HIGHLIGHTS**

- A large number of awards were achieved by students in the ACC Inclusive Athletics and Swimming Carnivals. Three students were awarded 'All Star' status by the ACC. One student was awarded the highest recognition awarded by the ACC – a letter for Cross Country.
- We were also awarded The ACC Inclusion Sports Day- Most Inclusive School Award and will be the host school for 2018.
- One Year 12 student secured assisted employment at Westcare after successful work placements.
- Open Day was an opportunity to showcase our students' talents through Café De La Salle.
- We continued the afterschool sports programme for Education Support students which allows our students to experience new sports and activities in an after school format similar to their peers.
- Our preliminary units taught were found to be of a high standard by the School Curriculum and Standards Authority working party.
- The continuation of 'standardised testing' to assess progress and achievement. Year 7 students participated in testing during orientation and this will allow for tracking students achievement in the future.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- CEWA Accreditation to teach in a Catholic School.
- Secondary Education Support Network Planning Days.
- Post school options – Education Support.
- ACC Inclusive Sport meetings.
- Transition to full registration with the TRBWA.
- Growth Coaching.
- Preliminary Units implementation training.
- Appraisal of established teachers.
- Appraisal of new and returning teachers.
- Peer-mentoring of teachers for planning and personal development.
- Autism Association for individual and whole staff seminars.
- SSENS seminars (for a vision impaired student).
- Autism workshop with the Education Support teaching group and the wider staff.
- Diana Rigg – Literacy and Learning.
- Teacher continuing studies in Education Support – Graduate Diploma of Special Education.
- Teacher Assistants completing Certificate IV in Special Needs.
- Teacher Assistants completing units towards teaching qualifications.

- Mental Health toolbox.
- Epilepsy training for the whole staff and small groups.
- Protective Behaviours – Train the Trainer.
- First aid.
- Anxiety and Behavioural Disorders workshop with Dolly Bhargava.
- Kontakt Autism.
- Education Perfect – focus on IEPs, development of individual programmes for students using the software.
- SEQTA – Focus on IEP development using software.
- Accredited Christian Service-Learning Programme for Education Support students.

#### **OTHER INFORMATION**

- During 2017 there was been a continued shift in the focus of the Education Support Centre. Teachers were given specific responsibilities, detailing expectations to ensure all students participate and all policies and procedures are followed. The Centre has clear objectives and all activities and programmes directly relate to goals set at the beginning of the year.
- Separate Parent Information Nights for Year 7 – 9 and 10 – 12 were held with presentations from the National Disability Insurance Scheme, DSC, Centrelink, WorkPower, Good Sammy Industries, Essential Personnel, Therapy Focus and the Autism Association.

## LEARNING SUPPORT

Learning Support provides a flexible but structured programme with the aim of providing for the needs of students identified as having learning issues or needing extension. Teaching encompasses the whole child and focuses on the academic, social and spiritual development of students. Programmes are tailored to individual student needs and reflect a strong emphasis on literacy development, student engagement and development of the whole person. We provide assistance and guidance throughout the students' time at the College.

### COURSES OFFERED

#### Year 7

- Allegro Programme, which is an extension programme for highly capable students in the main core areas of English, Mathematics, Humanities and Social Sciences and Science.
- Getting ready in Numeracy (GRIN) is aimed at targeting numeracy skills identified as having gaps in their mathematical knowledge.

#### Year 7 & 8

- Enrichment Programme is developed to provide intensive remediation of students with significant reading difficulties. Enrichment is offered in lieu of a language.

#### Year 8 & 9

- Allegro Programme students have the opportunity to specialise in their area of strength in these years.
- Focus Programme which is aimed at developing the literacy and numeracy skills of students with learning difficulties. It is offered across the main core areas of English, Mathematics, Humanities and Social Sciences and Science.

#### Year 10, 11 & 12

- Certificate I in General Education for Adults and Certificate II in General Education for Adults provides an alternative pathway for students experiencing difficulty

#### Other year groups

- Small group programmes for students experiencing severe reading difficulties which is aimed at remediating these difficulties.

### CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES

#### Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching

- Within education, data is an essential tool for guiding professional practice. Learning Support relies heavily on a wide range of data sources including standardised testing and informal data. Tests such as NAPLAN guide us on student progress and inform our teaching practices to ensure students' needs are being met and progression continues on a positive trend. Data collected has shown that programmes are meeting their objectives and students are experiencing a positive school experience.

#### Quality Catholic Schooling Component #304 – Reviewing our current Middle Leaders' structure

- Learning Support targets staff mentoring to ensure staff are supported in areas of programming and behaviour management. Experienced staff are assigned low ability classes to ensure best practice.

**Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behaviour and academic application**

- Consistent expectations in relation to behaviour and academic application is crucial to ensuring the success of students. It must be expected that all students regardless of their difficulties work to the best of their ability. It is essential that students identified with learning difficulties are pushed to work beyond their comfort zone in order for them to be able to take risks with their learning, it is through this that students begin to achieve and experience a different level of success.

**Quality Catholic Schooling Component #304 – Developing a statement of agreed principles related to teaching and learning**

- Professional development at the beginning of the year focuses strongly on teaching and learning to ensure consistency across the learning area. This is reviewed continually throughout the year in order to enable changes to be made to suit the teaching and learning needs of the students and staff. Student focused education is the foundation of Learning Support as the aim is to provide quality teaching and learning experiences that enhances students' progress and learning.

**ACHIEVEMENTS/HIGHLIGHTS**

- First Year 12 cohort to graduate through the Certificate I and II General Education pathway.
- Majority of students under Learning Support achieved the Online Literacy and Numeracy Assessment.
- Continual positive increase in NAPLAN results for those students experiencing difficulties in literacy and numeracy.

**PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- CEWA Learning Support Network meeting.
- CEWA Accreditation to Work in a Catholic School.
- College ICT.
- SPELD Dyslexia Sounds-Write Training.
- Language and Literacy Conference.

## ABORIGINAL EDUCATION

The La Salle College community respectfully acknowledge the past and present traditional elders of the land on which the College is situated, and pay respect to the custodians of this land, the Whaduk Noongar people.

Our programme continues to transform into a culturally safe environment that focuses on delivering educational programmes that caters for each student. This unique programme also embraces the diversity which exists within the Indigenous cultures, recognising that people from across Australia have different languages, traditions, beliefs and practices. In 2017, 96 Indigenous students were enrolled in the College – 46 of whom were enrolled as day students, while the remaining 50 were boarding students.

	Number of Indigenous students enrolled	Number of Indigenous Boarders enrolled	Number of Indigenous Day students enrolled
Year 7	15	3	12
Year 8	24	10	14
Year 9	18	13	5
Year 10	18	10	8
Year 11	10	6	4
Year 12	11	8	3
	96	50	46

### COURSES OFFERED

The Transition Programme is an intensive literacy and numeracy programme designed specifically for English as an Additional Language or Dialect learners during their first semesters at the College. During 2017, 48 Indigenous students participated in transition classes.

- Transition Religious Education (Year 8 only)
- Transition Literacy (Year 8, 9 and 10)
- Transition Numeracy (Year 8, 9 and 10)
- Transition Science (Year 8 and 9)
- Transition Humanities and Social Sciences (Year 8 and 9)
- Transition Nutrition (Year 8)
- Transition Music/Dance (Year 8)
- Transition Art (Year 8)
- Transition IT (Year 8 and 9)
- Safe4kids programme – girls only
- Rock and Water programme Transition students
- General Certificate of Education for Adults
- Year 10 Specialised classes for English, Mathematics and Science
- English as an Additional Language/Dialect Unit 1, 2, 3 and 4 (Years 11 and 12)
- Aboriginal and Intercultural Studies - Unit 1, 2, 3 and 4 (Years 11 and 12)
- Aboriginal and Intercultural Studies (Year 10)

- Homework and study support classes during and after school offered to all Indigenous students. Compulsory study time at school on Mondays and Wednesdays for Years 10 – 12 boarding students. Outside tutors provided through AIME.

### **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

#### **Quality Catholic Schooling Component #302 – Improved use of data to inform learning and teaching**

- Aboriginal Education staff tracked attendance to ensure that all the students participated in all aspects of College activities especially Aboriginal Pastoral Care Group and Aboriginal Education excursions.
- Transition teachers continued to use standardised testing results from NAPLAN to inform their teaching programmes and ensure that we implement additional programmes to support student learning. OLNA results were used to ensure that additional literacy and numeracy sessions were provided for students to achieve one of the graduation requirements.

#### **Quality Catholic Schooling Component #402 – Exploring staff expectations related to student behaviour and academic application**

- Aboriginal Education staff were involved in numerous workshops that focused on working with English as an Additional Language or Dialect learners and how to adjust the teaching programme to include appropriate strategies. The staff also had professional development on Eight Ways Learning Framework which is a culturally appropriate way of delivering content to Indigenous learners.
- The learning area collaboratively worked on developing behavioural expectation of the students and focused on strategies that could be implemented to benefit all students. Area staff reflected on the term and discussed strategies and programmes that are successful but more importantly we looked extensively at how programmes can be altered to gain better results.

#### **Quality Catholic Schooling Component #304 – Developing a statement of agreed principles related to teaching and learning**

- Over the year, the Aboriginal Education Learning Area explored current teaching practices and pedagogies that relate directly with teaching Indigenous learners. We will be working towards developing a statement that focuses on the Stronger Smarter philosophy of High Expectation Relationships.

#### **Developing staff and community knowledge and understanding of the Code of Professional Conduct**

- Staff were involved in a number of professional learning events that focused on the Code of Conduct and mandatory reporting.

### **ACHIEVEMENTS/HIGHLIGHTS**

- The biggest highlight for 2017 was the graduation of 11 Indigenous students which included 3 boarding students.
- For our Year 10, 11 and 12 students, work experience, the onsite programme and traineeships continue to thrive.
- Indigenous students were involved in many community events such as the Sorry Day ceremony and Reconciliation Week in Wellington Square.
- The Aboriginal Education learning area celebrated NAIDOC week which focused on the theme: *Our languages matter*. This allowed our College community the opportunity to understand more about Aboriginal and Torres Strait Islander culture and the diversity of our students.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- CEWA Accreditation to Work in a Catholic school.
- Working with EALD learners.
- 8 Ways Learning Framework.
- GECKOs Networking meetings.
- Aboriginal Teaching Assistant Conference.



- Aboriginal Teaching Assistant Networking meetings.
- The Aboriginal Education Coordinator was a guest speaker at the World Indigenous Peoples Conference in Education – Bridging the Gap on Indigenous Languages Teachers. She also presented a webinar on Working with EALD learners.

## BOARDING

2017 was our seventh year operating our own boarding facility and an opportunity to consolidate on the work already achieved in meeting the residential needs and well-being of Indigenous students from the Kimberley and Pilbara. Once again, we aimed to keep numbers at around 40 students and this number remained reasonably consistent throughout the year reaching 44 during Semester Two. Although changes in numbers are to be expected as remote students adjust to the challenges of living in a vastly different environment far from home and family it was especially pleasing to see students returning with family members.

Boarding students came from Luurnpa Catholic School in Balgo Hills (Wirrumanu Aboriginal Community), associated remote communities of Mulan, Billiluna and Ringer Soak, other students connected by family members, especially from around the Dampier Peninsula and some students from town locations within the Pilbara.

More specifically, boarding students came from the following communities:

Community	Number of Boarders
Balgo	25
Billiluna	2
Mulan	2
Ringer Soak	1
Djarindjin Lombadina	5
Cygnets Bay	1
Kalumburu	2
Port/South Hedland	2
Broome	2
Geraldton/Ajana	1
One Arm Point	2
Beagle Bay	1
	46

In 2017, continuing emphasis was placed on strengthening school and home relations for our boarders. Our weekly Boarding Newsletter continued to be well received. Programmes also centred on promoting student well-being, particularly through engagement and participation in sporting and recreation activities. Programmes that look at the wellbeing of students' mental health were also introduced. We continued our strong connection with AIME. This allowed students to receive regular mentoring sessions and also to take part in various sessions based at Edith Cowan University. This provided students with great opportunities to develop a greater understanding of the workplace. We continued our association with other independent and Catholic boarding schools on the social scene and with organisations such as the Kimberley Klub and PCYC.

Staffing remained relatively stable throughout the year with a group of key staff supported by several casual staff taking care of the administrative, house management, and health needs of students. Staff and students were also supported by Share the Mission volunteers who resided and worked at boarding throughout the year.

## CAREERS

The mission of the Careers Department is to provide students with the opportunity to explore different learning areas through VET, Onsite, Careers and iConnect. Careers staff encourage a sense of belonging, teaching the values to students of respect for themselves and others so they can be valuable, responsible and contributing members to society. The nature of the department sees contact with numerous students to ensure they are not the least, the last and the lost. Students are guided to discover and nurture their god given talents. "There are many different gifts but it is always the same spirit. There are many ways of serving, but it is always the same lord. There are many different forms of activity, but in everybody it is the same God who is at work in them all." (Corinthians-Chapter 12, Verses 4-6)

### COURSES OFFERED

#### Year 8

- iConnect

#### Year 9

- iConnect

#### Year 10

- iConnect embedded into Humanities & Social Sciences
- Certificate I in General Education for Adults
- Certificate I in Conservation and Land Management

#### Year 11

- Career and Enterprise
- Certificate I Engineering (Metals)
- Certificate I Hospitality
- Certificate I Visual Arts
- Certificate II Applied Fashion Design & Technology
- Certificate II Automotive \*\*
- Certificate II Automotive and Electrical technology \*\*
- Certificate II Business (Aboriginal School Based Traineeship)
- Certificate II Construction Trade Pathways \*\*
- Certificate II Furniture Making \*\*
- Certificate II General Education for Adults
- Certificate II Hairdressing (Salon Assistant) \*\*
- Certificate II Music
- Certificate II Pre-App Plumbing and Gas Fitting \*\*
- Certificate II Sampling and Measurement
- Certificate II Tourism

## **Year 12**

- Certificate I/II Hospitality
- Certificate II Automotive \*\*
- Certificate II Automotive and Electrical technology \*\*
- Certificate II Business
- Certificate II Business (Aboriginal School Based Traineeship)
- Certificate II Construction Trade Pathways \*\*
- Certificate II Data and Voice Communication \*\*
- Certificate II Engineering
- Certificate II Furniture Making \*\*
- Certificate II Information Digital Media & Technology
- Certificate II Music
- Certificate II Pre-App Plumbing and Gas Fitting \*\*
- Certificate II Skills for Work and Vocational Pathways
- Certificate II Sport and Recreation
- Certificate II/III Tourism
- Certificate II Visual Arts
- Certificate III Health Services Assistance \*\*
- Certificate III Health Support Services \*\*
- Certificate III Sport and Recreation (School Based Traineeship)

### **Fee for Service (FFS)**

- Certificate II in Civil Construction
- Certificate II in Creative Industries
- Certificate III in Individual Support
- Certificate II in Screen and Media

*(\*\* Specialist course run through the Onsite Program)*

## **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

### **Quality Catholic Schooling Component #302 – Analysis and Discussion of Data**

- The Careers Centre utilises data to assist with counselling students through the subject selection process as well as general careers meetings. We reflect on the data to monitor that students are on track for WACE requirements, OLN and attendance records for Onsite. Pastoral care notes and liaising with Student Services Team allows Careers staff to assist in supporting disengaged students and their overall performance.

### **Quality Catholic Schooling Component #304 – Targeted use of School Resources**

- The Careers Centre offers students a wide variety of learning opportunities to complete qualifications through a range of different avenues. Students have the option to enrol in profile funded courses, Fee for Service (FFS) courses, Onsite and School Based Traineeships to allow for the needs of the individual learner and their interests. Our College has excellent facilities, which enables delivery of specialised courses and innovation of materials with the introduction of the I-Card. Through the wider community, the staff maintain currency, strong connections and rapport with industry to allow for continued support and opportunity for our students.

### **Quality Catholic Schooling Component #402 - Pastoral Care of Students**

- We have a strong sense of pastoral care within the Careers Centre. Students are always welcome to seek advice and support from all members of staff. Our primary aim is to seek out the best possible options for each individual, based on their own personal circumstances. We investigate a range of alternative pathways offering the opportunity to continue their studies to gain relevant qualifications and build their path to success.

### **ACHIEVEMENTS/HIGHLIGHTS**

- Australian Super Awards for Excellence in VET 2017.
- Increased numbers in Onsite.
- Increased enrolments in Certificate courses in VET.
- Increased number of one-on-one Careers counselling meetings.
- Subject selection interviews to target correct student pathways.
- SCSA response for high quality work for ADWPL student log-books.
- Increased student productivity in accessing work experience opportunities.
- Positive moderation feedback from the YMCA and South Metropolitan TAFE – quality of delivery, assessment and work samples.
- Increased number of students securing apprenticeships.

### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Careers Expo.
- VET Network meeting.
- CDAA Network meeting.
- Curtin University Teachers' Big Day Out.
- Notre Dame Network meeting.
- ACS Careers Seminar.
- Bronze Medallion requalification.
- St John's First Aid requalification.
- Certificate IV Training and Assessment.
- Moderation, Validation and Auspicing with TAFE and Registered Training Organisations.
- Industry visits to maintain currency.
- Workplace visits to maintain strong client rapport.
- Onsite Networking with TAFE lecturers.
- CEWA Accreditation to Teach in a Catholic School.
- Design and Develop E-Learning Resources.

## **iCENTRE**

The iCentre provides an integral service to teaching and learning, across the curriculum, to all members of the school community. We offer a welcoming and dynamic environment that meets a range of needs for students and staff. Key objectives are aligned with the 2017 School Improvement Plan that in turn reflects the components of Quality Catholic Schools.

### **SERVICES OFFERED**

- Provision of a range of high quality, appropriate and relevant resources (print and digital) to support teaching and learning aligned with the Australian Curriculum requirements.
- Qualified Teacher Librarian personnel to support students and staff.
- A fortnightly reading programme with a qualified Teacher Librarian for students in Years 7 – 9.
- Support and expertise to assist staff and students in the selection and use of resources chosen to support programmes for teaching and learning.
- Instruction and assistance for students on how to access, evaluate and effectively use relevant, reliable and current information for assignments. This includes using correct methods of citing resources used in reference lists and bibliographies that acknowledge intellectual property.
- Support for staff in curriculum use of ClickView – an online, educational video service.
- After school study with teachers providing assistance and tutoring for students in a number of learning areas through the co-curricular programme.
- Promotion of the iCentre's resources and opportunities to support teaching and learning.
- Accessible opening hours for students to maximise learning opportunities.

### **CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES**

#### **Quality Catholic Schooling Component #302 – Analysis and Discussion of Data**

- Staff investigate current requirements of Australian Curriculum in order to select quality resources that will support teaching and learning programmes.
- Data is collected on the borrowing patterns of students in order to continue to provide a range of resources that will continue to stimulate reading and meet the varying needs of readers.
- The collection is regularly monitored to ensure resources are appropriate, relevant and current. Stocktake procedures enable resources to be updated and/or replaced as necessary.

#### **Quality Catholic Schooling Component #304 – Targeted use of School Resources**

- A key priority of the iCentre is a strong focus on the provision of quality resources to students and staff.
- Analysis and research is regularly carried out to ensure the collection is relevant to the needs of the school community. Where areas of need are identified, steps are taken to ensure that resources are purchased to reflect what is required. Resources identified as redundant are removed and recycled.
- There is constant evaluation of resources to ensure a strong return on investment.

#### **Quality Catholic Schooling Component #402 – Pastoral Care of Students**

- The iCentre provides expertise and assistance for students in a range of ways. This includes help with locating and using resources, recommendations for reading materials that will match student needs, abilities and interests, along with technical assistance with formatting documents and printing.
- The iCentre provides a space for students and staff to interact in a variety of ways. This includes academic pursuits as well as social interaction before school, at recess, lunchtime and after school. Students play games such as Chess, Uno and Connect 4 as well as playing electronic games such as Minecraft and a number of interactive Mathematic games. Students also have the opportunity to join the Pokemon Club.

- Consistent standard of behaviour expectations and supervision by staff ensure that all students are able to participate in activities of their choice in a safe and meaningful way.

#### **ACHIEVEMENTS/HIGHLIGHTS**

- An increase in the number of students correctly referencing information used in research.
- Displays that promote liturgical, cultural and seasonal events. The displays are designed to engage patrons with resources that are relevant to these occasions. Themes throughout the year included Easter and Christmas, books made into movies, Valentine's Day and celebrations of genre such as mystery, romance and horror.
- Book Week promotions and activities. The theme was 'Escape to everywhere' which offered something for everyone. A particular focus was given to an inclusive range of activities for all students.

#### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Ongoing training in the use of Access-It Library Management software.
- CEWA Accreditation to Teach in a Catholic School.
- CEWA Accreditation to Work in a Catholic School.
- Ongoing skills and use of ICT.
- Child Abuse Prevention Programme.
- ClickView training.
- Lasallian heritage.
- Christian Service-Learning.
- Faith, Story and Witness.

## **ICT INTEGRATION ACROSS THE CURRICULUM**

The use of ICT is an essential part of 21<sup>st</sup> learning. The mission of ICT Across the Curriculum is that the most appropriate, technology-rich learning platform is available to the student, and the teacher is competent in its use. Excellence in learning is therefore the ultimate objective of ICT Across the Curriculum.

#### **ACHIEVEMENTS/HIGHLIGHTS**

- Continued rollout of BYOD model, now covering Years 7, 8 and 10, including supply of Office 365 and Adobe CC software.
- Ongoing helpdesk services for students and staff in the iCentre.
- Digital literacy course delivered to Year 7 students meeting ICT general capabilities in the Australian Curriculum.
- Staff professional development offering a choice of 14 topics over 3 sessions.
- Fortnightly Delagram newsletter articles highlighting various facets of ICT pertinent to students and parents.
- Management of survey processes for Teacher appraisal.

#### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Participation in Catholic Education WA Digital Educator Lead Educator program in preparation for Office 365 and the adoption of the LEADing Lights digital environment.

## STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2017 saw 55 students across all year groups in leadership positions. The objective of the SRC is to provide students a platform through which to express themselves, contribute to the organisation and facilitation of College events and to offer a means of service to both the College and wider community.

Together with associated staff, the SRC seek positive ways of enhancing leadership, initiative and responsibility among the total student body. By upholding the religious, social and educational ideas of the College, the SRC support the Principal, staff and the College in their educational objectives. This group of students with the assistance of the SRC Coordinator provided support at, and attended the following events throughout the year:

- 2017 SRC Induction
- CanTeen National Bandanna Day
- Catholic Schools Youth Summit at Notre Dame University, Fremantle
- City of Swan lunchtime mini-series
- College Assemblies
- Commissioning and Parent Information Evenings and Year 7 Enrolment Evenings
- Grandparents Day
- GRIP Leadership Conference
- Halogen Leadership Conference
- Inter-House Cross Country Sausage Sizzle
- Inter-House Twilight Swimming Carnival drink sales
- Junior and Senior Inter-House Athletics Carnivals Sausage Sizzles
- Krispy Kreme Fundraising
- Lap-A-Thon
- Lasallian Student Leader Seminar for the Australasian District, held in Sydney
- Local Networking Inter-School Leadership High Tea at Ellenbrook Christian College
- Make A Difference Day Fundraising – La Salle’s Got Talent
- Mothers’ Day and Fathers’ Day Masses and Breakfasts
- Open Day
- Presentation Evening Donation Collection
- Principal’s Community Prayer Breakfast
- St John Baptist de La Salle Feast Day Community Mass
- Stomp
- Valentine’s Day fundraiser
- Weekly Community Mass
- Year 7 2018 Orientation Day



## FUNDRAISING AND SPONSORSHIP ACHIEVEMENTS

Event	Amount raised
Canteen National Bandanna Day	\$300.00
Casual Dress Day	\$1479.05
Krispy Kreme Sales	\$478.38
Lap-A-Thon	\$7660.90
Lunchtime Events and Sausage Sizzles	\$622.40
School Carnivals	\$1428.42
SRC Sponsorships for students (3 recipients)	\$600.00
Stomp	\$733.60
Valentine's Day	\$209.91

## CONTRIBUTIONS TO THE COLLEGE'S 2017 STRATEGIC OBJECTIVES

### Quality Catholic Schooling Component #402 – Pastoral Care of Students

- In continuing the work of past student councils, the 2017 SRC placed a great deal of importance on the need to cater for and include all students in all College events, and in particular, participation in those events. The students were very mindful of this in the process of planning and facilitating events such as Stomp and the Lap-A-Thon, and were proactive in seeking advice and feedback from their peers. In order to continue improvement in this area the students, in liaison with the Learning Area Coordinator – Technology and Enterprise, commissioned the SRC Suggestion Box, a permanent fixture installed within the College. The intention of this initiative is to ensure that all students have the opportunity to provide feedback and submissions for College events and to provide all students with an element of ownership and involvement.

## ACHIEVEMENTS/HIGHLIGHTS

- Stomp SRC entertainment involved students and staff in the College version of the popular gameshow 'Have You Been Paying Attention'. By using information about the College's history as inspiration for the quiz questions, the SRC helped to build spirit and fantastic energy.
- The SRC continued their efforts to increase the engagement of students at College assemblies. The four College Captains continued the newly formed tradition of exciting and interactive 'College Captain Corners' and a greater focus on creative promotion of College events through the 'SRC News' segment. These efforts were welcomed by students and staff and received excellent feedback with results clearly visible via student enthusiasm and involvement in College events.

## COUNSELLING

The Counselling Team has both qualified School Social Workers and a School Psychologist. All students and families at the College have access to a member of the Team and hence can receive support from a professional counselling service.

Counselling Team members are part of and provide support to the College's pastoral structure. The primary role of the Counselling Team is to support students who are experiencing personal and interpersonal difficulties that affect their wellbeing and impact in their ability to enjoy and achieve at school.

The work of the Counselling Team falls within the scope of Quality Catholic Schooling component #402 – Pastoral Care of Students: Staff, students, families and the wider school community promote and sustain student wellbeing and positive student behaviour in a safe and supportive learning environment, underpinned by an effective pastoral care policy.'

In 2017, almost a quarter of the College population, received support from the Counselling Team. The team provided assessment and short-term counselling support that primarily involved contact with students and families and occasionally with small peer groups. While the reasons students and families seek assistance from the team is quite varied, an increase in the number of social media related peer issues has continued to rise alongside increased numbers of students presenting with feelings of anxiety, symptoms of stress and low mood concerns. It is significant to note the dramatic increase of the number of students presenting with sleep difficulties (lack of consistent sleep) that were affecting their emotional well-being and academic success. Device usage late into the night without parent/guardian knowledge continues to be a key factor.

Where students required further assessment or longer term counselling support was required, families were referred to approved community agencies such as: Headspace Midland, Parkerville Reconnect, Swan CAMHS, PMH Adolescent Services, Young Carers WA, Mental Health Carers 'Smiling Minds' and nominated private practitioners.

### ACHIEVEMENTS/HIGHLIGHTS

Apart from the primary work of individual and family support, the Counselling Team continued work in the area of positive mental health seeking as many opportunities as possible to support students' mental health and emotional wellbeing. Some highlights in 2017 were:

- Continued involvement as an Act-Belong-Commit School.
- The annual Act-Belong-Commit Mentally Health Fair which attracted thirty-four stall holders from a variety of community health and voluntary organisations plus a future directions area showcasing universities, TAFE and further training opportunities through trade apprenticeships. All Year 10, 11 and 12 students and staff had access to the fair.
- Thirty-two senior students were part of the Act-Belong-Commit Student Committee.
- Student committee involvement in the planning of the Act-Belong-Commit Fair and the organisation of two student led stalls addressing mental wellness strategies.
- Student committee involvement in ongoing Mental Health and Community initiatives such as: a Mentally Healthy stall at Make A Difference Day, 'Are You OK? Day' and student presentations at year group and whole school assemblies.
- The Aussie Optimism programme Social Life Skills was presented to all Year 7 students as part of the Health Education curriculum and Optimistic Thinking Skills was presented to all Year 8 students through the iConnect programme.
- The provision of teaching materials for the Year 8 and 9 iConnect programme; including resources for dealing with social conflict, improving mental wellness and resiliency, personal and online safety.
- A tailored Year 9 Girl's and Boy's Programme was presented in Term Two. The social and emotional skills development programme was presented by the Counselling Team, College staff and guest speakers Holly-ann Martin from Safe4Kids and Dan McGrechan from Frame Initiatives.
- Counselling team involvement in year level Reflection Days.

- Year 7 Parent Workshop for incoming parents addressing the developing adolescent brain, social conflict and the current trends and impact of online social behaviour.
- Additionally, specialised workshops offered were
  - Holly-ann Martin – personal safety workshop with Boarding students.
  - Paul Litherland – social media information session (Year 8 parents and students).
  - In class presentations regarding social conflict.
- Continuing from the success of 2016, a weekly yoga session was offered for all staff at the College. The class was well attended all year and classes will continue to be offered in 2018.
- A partnership with Wesley Counselling has been developed to provide parents with the opportunity to attend parent workshops in 2018.

#### **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

- Professional Counselling Supervision.
- School Psychologists Association Annual Conference.
- Social Workers in Catholic Schools Two Day Conference.
- Safe4Kids Child Abuse Prevention Workshop.
- Keeping Safe Child abuse Prevention Training.
- Sexual Abuse Prevention Symposium.
- SEDERA Talking Drugs with Young People (Paul Dillon).
- PMH: Gender Diversity Workshop.
- Mindful Meditation Australia Workshop.
- WYAT-3 and WISC V Assessment Tools Training.

In response to specific issues raised with the Counselling Team in 2017, plans are underway to include the following in 2018:

- Further staff professional development regarding abuse prevention.
- A series of 'Parent as Coach' workshops.
- In collaboration with Senior Leadership, Social Media professional development opportunities for staff, workshops for students and families.
- As always, the Counselling Team continues to seek opportunities to work with all members of the Lasallian community to ensure students are engaged, supported and successful in their secondary journey.

## COMMUNITY RELATIONS

The Community Relations Department is committed to upholding and promoting the values and foundations of our College through marketing, hospitality and publicity to past, current and future students, parents and the wider community.

### ALUMNI

Since 2008, Year 12 students have been given the opportunity to be part of a network of graduates. In becoming a College Alumni member, graduates can keep in touch with the place where their foundations for their future careers and friendships were formed.

In 2017, 190 Year 12 students joined the Alumni. There are now 1 326 Alumni members registered who have the opportunity to continue to maintain the spirit of La Salle College through events. These Alumni students also have the opportunity to be part of tutoring and study skills classes for the students within the Daedalus and Prometheus Clubs.

Alumni reunions held in 2017 included the Class of 1984 and the Class of 2015.

### FRIENDS OF LA SALLE COLLEGE (FOLSC)

The Friends of La Salle College (FOLSC) was formed early in 2007 to give parents a forum to become involved in the College and to offer opportunities to make contributions to a range of College activities. In 2017, 56 families volunteered to assist in the following areas:

- Friends of Music
- Busy Bee
- Quiz Night
- Uniform Shop
- North Eastern Associated School (NEAS) Sports
- Junior Inter-House Athletics Carnival
- Senior Inter-House Athletics Carnival

### COMMUNITY EVENTS & FUNDRAISING

#### Quiz Night

Since 2005, the College has held an Annual Quiz Night as the major fundraiser. This event builds community spirit and raises funds towards a worthy cause. In 2017, the 13<sup>th</sup> quiz night saw 710 community members enjoy themselves. Eighty two businesses donated items which helped raise over \$20 000 towards student facilities and resources.

#### Perth Entertainment Book Membership

Since 2008, the College has been involved with selling the Perth Entertainment Book. In 2017, 89 books and 49 digital memberships were sold raising \$1 932 towards Lasallian works and charities.

#### The Athletes Foot Rewards Programme

The College was again part of The Athletes Foot Rewards Programme and received \$5 for each pair of shoes purchased. A total of \$395 was presented to the College.

### PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM

- The WA Chapter of Educate Plus (Network of Advancement Professionals) Special Interest Group.

- WA Alumni and Community Relations & Fundraising.
- The WA Chapter of Educate Plus (Network of Advancement Professionals) Special Interest Group.
- WA Marketing & Communications.
- Educate Plus WA 'You Don't Know What You Don't Know'.

## **GROUNDS & MAINTENANCE**

**In addition to maintaining College facilities and assets to a high standard we are also required to comply with legal requirements in keeping the following services maintained:**

- All fire equipment including hydrants, hose reels, extinguishers, blankets, fire pump house and fire panel.
- Testing of all emergency lighting and RCDs.
- Servicing of the lifts in line with Australian standards.
- Attend to the annual pit inspection for the road worthiness for the College buses prior to registration.
- Servicing of the Canteen grease trap in accordance with the licence.
- City of Swan Biannual Public Buildings Inspections which includes the Auditorium, Chapel, Performing Arts, Senior Learning Centre, iCentre, Gymnasium and Trade Skills Centre.
- City of Swan Health Department certificate to operate a Class 2 swimming pool.

**Other services managed to ensure a clean and safe environment:**

- Quarterly pest management treatments and inspections.
- Water cooler maintenance.
- Annual testing of all microwave ovens to ensure they comply with (AS60335.2.25).
- Air-conditioning servicing and maintenance.
- Sewer pump system annual maintenance.
- Monitor the quality of pool water.
- Oversee the cleaning contract and conduct weekly inspections.
- Security monitoring services and patrols.

**Other works completed throughout the year:**

- Repair 12 concrete corbels on upper level of G Block due to concrete cancer.
- Replace 38 defective circuit breakers via an electrical safety recall.
- Replace all internal lighting in the iCentre with LED lighting.
- Recarpet the gymnasium classrooms, stairwells and landing.
- Install new LED floodlighting along B Block.
- Remove old evaporative air-conditioners in D block and replace with reverse cycle.
- Replace 200 student desk tops.
- Replace refrigerated water fountain at E block.
- Purchase and install new pool lane ropes.

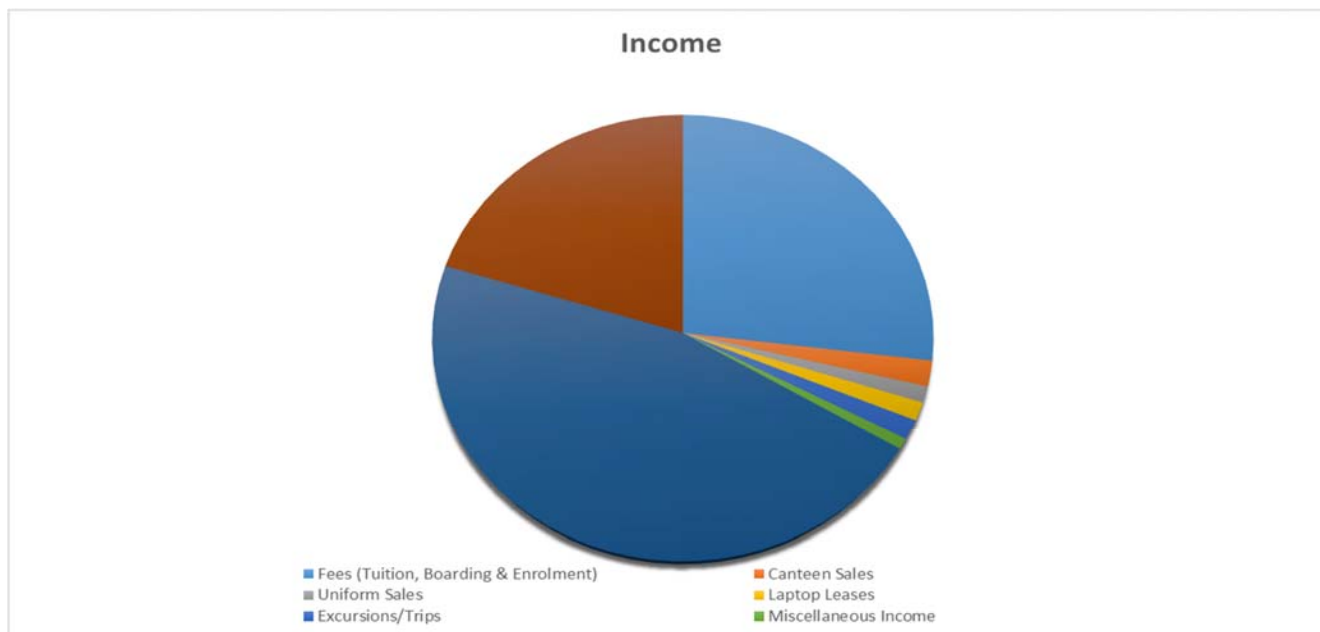
- Roof repairs to Auditorium, iCentre, Senior Learning Centre, G block and Administration.
- Replacement of 150 student lockers.
- Replacement of two stormwater drain lids.
- Installation of an automatic sliding door to the gymnasium complete with card access control.
- Installation of a giant chess board for the students.
- Installation of a servery window into the Canteen improving student access.

**PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM**

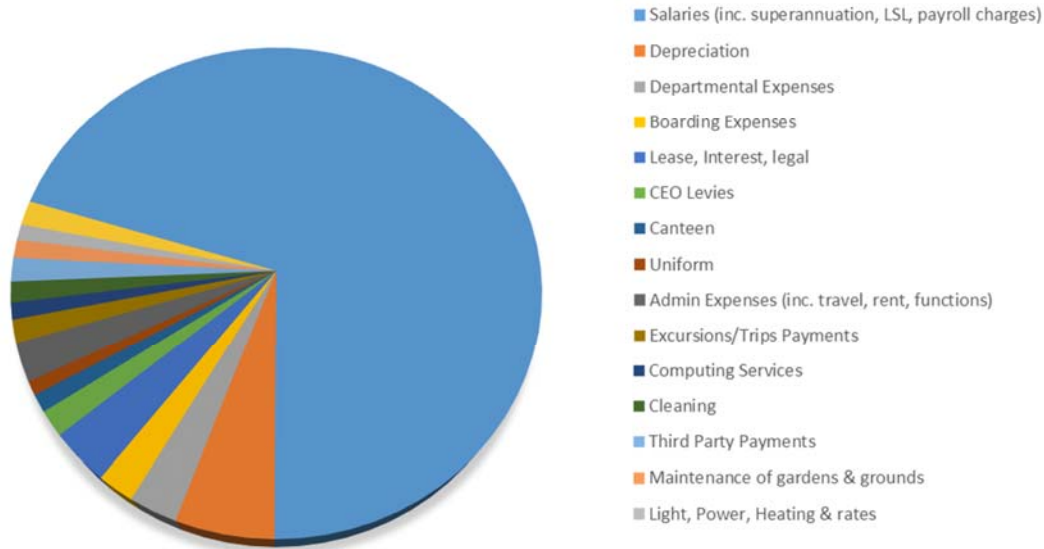
- CEWA Accreditation to Work in a Catholic School.
- CEWA Orientation.
- Mandatory Reporting.
- Lasallian Spirituality.

## FINANCE

2017 saw the College switch from cash accounting to accrual accounting which was mandated by the Australian Charities and Not-for-Profits Commission to whom all schools have to lodge their financial reports with. Another change was a decision made by the Catholic Education Commission of WA (CECWA) to appoint a single auditing firm to assist with this change thus providing consistency across all schools. The firm appointed was Deloitte Touche Tohmatsu Limited. The College finished 2017 with a profit of \$270 806. Income was \$25 213 336 with the majority (\$11 671 140) coming from the Australian Government. Tuition fees increased by 2% in line with CECWAs range of 0% to 2%. Tuition collected during 2017 came to \$6 800 975. Though our income increased, so too did our expenditure with salaries being by far our largest expenses (\$17 547 967). Because La Salle is becoming a BYOD school, 2017 saw a large decrease in our leasing expenses. Both the Uniform Shop and Canteen continued to make profits and continue to deliver outstanding service to the school community.



## Expenditure



## STAFFING

August Census 2017 Staff breakdown	Combined	Male	Female
Full-time Teaching staff	91	38	53
Part-time Teaching staff	19	1	18
Indigenous full-time Teaching staff	1	0	1
Indigenous Support staff full-time	4	2	2
Support staff full-time	34	11	23
Support staff part-time	45	3	42
Total Staff as of August 2017	194	55	139