



## 2018 School Performance Information

Under the Australian Government funding requirements and in line with the schools Assistance Act 2008, La Salle College is required to publish specific information via the website by 30 June each year relating to the previous year.

### CONTEXTUAL INFORMATION

La Salle College was established in 1954 by the De La Salle Brothers, an order founded in France in 1680 (Brothers of the Christian Schools). Originally a boy's school from Years 4 to 10, La Salle College became fully coeducational in 1973. The first group of students to be able to complete their secondary education through to Year 12 graduated in 1975.

La Salle College is part of a worldwide family of Lasallian schools. It provides secondary education for Catholic families of the Swan Valley, Hills and north-eastern suburbs of Perth.

In keeping with the tradition begun by St John Baptist de La Salle, La Salle College is committed to providing a quality education for the whole person within a Catholic community. The four College foundations are: A strong sense of community, a rich pastoral care system, a nurturing spiritual environment, and a commitment to excellence.

The College has outstanding facilities including our St John Baptist de La Salle Chapel, Nicolas Barre Auditorium, Br Fitzhardinge Trade Skills Centre, MacKillop Arts Centre, Br Eric Pigott Performing Arts Centre, St Francis of Assisi Science Centre, Matthew Kennedy Aquatic Centre, St Joseph Education Support Centre, Br Columban Home Economics Centre, Jan Jolley iCentre, Fr Laurence Murphy SDS Senior Learning Centre, Michael Ciccarelli Lecture Theatre and Patricia Rodrigues Centre.

Our coeducational Catholic College consists of 1413 (August Census 2018) students from Years 7 to 12 consisting of 703 females and 710 males.

**186** Total of staff employed (August Census 2018)

**1413** Total number of students (August Census 2018)

Our Student Representative Council is made up of 32 Year 12 students being responsible for leadership roles within the student body and the following:

- 4 Year 7 students
- 4 Year 8 students
- 4 Year 9 students
- 4 Year 10 students
- 4 Year 11 students
- 4 Year 12 students



## TEACHER STANDARDS AND QUALIFICATIONS

In 2018, La Salle College employed 117 teaching staff. Qualifications of teaching staff are quantified below:

|                           |     |
|---------------------------|-----|
| Bachelor                  | 131 |
| Bachelor Degree (Honours) | 9   |
| Certificate III           | 2   |
| Certificate IV            | 20  |
| Diploma                   | 23  |
| Graduate Diploma          | 53  |
| Higher Diploma            | 1   |
| Post Graduate Certificate | 6   |
| Post Graduate Diploma     | 3   |
| Masters                   | 11  |

## WORKFORCE COMPOSITION

According to our 2018 Census (August) La Salle College personnel included the following:

|    |   |
|----|---|
| 90 | Full time Teaching staff. Includes: 38 males and 52 females                     |
| 34 | Full time Non-teaching staff Includes: 11 males and 23 females                  |
| 1  | Full time Teaching Indigenous staff member (female)                             |
| 4  | Full time Non-teaching Indigenous staff members. Includes: 2 male and 2 females |
| 19 | Part time Teaching staff. Includes: 1 male and 18 females                       |
| 45 | Part time Non-Teaching staff. Includes: 3 male and 42 females                   |

## STUDENT ATTENDANCE AT SCHOOL

La Salle College had a student attendance record of 90.47% in 2018, as shown below:

- Year 7 93.07%
- Year 8 90.14%
- Year 9 90.38%
- Year 10 88.96%
- Year 11 89.15%
- Year 12 91.15%

## MANAGEMENT OF ATTENDANCE

Parents/Guardians are requested to inform the College of any student absences by contacting the College's direct absentee line, either by leaving a message or speaking with Student Reception. When students have been marked absent and no notification has been received, a follow up SMS is sent to parents in the morning on the day of absence. If no parent notification is received after the SMS, a follow up email is sent by Student Reception. Should confirmation of absence not be received, parents are emailed at the end of every week with a list of all unresolved absences to date, that need to be verified.



Pastoral Care Advisors monitor and follow up all student absences within their Pastoral Care Group. Classroom teachers complete daily attendance electronically which are processed each afternoon by Student Reception. On return to school after an absence, students are required to provide written confirmation of the absence or lateness to school from the parent/guardian. This is then registered in the Student Information System (i.e. Seqta).

Each term, Year Coordinators check the percentage attendance rate for each student. If a student's attendance falls below 80% and there are no known factors such as extended illness a letter is sent to parents explaining the need for students to attend school regularly, in accordance with the Education Act.

### **NAPLAN INFORMATION**

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

The table below shows state and school averages and the percentage of Years 7 and 9 students at La Salle College who achieved the National Reading, Persuasive Writing, Language Conventions (Spelling, Punctuation & Grammar) and Numeracy Benchmarks.

| <b>Year 7</b>       | <b>All Australian Schools' Mean</b> | <b>La Salle College Mean</b> | <b>% at or above National Minimum Standard</b> |
|---------------------|-------------------------------------|------------------------------|--|
| Numeracy            | 548                                 | 544                          | 98%  |
| Reading             | 541                                 | 523                          | 93%  |
| Spelling            | 545                                 | 539                          | 95%  |
| Grammar/Punctuation | 544                                 | 535                          | 96%  |
| Writing             | 505                                 | 502                          | 92%  |

| <b>Year 9</b>       | <b>All Australian Schools' Mean</b> | <b>La Salle College Mean</b> | <b>% at or above National Minimum Standard</b> |
|---------------------|-------------------------------------|------------------------------|--|
| Numeracy            | 596                                 | 589                          | 95%  |
| Reading             | 584                                 | 580                          | 95%  |
| Spelling            | 583                                 | 575                          | 93%  |
| Grammar/Punctuation | 580                                 | 580                          | 96%  |
| Writing             | 542                                 | 552                          | 83%  |



## STAFF, PARENT AND STUDENT SATISFACTION

During 2018 the College engaged in a climate survey, with respondents from the staff, student and parent communities. The areas studied included;

### Student Survey:

| Engagement Outcomes          | Health Outcomes | Academic Outcomes | Drivers of Student Outcomes | Demographic Drilldowns  |
|------------------------------|-----------------|-------------------|-----------------------------|---|
| Social Engagement (4)        | Anxiety (1)     | English (1)       | Quality Instruction (3)     | Replica School Factors (3)<br><small>(year level, sex, socioeconomic factors)</small> |
| Institutional Engagement (3) | Depression (1)  | Maths (1)         | School Context (3)          | Immigrant Status (1)  |
| Intellectual Engagement (4)  |                 | Science (1)       | Classroom Context (3)       | Aboriginal Status (1)   |
|                              |                 |                   | Family Context (4)          |   |

### Staff Survey:

| Four dimensions of classroom and school practices | Eight Drivers of Student Learning |
|---|-----------------------------------|
| Challenging and visible goals                     | School Leadership                 |
| Planned learning opportunities                    | Collaboration                     |
| Quality feedback                                  | Learning Culture                  |
| Overcoming obstacles for learning                 | Data informs practice             |
|   | Teaching strategies               |
|   | Technology                        |
|   | Inclusive school                  |
|   | Community involvement             |

### Parent Survey:

| Perspectives of Parents   |
|---|
| <ul style="list-style-type: none"> <li>• Parents feel welcome</li> <li>• Parents are informed</li> <li>• Parents support learning at home</li> <li>• School supports learning</li> <li>• School supports positive behaviour</li> <li>• Safe school</li> <li>• Inclusive school</li> </ul> |



A summary of the findings in a few of the areas researched, are documented below.

### **Student Survey Results**

#### *Strengths*

- High level of involvement in co-curricular activities
- Students have friends at school whom they can trust and who encourage them to make positive choices
- Students try hard to achieve in their learning
- Students feel safe attending school
- Positive teacher-student relationships

#### *Areas for Improvement*

- Completion of homework
- Engagement of student learning in Years 9 and 10
- Motivation levels of students in Years 9 and 11
- Increased levels of anxiety in Years 10 - 12

### **Staff Survey Results**

#### *Strengths*

- Staff work together to create a safe school environment
- Collaboration amongst colleagues regarding strategies to engage students
- Clear learning goals are identified and discussed with students in class
- Teachers are readily available to help students with their learning needs

#### *Areas for Improvement*

- Provide students with more work samples
- Increase in written feedback to students
- Increase parent engagement with student learning

### **Parent Survey Results**

#### *Strengths*

- Parents feel welcome when visiting the school
- Their children feel safe at school

#### *Areas for Improvement*

- Communication regarding a student's social and emotional development

### **YEAR 12 EXIT SURVEY 2018**

All Year 12 students are offered the opportunity to complete a survey to determine their attitudes towards various aspects of their time at the College.

The Results of the Survey reflect the following:

- Students generally felt a belonging to their PCG and House. Their needs and requirements were mostly listened to and felt cared for by the staff at the College.
- Their achievements were recognised and the new Colours Student Recognition System was more appropriate in identifying student achievement.



- The Year 12 retreat was a rewarding experience and enjoyed by most.
- Year Coordinators and House Coordinators were found to be supportive and approachable.
- Those who utilised the Careers or Counselling services found them to be useful. One suggestion was ensuring the accessibility of these services be more readily available.
- Students generally felt they and their parents were well informed and received regular feedback via teachers or SEQTA.
- Very few students accessed the revision seminars and numbers using Prometheus were down on previous years.
- Many felt the Mentor Program needed improvement.

### SENIOR SECONDARY OUTCOMES AND POST SCHOOL DESTINATIONS

School Curriculum & Standards Authority (SCSA)

Western Australian Certificate of Education (WACE)

La Salle students continued to achieve commendable results in 2018. Overall course and programme completions:

- Number of full-time eligible Year 12 students (does not include students on a modified learning programme) = **205**
- WACE graduation = **89.75%**
- A total of 17 students received SCSA Awards
  - Certificate of Excellence (1)
  - Certificates of Distinction (6)
  - Certificates of Merit (10)

### VET

- La Salle had 127 students who achieved an Australian Qualification framework VET Certificate II or higher in Year 12
- 95% of students who participated in VET, achieved Australian Qualifications Framework (AQF) Certificate II or higher

### ATAR

- Number of eligible students **83 (39%)**
- Median **ATAR 78.8**
- Eligible students scored 70+ **66%**
- Courses in which students performed above state average:  
Dance, Drama, Human Biology, Math Applications, Math Methods, Modern History, Psychology, Visual Arts
- Results:

| ATAR range | Number of students | Percentage |
|------------|--------------------|------------|
| 90+        | 15                 | 18%        |
| 80-89.99   | 24                 | 29%        |
| 70-79.99   | 16                 | 19%        |
| 60-69.99   | 14                 | 17%        |
| <59.99     | 14                 | 17%        |



## UNIVERSITY APPLICATION STATISTICS

|   |       |
|---|-------|
| Number of students with an ATAR who applied | 77    |
| Median ATAR of the students who applied     | 79.10 |

|  | <b>Curtin</b> | <b>ECU</b> | <b>Murdoch</b> | <b>UWA</b> | <b>Total</b> |
|--|---------------|------------|----------------|------------|--------------|
| Number of students with a 1 <sup>st</sup> preference (includes students without an ATAR) | 54            | 22         | 18             | 11         | 105          |
| Number of students offered their 1 <sup>st</sup> preference                              | 26            | 19         | 15             | 10         | 70           |
| Number of students offered any of their preferences                                      | 33            | 28         | 23             | 11         | 95           |
| Number of students who have enrolled   | 22            | 15         | 14             | 11         | 62           |
| Number of students who have deferred   | 3             | 2          | 2              | 0          | 7            |

## POST SCHOOL DESTINATION

Eligible students were offered University places in these Fields of Education:

- Natural and Physical Sciences 15
- Engineering 6
- Architecture 1
- Health 18
- Management and Commerce 11
- Society and Culture 23
- Education 9
- Creative Arts 8
- Information technology 3
- Agriculture environment 1

## SCHOOL INCOME

School Income – Please refer to the My School webpage for La Salle College on the ACARA website at the following address: <http://www.myschool.edu.au/>

## ANNUAL SCHOOL IMPROVEMENT

Please click [here](#) to access the College's Annual Report for 2018.