



2019 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.

1. 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 1405 (August Census 2019) students from Years 7 to 12 consisting of 684 females and 721 males.

189 Total of staff employed (August Census 2019)

1405 Total number of students (August Census 2019)

Our Student Representative Council is made up of 33 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

2. TEACHER STANDARDS AND QUALIFICATIONS

In 2019, La Salle College employed 111 teaching staff. The highest qualification of staff are quantified below:

- 118** Bachelor
 - 3** Bachelor Degree (Honours)
- 11** Certificate III
 - 8** Certificate IV
- 7** Diploma
 - 2** Graduate Diploma
- 6** Higher Diploma
 - 2** Post Graduate Certificate
 - 2** Post Graduate Diploma
- 12** Masters

3. WORKFORCE COMPOSITION

According to our 2019 Census (August) La Salle College personnel included the following:

96 Full time Teaching staff	Includes, 38 males and 58 females
32 Full time Non-teaching staff	Includes, 10 males and 22 females
0 Full time Teaching Indigenous staff member	N/A
3 Full time Non-teaching Indigenous staff members	Includes, 1 male and 2 females
14 Part time Teaching staff	Includes, 0 male and 14 females
47 Part time Non-Teaching staff	Includes, 7 male and 41 females
1 Part time Teaching Indigenous staff	Includes, 0 male and 1 female
2 Part time Non-Teaching Indigenous staff	Includes, 0 male and 2 females

4. STUDENT ATTENDANCE AT SCHOOL

La Salle College had a student attendance record of 90.18% in 2019, as shown below:

- Year 7 92.23%
- Year 8 90.16%
- Year 9 88.98%
- Year 10 89.63%
- Year 11 88.64%
- Year 12 91.49%

5. 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.

6. 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.

Year 7	All Australian Schools' Mean	La Salle College Mean	% at or above National Minimum Standard
Numeracy	554	548	93%
Reading	546	532	93%
Spelling	546	533	93%
Grammar/Punctuation	541	526	91%
Writing	513	493	89%

Year 9	All Australian Schools' Mean	La Salle College Mean	% at or above National Minimum Standard
Numeracy	92	591	96%
Reading	581	576	92%
Spelling	582	582	93%
Grammar/Punctuation	573	567	90%
Writing	548	552	85%

7. STAFF, PARENT AND STUDENT SATISFACTION

During 2019 no formal survey was undertaken by parents and staff. However, the following are indicators of overall satisfaction with the College;

- An increase in enrolments
- A lengthy wait list of students wishing to join the College community
- A high retention rate of students
- Year 7 parents and parents of newly enrolled students are contacted at the start of the year and are overwhelmingly happy with their child's progress
- High retention rate of staff
- The lack of concerns raised with College staff

8. YEAR 12 EXIT SURVEY 2019

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. 137 students completed the survey.

The results of the survey reflect the following:

- Students generally felt a sense of belonging to their PCG and House. Their needs and requirements were mostly listened to and they felt cared for by the staff at the College.
- Students felt that while their achievements were often recognised this needs to occur more regularly. The Colours Student Recognition System is difficult to achieve and as a result, students didn't apply.
- Retreats were a highlight, with a majority of students really enjoying the experience. They would like the Year 12 Retreat to be more like the Year 11 Retreat.
- There was some disappointment at having the same Year Coordinator for three years then having this person change for Year 12.
- The Careers team was seen as a positive and students found the staff to be very supportive. They would like the Careers staff to work every day as they often found the wait time to see someone quite long.
- Students generally felt they and their parents were well informed and received regular feedback via teachers directly or through SEQTA.
- Very few students accessed the revision seminars but those who did found them to be very beneficial.
- The Onsite program was seen as very beneficial and students really appreciated the time the staff involved give to them.

9. 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 2019. Overall course and programme completions:

- 202** Number of full-time eligible Year 12 students (does not include students on a modified learning programme)
- 91.6%** WACE graduation
- 17** Students received SCSA Awards
 - 6** Certificates of Distinction
 - 15** Certificates of Merit

9.1 VET

- 127** Students achieved an Australian Qualification framework VET Certificate II or higher in Year 12
- 95%** Students participated in VET, achieved Australian Qualifications Framework (AQF) Certificate II or higher

9.2 ATAR

- 84 (39.8%)** Number of eligible students
- 73.95** Median ATAR
- 59%** Eligible students scored 70+

Results for courses in which students performed above state average:

ATAR range	Number of students	Percentage
90+	14	16.8%
80-89.99	17	20.5%
70-79.99	18	21.7%
60-69.99	14	16.8%
<59.99	20	24.1%

10. UNIVERSITY APPLICATION STATISTICS

LA SALLE COLLEGE - 1223

Statistics extracted on 29 June 2020

Number of students with an ATAR who applied	80
Median ATAR of the students who applied	74.40

	Curtin	ECU	Murdoch	UWA	Total
Number of students with a 1 st preference (includes students without an ATAR)	37	26	17	17	97
Number of students offered their 1 st preference	23	15	13	11	62
Number of students offered any of their preferences	34	25	18	15	92
Number of students who have enrolled	28	22	13	12	75
Number of students who have deferred	2	0	2	1	5

11. POST SCHOOL DESTINATION

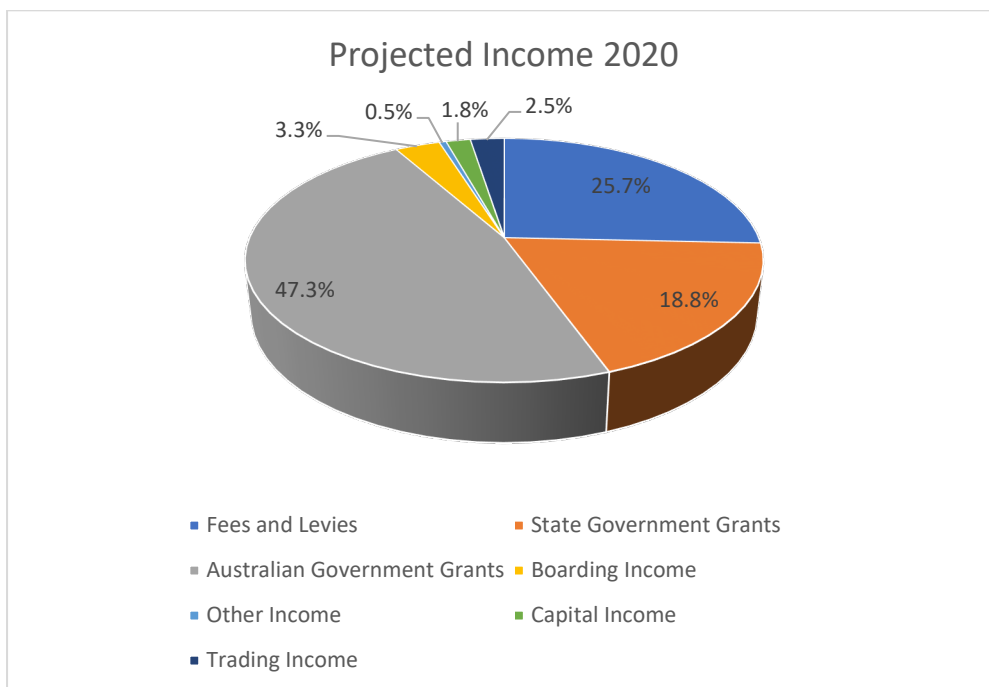
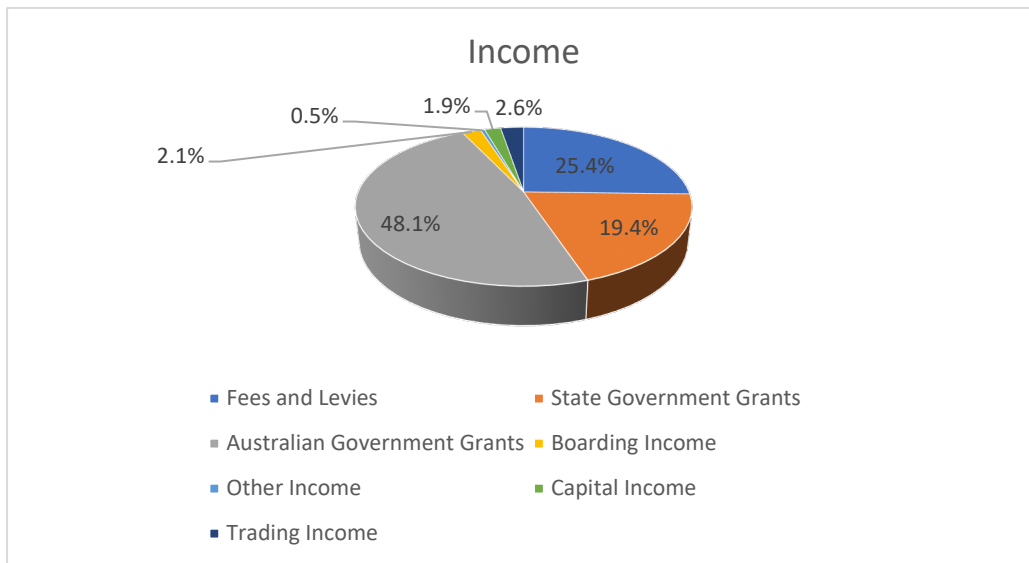
Eligible students were offered University places in these Fields of Education:

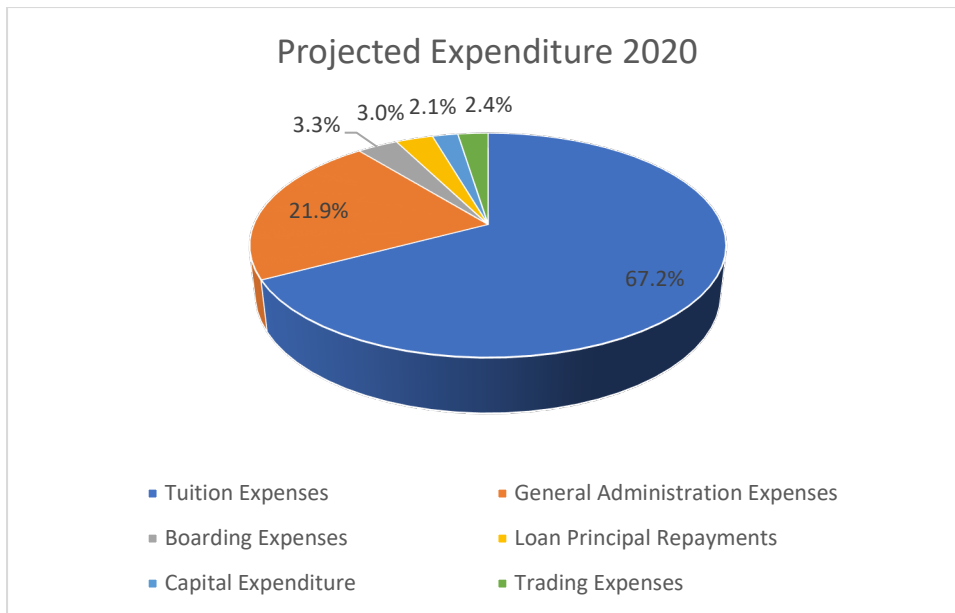
- 16 Natural and Physical Sciences
- 5 Engineering
- 2 Architecture
- 10 Health
- 7 Management and Commerce
- 25 Society and Culture
- 12 Education
- 4 Creative Arts
- 1 Agriculture environment

12. 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>

13. FINANCIALS





14. ANNUAL SCHOOL IMPROVEMENT

In 2019 the College embarked on a number of initiatives to move the College forward strategically:

1. College Vision Statement
2. Learning and Teaching and Student Services College-wide goals
3. Strategic Plan 2020 – 2022

The first was the creation of a new College Vision statement. An extensive consultative process was used where all staff were involved in providing feedback in relation to different aspects of the College. This progressed to ideas about what do we want for all employees and students of the College and their preparedness for life beyond La Salle College. A smaller working party collaborated to create a final statement that encapsulated all of the ideas put forward. As such, the new College Vision Statement is:

To develop life-long learners who are Christ-centred, resilient and innovative contributors to our ever-changing world.

The second area for annual school improvement was the creation of two strategic goals based on data collected throughout 2018. A summary of each goal is listed below.

14.1 LEARNING TEACHING SMART GOAL

The Learning and Teaching SMART Goal was devised after discussion around academic achievement and what the team wanted to achieve in 2019. The focus for 2019 was to improve the grades of students on D/E by 5% throughout 2019. The thinking behind this goal was that by focusing specifically on those students who were achieving low grades and implementing strategies to assist these students all students would benefit. Grades would be monitored on SEQTA throughout 2019 so achievement levels could be tracked.

Results

Results from across all the Learning Areas although varied consistently showed an improvement. In some cases, the improvement may not have been a marked change in grades but observational in

that staff could see students improving in their assessment tasks in the way they responded to questions and also in their engagement.

On average across all learning areas the students identified as achieving D/E grades made notable improvements by either lifting their grade or improving their mark within the 5% range. Mathematics, English and Technologies saw 65% of their students on D and E grades improve by 5% and also noted an improvement for other students. Religious Education recorded a significant drop in E grades overall and Humanities and Social Science saw a steady improve across Year 8, 9 and 10 with around 7% of students in each year group meeting the goal. Science did not record a great improvement, however, the statistics formed part of a proposal for running two classes of Science for Life as well as two Extension classes for ATAR bound students in 2020. Engagement and apathy of students was identified as a major issue in Science and as a result formed the basis of a new Science goal for 2020. Both the Arts and Music saw significant shift in student responses given their focus was implementing a greater focus on subject specific vocabulary and terminology.

An interesting point from the data was the response of staff who saw the goal as a positive way of focusing on student achievement as well as curriculum development. Many noted that by focusing on the goal it gave them opportunity to really look at the data and identify those struggling students and think explicitly about strategies to assist them which included re-evaluating programs and assessments.

Common strategies employed

- Know students better – relational learning
- Compilation of a folder of comprehension style articles and activities on SharePoint that staff were encouraged to use for each topic.
- Increasing the use of the SCSA glossary in the writing of assessment tasks to expose students to these important terms earlier in their Secondary Education experience.
- Goal Setting with students – ensuring teachers had discussed previous year results with students before working with students to set realistic goals. Introducing the SMART Goal process to students for setting achievable subject goals.
- A focus on scaffolding assessment tasks including Professional Learning on structuring tests. Professional Learning took place with regards to the writing of a balanced test.
- Differentiating in-class activities by providing options for students that appeal to their learning styles.
- Differentiation of assessment tasks took place more frequently in Semester II with Learning Area Coordinator intervention in some cases.
- Providing explicit and timely feedback to students when returning assessment tasks. Explicit marking keys were provided to students and teachers gave student-specific feedback on assessment pieces wherever appropriate.
- Students were encouraged to reflect on their Assessment results via SEQTA Learn to increase parent engagement with SEQTA and the classroom teacher.

Future Directions

1. The following is a summary of the common themes identified by each Learning Area for future growth or improvement.
2. Teacher lead professional development in the areas of effective pedagogy, behaviour management and ways of teaching literacy.

3. Programming courses that allow for greater differentiation in activities and assessment.
4. Review of assessment that reflect greater scaffolding to ensure success.
5. Explicit teaching of vocabulary and terminology.
6. Further professional development in areas of using data to improve learning outcomes.
7. Continued focus in each year group on the “tail” to improve overall average within classes/years.
8. Continued focus on connecting with students who display disengagement (professional development in this area would be beneficial).
9. Time within Learning Area meetings to discuss strategies that are working with lower ability students and implement them across a year group/term (for further analysis at a later date).
10. Better use of and monitoring of SEQTA (e.g. entering and monitoring of student information, student reflections).
11. More time allocated to reviewing of assessment tasks and reset of goals.

Summary

Overall staff across all Learning Areas found this to be a positive endeavour. It was an excellent opportunity for staff to collaborate and actively engage which each other to work towards a common goal of improving academic outcomes. Some of the improvements may not have necessarily been as anticipated and some areas may have not have reached the target they wanted but results and feedback demonstrate that the overall result was positive growth of both staff and students.

14.2 STUDENT SERVICES SMART GOAL

Classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive (Dorman, Aldridge, & Fraser, 2006). A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions (Bucholz & Sheffler, 2009). Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed (Weimer, 2009).

The Student Services Team agreed upon the SMART goal as a result of much discussion about the effect of the classroom climate on the behaviour of students. This goal originated at the start of the year with the aim to reduce the number of behavioural issues in the classroom. Thus, the following goal was formulated:

Specific – To equip teachers to create a positive learning environment.

Measurable – Staff survey (pre and post)/Behavioural statistics

Achievable – Professional development related to behaviour management

Relevant – to reduce behavioural issues within class

Time bound – within the 2019 calendar year

Data from SEQTA 2018 was provided to the Team at the first meeting in January highlighting the number and range of behavioural issues. From this data a consensus was achieved that the goal for

2019 was to improve or create a positive learning environment. This goal was then presented to the whole teaching staff who were invited to formulate questions that would be collated into a teacher survey.

A working party was called and together they formulated the survey that was sent out to teachers. In the meantime, the teaching staff was offered a free online course titled Managing Behaviour for Learning and hard copy documents; 5 Qualities of a Positive Classroom and Strategies for Preventing a Situation from Escalating. These sources provided teachers with very practical and efficacious strategies and opportunities for self-audit and self-reflection.

The survey was sent out to teachers to gauge their understanding of, and level of confidence in, creating a positive learning environment and, based on those results, strategies and suggestions were offered in order to make a positive impact. Whilst the majority of teachers felt confident (56%) or very confident (24%) in creating the positive learning environment, the data from the same survey suggested that teachers felt that professional development (54%), reflective practice (39%) and peer observation (34%) were the main ways to assist them in improving their positive learning environment.

Teachers were challenged to change their own behaviours and were given some suggestions to try. They were; deliberately plan to change two aspects of the way you interact with students who demonstrate poor conduct. Choose something small and manageable. Or alternatively, pick two from the list below:

- Meet and greet with a smile at the door.
- Deliberately catch students doing the right thing and acknowledge them for it.
- Explain the behaviours you want as you explain a task or activity.
- Use the phrase, 'I need you to', when giving instructions to individuals.
- Change the way you end the lesson and send students off.
- Write a list of the names of students who are behaving brilliantly on the board.

From the responses provided by teachers, they were asked if they would like to present a short professional development workshop on the first professional development day scheduled in Term 3 to their colleagues. Four sessions were on offer and teachers were asked to sign up for two of them. The sessions were well received and the topics on offer were;

You Can't Pour from an Empty Cup

Building positive learning environments and maintaining personal wellbeing.

Ways to build relationships with students, refresh your teaching practises and tips to set up professional boundaries to enjoy a more balanced work/life dynamic.

Happy Kids – Happy Teacher

Building Positive Learning Environments by Supporting Students' Needs

Examining how using four learning needs (Belonging, Mastery, Independence and Generosity) can help create a learning environment that removes a focus on controlling problems and maintaining order to building strength and celebrating successes.

Just a Look

Creating a positive learning environment by increasing awareness of teachers, control the climate in the classroom. Using non-verbal and low-key responses to prevent the small things from becoming big problems, this is a simple and practical approach.

Praxis makes perfect!

I don't often agree with the Greeks but Aristotle had it right with two simple words that I interpret this way.

Phronesis, or practical wisdom and Praxis, practical doing. Rather than tell you how to 'engage a class' the praxis approach was taken to model some behaviours and demonstrate differentiated tasks to encourage the different learners in the group.

Teachers were also given the opportunity to access the Powerpoint presentations of the sessions they attended and the sessions they could not due to time restraints. A week later, a survey was sent out asking for teachers' evaluation and feedback on the workshops. Self-reflective practice was something very much promoted.

At the start of Term 4, more professional development workshops were on offer. Some of the popular ones from the first round were on offer again, and some new ones were added;

The Power of Pow Mai: Concepts Through Storytelling

Students often hate being taught dry concepts; however, they love listening to engaging stories about our lives. Whether entirely fictional or not, effective storytelling can set up a framework through which you can engage students over an extended period of time. This time spent is not wasted; but rather an investment in the options available to you for both current and future units.

Strategic Grouping for Active Student Engagement

This professional development will demonstrate a grouping system that can be used for middle school students in practical lessons (Year 7/8). It is a practical application of The Circle of Courage inspired by Maslow's Hierarchy of Needs – but will not be theory heavy! This system was developed as a means to build and maintain a positive classroom through effective classroom management. This prevents or lessens the need for behaviour management. In this session participants (in groups) will learn how to draw a succulent from life.

Creating a positive learning environment by stealth

A quick and informal survey of some students gave these summary points:

- Make expectations clear and be consistent
- Make connections with students and take an interest in their personal stories
- Don't do the same thing all the time
- A sense of humour and your random stories

During this activity, participants will be given some points of research to investigate. They will be directed to the Portal on SEQTA and shown how to use the catalogue to find information. They will report back with at least 3 different pieces of information from 3 different sources. An extension activity is to put the sources into a Citefast list for professional practice purposes.

The classroom agreement

A positive, easy and student-centred way to create "rules" and expectations for the classroom.

Emotional Intelligence in the Classroom

Curious about Flexible Seating Classrooms? Hear about my experiment – what went well and what was a nightmare. Some ideas for setting up your classroom as a trauma informed space.

Collaborative teaching spaces which encourage autonomous learners. Explore routines to encourage a growth mentality and a kind learning community. Share tips and tricks for play based learning – bring your own fun things to share. You will take away some professional reading and videos in the PowerPoint.

So, Where Do I Stand?

I am going to use a word. An ugly word. Competition.

It runs through our veins, and regardless of our division, everyone loves a win. However, these can come few and far between for those students struggling in classrooms. Even when content is differentiated well, many students still lack the **motivation** to push themselves as they have been “bracketed”. The class is divided into the higher performing students who compete for greatest (or just greater) understanding, and those who are not yet able to and miss out. This divide occurs naturally despite our best efforts, and something that needs to be accepted as truth in order to improve it. One approach to driving this friendly competition and encourage students to see their greatest competitor as **themselves**, is to frequently micro-test (formatively) and allow freer movement between multiple brackets within the class. Students always want to know where they stand, but need to know where they **can** stand.

“HELP! I’m drowning in marking!” – A cross-curricular approach to teaching and learning

“We are all drowning in marking, our students are swamped with assessments and we never have enough time to cover the content!” Sound familiar? In this session, we will hopefully provide some new skills and ideas about how to lessen this load so that you can get your students into some deeper learning.

Don’t get stuck in the (curriculum) mud. Tips for teaching skills in an engaging way

It’s easy to get bogged down in packed programs and too much content to be covered. This professional development is focused on stripping back the content and teaching skill-based learning through interactive revision ‘games’ and virtual fieldtrips. Through virtual fieldtrips students are able to be in control of their own learning and discovery of the wider world, while still accessing the curriculum. Interactive and competitive revision assists in keeping students engaged and accountable during those long revision weeks before exams.

Again, another survey was sent out to teachers to measure the change in behaviours, both of teachers and students. This survey was based on the original questions.

Feedback from the survey suggested a very positive response from staff and their willingness to adopt some of the strategies suggested by their colleagues. These included but were not limited to;

- Differentiated learning, giving students the opportunity to succeed at their level
- Differentiated assessment
- Student centred/hands-on activities
- Use of low-key responses to manage student misbehaviour
- Using group work and structured roles within the group
- Self-care and being mindful of one’s own wellbeing

It is most encouraging to see **the reduction** in the incidence of ‘consistent off-task behaviour’ (38%) and ‘interrupting the lesson’ (30%) as evidenced by the responses by teachers, suggesting that the professional development which was offered has had a positive effect on the teachers’ actions which in turn, has affected the students’ behaviour. In the open comment section staff commented on the impact they have on the classroom environment. Some comments were;

- “when I am connected to the students in a positive way and make time to listen to them, I have minimal misbehaviours in my class”
- “very obvious that when I am stressed, tired or busy my students are less engaged in the content and therefore I see an increase in bad behaviour”
- “greater awareness of reading body language, consciously creating a positive environment and noticing how students engage more in the lesson when they feel valued”

Creating and maintaining a positive learning environment produces a powerful ripple effect that continually enhances learning: when students can see the humour in their mistakes, celebrate their successes, and feel empowered as change agents, they will actively engage in learning and, consequently, learn more effectively. A positive learning environment provides students with an opportunity to think and behave in a positive manner. The students feel safe, welcomed, happy, confident and will thrive with a positive rapport with the teacher.

The teacher, as a role model, has a significant role to play in modelling acceptable behaviours and responses and is the key ingredient in creating the climate in the classroom. St John Baptist de La Salle was very clear in his understanding of how students should be treated and was very much aware of the ‘unbearable’ teacher who corrected students through fear and harshness rather than with kindness and understanding and managing the classroom so that learning could take place.

Professional development of teachers through such activities as peer to peer discussions, watching others at work, online behaviour management resources, self-reflection and self-audit cannot be underestimated in its impact on both experienced and new teachers. It is recommended, as a result of this SMART goal, that professional development of teachers, especially in the area of creating a positive learning environment, remains at the forefront of the College’s professional development programme.

The third area for annual school improvement was the creation of a new Strategic Plan which began early in the year. The expertise of Chris Barrett was employed to work firstly with the Senior Leadership Team and then collaborate with the staff as a whole. Parents and students were also involved in the development phase of the document. A final document was created and launched to staff for the years 2020 – 2022, with specific strategic intents targeted for improvement in 2020.