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PRINCIPAL’S REPORT

La Salle College, as part of the wider family of schools within Catholic education in Western Australia, is committed to consistently reviewing our performance within the Quality Catholic Schools (QCS) Framework. In order for La Salle to be the best school that it can be we need to effectively use data to identify areas for improvement or enhancement and then develop strategies to achieve our goals and objectives. If this is not planned for in a strategic manner, we cannot ensure that our resources are appropriately allocated to the most appropriate areas of need.

In 2015 the College’s Annual School Improvement Plan identified eight ‘big ticket’ items that the school would seek to investigate, review or implement. This Annual Report specifies how the various sections of the College contributed towards the realisation of the following key areas for growth and improvement.

1. Re-engaging the disengaged learner (QCS 305, 307, 308).
2. Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302).
3. Surpassing the state average in all standardised testing including National Assessment Programme – Literacy & Numeracy (NAPLAN), Bishops’ Religious Education & Literacy Test (BRELT) & Western Australian Certificate of Education/Vocational Education Training (WACE/VET) (QCS 302).
5. Development of strategies to allow for greater integration of the College’s faith dimension and values into all learning areas (QCS 102).
6. Enhancement of the health and well-being of students and staff (QCS 401, 402).
7. Explore the idea of a whole staff residential retreat for 2016 (QCS 401, 402).
8. Examine ways in which former students can contribute to the College community (QCS 201).

I commend to the College community the work of the College Board, Senior Leadership Team and staff members of La Salle in seeking to achieve these goals.

Our Annual Report also reveals the incredible diversity of opportunities which the College provides to our students. At the heart of a Lasallian school is the goal of providing a Christian and human education. In other words, our College is committed to providing faith experiences which enable each person to grow as individuals, immersed in the spirit of Gospel values while ensuring that every student receives the very best learning and teaching opportunities that we can provide.

It is my pleasure to present to you the 2015 La Salle College Annual Report and to commend to you the efforts of the staff and the achievement of our students.

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

Mr Wayne Bull
Principal
In 2015, La Salle College employed 117 teaching staff whose qualifications are summarised below:

- Advanced Diploma: 1
- Bachelor: 133
- Certificate IV: 35
- Diploma: 19
- Graduate Certificate: 3
- Graduate Diploma: 51
- Higher Diploma: 1
- Post Graduate Certificate: 8
- Post Graduate Diploma: 6
- Masters: 11
- Other (e.g. Qualified Dance Teacher): 4

According to our 2015 August Census College personnel included the following:

- 94 x full-time teaching staff (37 male & 57 female).
- 35 x full-time non-teaching staff (9 male & 26 female).
- 3 x full-time non-teaching Indigenous staff members.
- 17 x part-time teaching staff (1 male & 16 female).
- 50 x part-time non-teaching staff (4 male & 46 female).
- 199 total staff employed.
- 1,447 total number of students.
CLASS OF 2015 – YEAR 12 RESULTS

La Salle College achieved creditable results in 2015.

SENIOR SECONDARY OUTCOMES

WACE EXAMINATIONS
- 43% of eligible students achieved an Australian Tertiary Admission Rank (ATAR) above 80.
- 96.4% students who received an ATAR were offered a university course (82% were offered their first preference).
- Median ATAR was 74.20.
- La Salle was nominated by the School Curriculum & Standards Authority as one of the schools to have the highest performing students in the following WACE courses (based on the highest percentage of students with a scaled score above 75%).
  - Children, Family and Community
  - Dance
  - Earth and Environmental Science
  - Psychology
- La Salle students performed at or better than the State Scaled Mean in 9 WACE courses.

SCHOOL CURRICULUM & STANDARDS AUTHORITY STUDENT AWARDS
- Certificates of Commendation – 10.
  Awarded to the students who, in their last three consecutive years of senior secondary school WACE enrolment, obtain at least 20 ‘A’ grades in course units or VET equivalents.
- Course Exhibition Award – 1 (Accounting and Finance).

VOCATIONAL EDUCATION & TRAINING (VET)
- 100 students achieved an Australian Qualification Framework VET Certificate II or higher in Year 12.
- 80% of students who participated in VET, achieved Australian Qualifications Framework (AQF) Certificate II or higher in Year 12.

WACE GRADUATION
- 99.1% of students achieved WACE graduation.
POST-SCHOOL DESTINATIONS
Eligible students were offered the following university places:

- Architecture 1
- Business 8
- Commerce 3
- Creative Arts (includes Communication & Media Studies) 7
- Education 10
- Engineering 7
- Health Science 18
- Natural & Physical Science 22
- Society & Culture (includes Law, Social Work, Psychology) 27

University places were offered in the following proportions:

- Notre Dame 6%
- Curtin 54%
- Edith Cowan 21%
- Murdoch 6%
- University of WA 11%
- Other Universities 2%

- The balance of students (52.5% of the Year 12 cohort) accepted placements at Training WA (TAFE), joined the workforce (including apprenticeships) or accepted placements with private training organisations.
STUDENT ATTENDANCE

The College had a student attendance record of 90.59% in 2015, as shown below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>92.42%</td>
</tr>
<tr>
<td>Year 8</td>
<td>90.21%</td>
</tr>
<tr>
<td>Year 9</td>
<td>89.09%</td>
</tr>
<tr>
<td>Year 10</td>
<td>91.16%</td>
</tr>
<tr>
<td>Year 11</td>
<td>89.49%</td>
</tr>
<tr>
<td>Year 12</td>
<td>91.22%</td>
</tr>
</tbody>
</table>

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 staff in 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 phone call is conducted by Student Reception staff.

Pastoral Care Advisors monitor and follow up all student absences within their Pastoral Care Group. Classroom teacher’s complete daily attendance electronically which are processed each afternoon by our Student Receptionists. 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 on the attendance portal.

Each term, Pastoral Care Advisors check the percentage attendance rate for each student. Year Coordinators are notified if a student’s attendance falls below 80% if there are no known factors such as extended illness.
QUALITY CATHOLIC SCHOOLING

Component #305 An Expert Teaching Team
Areas of Strength and Consideration:

• There is a planned process of professional learning at the College and this is aligned to the school’s Vision and Mission statement.
• The planning of school professional development days has improved considerably in the past few years, with a focus on the College Mission and Vision.
• Professional Development for accreditation renewal is provided as a result and is starting to be linked to AITSL standards.
• The principal and leadership team are seen as supportive of the day-to-day practice and learning of teachers.
• Teachers are open to constructive feedback and provide feedback to colleagues.
• The College is implementing a formal process for conducting professional discussions with staff.
• The College’s professional learning agenda is made explicit to new staff at induction and in the Staff Handbook.
• Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.
• The peer and Learning Area Coordinator mentoring arrangements in place require refinement.

Component #307 Differentiated Teaching and Learning
Areas of Strength and Consideration:

• The school is committed to success for all students.
• Use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching.
• More can be done to assess and identify individual learning needs and thus allow for further differentiation in teaching and learning strategies.
• Provide guidance to parents on actions they might take to support their child’s learning.

Component #402 Pastoral Care of Students
Areas of Strength and Consideration:

• There is evidence of effective pastoral care practices, reflecting the school’s vision and mission, which are implemented to foster positive relationships between students in the school.
• Positive and affirming interactions between staff and students are evident in the everyday life of the College.
• Methods of communication develop positive relationships across the school community, which improve the quality of care provided to students.
• Students demonstrate an attitude that indicates a valuing of positive relationships between their peers.
• Processes and procedures are in place to identify and evaluate the pastoral care needs of students, including professional learning opportunities for staff.
• The College has effective processes in place to identify, assess and closely monitor students at risk.
• Staff members implement practices outlined in the College’s pastoral care guidelines.
• Most students feel safe and supported and believe that the College is interested in their wellbeing.
2015 Research

Year 12 Exit Survey 2015
All Year 12 students take part in an exit survey to determine their attitudes towards various aspects of their time at the College.

The Class of 2015 felt:
- A sense of belonging to their Pastoral Care Group and House and felt very well cared for by staff. Their needs and requirements were mostly listened to and attendance at La Salle improved their Catholic faith understanding.
- Their achievements were recognised and valued, and school policies were clearly communicated.
- Year Coordinators were found to be approachable.
- The College offers a wide range of extra-curricular activities and that the facilities enhance teaching and learning. The majority used Simon (Learning Management System), Prometheus and Mentors to help them achieve their potential. They regularly received feedback from their teachers and their parents were informed of their academic progress.
- Proud to have attended La Salle College and felt they had a good experience.

Parent Experiences
No official survey of parents was undertaken in 2015; however, the following are indicators of overall parent satisfaction with our College community:
- Increase in enrolments since 2014.
- Increase in the number of parents attending the two Parent/Student/Teacher Interview days.
- A high retention rate of students.
- Year 7 parents who are contacted at the start of the year are overwhelmingly happy with their child’s progress.
- An increase in the number of academically gifted students attending La Salle College (Allegro Programme) has increased.

La Salle College Board Members Survey 2015
The Board members survey indicated that:
- Board papers, reports, financial data, agendas, discussions and minutes were always provided to all members at meetings.
- Opportunities to be involved in setting the strategic direction of the College were mostly available at meetings. Meetings always started and concluded in a timely manner.
- The tone of Board meetings was generally collaborative and positive and most Board members understood their roles and responsibilities.
- The survey indicated that the wider school community could be kept a little more informed of Board matters and that the Friends of La Salle needed to be a more effective subcommittee of the Board.
- Board members were always invited to important College events and inducted effectively.
ACADEMIC EXCELLENCE

La Salle College has for many years operated a highly successful Academic Excellence and Support programme to cater for all students who wish to demonstrate a commitment to excellence in different learning areas.

The purpose of an Academic Excellence programme is to further develop the skills and abilities of our students by providing an environment that offers support and where students can work with peers who share similar interests, aspirations and abilities. In addition, students are offered the opportunity to take part in a wide variety of University based activities, including the Aspire (UWA) Programme and UWA/Rio Tinto Girls in Engineering Programme, resulting in greater awareness of University and TAFE opportunities and pathways.

PROGRAMMES OFFERED
- Year 10 Daedalus After School Study Club
- Year 11 Prometheus After School Study Club
- Year 12 Prometheus After School Study Club
- Year 12 Mentor Programme
- Year 12 WACE Revision Seminars
- Year 7 and 8 Study Skills Programmes
- Year 12 Skills Seminars
- Year 11 & 12 Study Skills (Aspire UWA)
- Year 7 – 11 Aspire Advocates Programme
- Year 7 – 10 Girls in Engineering Programme
- Year 9 Race Around the Campus
- Year 7, 8 and 10 Aspire UWA School Visits
- Year 11 Aspire Camp and Campus Visit
- Ex-Student Tutoring Programme
- Year 7 – 10 Spelling Bee

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds – Strategic Objectives
- Re-engaging the disengaged learner (QCS 305, 307, 308)
  Students at risk were ably supported by our after school study clubs, after school and lunch time study sessions offered by staff, and ex-student tutor support after school. Many students also took advantage of the heavily subsidised WACE Revision Seminars and Skills Seminars. Mentors provided information regarding post school options, and helped disengaged students to formulate goals and incentives.

- Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)
  Year 7 and 8 Allegro students took part in the Year 7 and 8 Aspire School Visits. Selected Allegro students were also involved in a UWA campus visit for the Girls in Engineering Programme. Year 7 and 8 Allegro students had a high participation rate in the annual Spelling Bee. The winner of the Spelling Bee was a Year 7 Allegro student.

- Surpassing the state average in all standardised testing including NAPLAN, BRELT & WACE/VET (QCS 302)
Although the College did not quite achieve the State Median ATAR, WACE results were extremely pleasing with 23 students achieving ATARs of 90 or above and a further 2 VET students achieving Certificates of Commendation. We had 49 students achieve ATARs above 80 and 8 students in total achieved Certificates of Commendation. SCASA awards included a Subject Exhibition for Accounting and Finance. Four students were awarded University scholarships in excess of $15 000 each.

ACHIEVEMENTS/HIGHLIGHTS

- **Daedalus and Prometheus After School Study Clubs (Fr Laurence Murphy SDS Senior Learning Centre)**
  These clubs recognise and encourage students who have made a regular and substantial commitment to their studies and continue to grow in popularity – after school study is now the norm.

  The total numbers for each year group in 2015 were:
  - Year 10 – 75 (Daedalus)
  - Year 11 – 82 (Prometheus)
  - Year 12 – 103 (Prometheus)

  Year 12 students who had the highest attendance at the club were recognised at the end of the year with certificates and prizes. Year 12s continue to be the largest group – an indication that they do value the opportunity to have somewhere to study and get help if required.

  Provision of tutoring through the ex-student tuition programme continues to grow and be appreciated by students.

- **Aspire UWA and Girls in Engineering Activities**

  We continued our close collaboration with UWA and the Aspire Programme. Students in Years 8, 9, 10, 11 and 12 took part in various activities as follows:
  - Year 8 School Visit: Amazing Peacock Mystery – a CSI type activity which engaged students working in groups to solve the mystery of the murdered peacock. It exposed students to various faculties of study – psychology, mathematics and chemistry. The Year 8 Allegro class participated.
  - Year 9 Race Around the Campus: Our students came a very close second. This is a race around UWA through 8 different areas of study in a fun format. Twenty students participated.
  - Year 10 – School Visit with student ambassadors and subject selection activity, including ATAR calculation – 65 students participated.
  - Year 11 – Camp at Point Walter and activities at UWA campus – 15 students participated.
  - Year 12 – School Visit – Provision of Study and Exam Skills presentation to students – 8 students also each received a $250 scholarship to attend WACE revision seminars conducted by Academic Associates.
  - Year 7 & 8 Girls in Engineering School Visit – 30 students received information about Engineering careers and had the opportunity to speak to Engineers from Rio Tinto. They also took part in an interesting Engineering activity – Biomimicry.
  - Year 9 & 10 Girls in Engineering Campus visit – 1 July – 20 students participated.
  - Year 7 & 8 Girls in Engineering Campus visit – 1 July – 20 students participated.
  - Year 9 & 10 Girls in Engineering In-School Activity – Irrigo mine site challenge in which 40 students took part.
  - ALVA Summer Design Studio – Aspire UWA sponsored 2 of our Year 12 students to attend this event in January. Students had the opportunity to take part in architecture and design activities.
  - Conoco Phillips Science Experience Award – 2 students took part in this in January, sponsored by Aspire UWA. They had the opportunity to learn about Science based courses and participate in scientific activities.

- **Aspire Advocates**

  2015 was the second year of this programme. Students from Years 7 – 11 were invited to fill in a nomination form and one student from each of Years 7 – 11 were chosen by the relevant Year Coordinator to be the Aspire Advocate. These students received communication from UWA, were sponsored to attend a
Team Building and Networking Day and attended a special Award Ceremony. They helped with Aspire activities for their year group and wrote articles for the Delagram. All students who were selected to take part in these activities received certificates at year assemblies.

- **Hands on Tuition**
  - Hands on Tuition provided the following for our students:
    - Year 7 – Study Skills in the form of ‘The Amazing Race’ – 2 periods.
    - Year 8 – Study Skills 2 – 2 periods.
    - Year 12 – Skills seminars in Term 1 for Religion and Life 3A/3B, English/Lit 3A/3B, Chemistry 3A/3B.

**PROFESSIONAL DEVELOPMENT**

*Staff took part in the following professional development throughout 2015:*

- Girls in Engineering Teacher Reference Group Meeting.
NAPLAN

The National Assessment Programme – Literacy and Numeracy (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 our College who achieved the National Reading, Persuasive Writing, Language Conventions (Spelling, Punctuation and Grammar) and Numeracy Benchmarks.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>All Schools’ Average</th>
<th>La Salle College Average</th>
<th>% at or above National minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>542.6</td>
<td>532.8</td>
<td>95.3</td>
</tr>
<tr>
<td>Reading</td>
<td>545.9</td>
<td>541.5</td>
<td>96.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>546.4</td>
<td>540.4</td>
<td>89.7</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>541.3</td>
<td>531.4</td>
<td>91.4</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>510.5</td>
<td>501.4</td>
<td>83.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>All Schools’ Average</th>
<th>La Salle College Average</th>
<th>% at or above National minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>591.7</td>
<td>574.5</td>
<td>98</td>
</tr>
<tr>
<td>Reading</td>
<td>580.4</td>
<td>575.2</td>
<td>93.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>583.3</td>
<td>573.6</td>
<td>86.9</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>567.7</td>
<td>560.0</td>
<td>90.1</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>546.2</td>
<td>539.5</td>
<td>76</td>
</tr>
</tbody>
</table>
RELIGIOUS EDUCATION

Religious Education is the first learning area in the curriculum of Catholic schools in Western Australia and therefore is the first priority at La Salle College. It ‘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).

COURSES OFFERED

Year 7
- Lasallian Heritage
- Jesus (Lent/Easter) – Freed to Live Like Jesus
- Confirmation – Gifted by the Spirit
- Confirmation – Spirit of Truth
- Penance – Created Individually by God
- Prayer – No Greater Love
- Church – We Wonder We Praise
- Baptism – Lord of Life
- Bible (Advent/Christmas) – Called to the Common Good

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 what is taught about the need to discover personal vocation. They outline the historical spread of the Catholic Church across the world.
- Vocation – Called to Be and Become
CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds – Strategic Objectives

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - The staff undertook professional development with Dr Tim McDonald who looked at re-engaging the disengaged learner.
  - Staff used a variety of teaching methods to engage students by ensuring relevance and engagement in course content.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - After school tutoring was offered to ATAR students on a weekly basis.

- **Surpassing the state average in all standardised testing including NAPLAN, BRLA & WACE/VET (QCS 302)**
  - The Year 9 BRLA results were disappointing and fell in comparison to the previous year. This assessment will contribute towards the students’ overall course grade in 2016 to see if this will improve results. Students have weekly quizzes to assist with preparation.
  - WACE results showed there was reasonable consistency between school marks and standardised exam marks. Seventy-one students completed the WACE examination in 2015, of these 24% were deemed limited, 51% satisfactory and 25% high or excellent.

Touching Hearts – Strategic Objectives

- **Development of strategies to allow for greater integration of the College’s faith dimension and values into all learning areas (QCS 102)**
  - The dimension of Religious Education covers many of the requirements that incorporate the teaching and learning of Catholic knowledge, morals and ethics across all year levels.

- **Enhancement of the health and well-being of students and staff (QCS 401, 402)**
  - Religious Education Teachers are pastoral in their role and many gave personal time to assist students.
  - The Religious Education learning area is the largest at the College. The Religious Education Staff Retreat allowed for physical, spiritual and emotional growth. It assisted in making the staff more collegial.

- **Explore the idea of a whole staff residential retreat for 2016 (QCS401, 402)**
  - The Religious Education Staff Retreat in New Norcia theme was Exploring Emmaus at La Salle and was led by Sr Shelley Barlow.
  - 2016 will see the whole staff being involved in retreat/reflection days. Logistically, with 197 staff members, it is not possible to run a whole staff retreat in one location. They will be split into various groups and locations.

- **Examine ways in which former students can contribute to the College community (QCS 201)**
  - Look at running Kairos retreats where past students are asked to return to assist in the running of sessions and the retreat itself.
ACHIEVEMENTS/HIGHLIGHTS

- Year 11 and 12 Retreats.
- Year 8 – 10 Reflection Days.
- Year 7 Experience.
- WACE: Close to the state mean for Year 12 Religion and Life Stage 3.
- Religious Education Staff Retreat.

STATE TESTING

- Students in Year 9 participated in the Bishops’ Religious Literacy Assessment in Term 3. This annual test assesses the knowledge and understanding of the content of the Religious Education Curriculum. The achievement was not as expected, much of this could be attributed to the new online nature of the assessment and technological issues.
- The Common Assessment Tasks developed by Catholic Education Western Australia (CEWA) for Semester 1 and 2 were used to support and endorse the Year 11 Religion and Life General course.
- The Semester 1 and 2 Examinations developed by CEWA were used to support and endorse the Year 11 Religion and Life ATAR course.

PROFESSIONAL DEVELOPMENT

**Staff took part in the following professional development throughout 2015:**

- The value of professional development is recognised by the College with various school-based PD offered to all College staff during the year. School-based Religious Education in-services included:
  - Fr Joe Parkinson – Contemporary Issues and the Church.
  - Sr Shelly Barlow – Exploring Emmaus at La Salle.
  - Msgr Kevin Long – Marriage and Family.
  - John Foley – Linking Lasallian Pedagogy with AITSL Standards.
- In addition, Religious Education staff participated in a number of different courses offered through CEWA, the Lasallian Mission Council and Notre Dame University. Below are some of the professional development courses attended throughout 2015:
  - Religious Education Coordinators’ Network meetings.
  - Seminar for Lasallian RE Coordinators.
  - Renewal of Accreditation.
  - Meditation with Young People.
CHRISTIAN SERVICE-LEARNING

The Touching Hearts programme aims at providing students with the opportunity to put their faith into practical actions through the act of serving others. The programme develops from a home and school based service in Years 7 – 9 and moves out into the private ‘not for profit’ sector in Years 10 – 11. The Touching Hearts programme aligns with Catholic values and beliefs as it promotes Christ’s message of ‘Love one another. As I have loved you...’ (John 13:34). The Programme also engages students in many different skills and practices which complement many subjects. The two most relevant being Religious Education through the act of Christian Service, and English, through the reflection aspect of the programme where students are required to transpose their thoughts and feelings into words.

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds – Strategic Objectives

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - The development of policy to monitor and encourage student participation in the programme occurred at the beginning of the year. This involved an increased communication with both student and parents with a gradual escalation of consequences for non-completion. Students were given many opportunities to re-engage and complete the programme as required.

Touching Hearts – Strategic Objectives

- **Development of strategies to allow greater integration of the College’s faith dimension and values into all learning areas (QCS 102)**
  - The Christian Service Learning programme, ‘Touching Hearts’ is designed to give students the opportunity to put the values expressed in the Gospels and the directives of our founder into action. By undertaking the programme students not only learn to give up their own time in the service of others but also gain confidence and a greater understanding that no matter how small a contribution they make it all adds to the greater good of the community. The programme not only serves to provide opportunity for students to practice their faith but leads them to the understanding that they can also be a part of building a better society. This allows the student to make links with content in all other areas of study.

- **Enhancement of the health and wellbeing of students and staff (QCS 401, 402)**
  - For senior students and those committing to voluntary service outside of the family home or college, application to participate forms must be completed before commencing service. Organisations or individuals that are unknown are contacted by the Christian Service-Learning Coordinator to ascertain the suitability of the organisation and supervising staff. All students are also covered by the College insurance policy whilst completing the service-learning programme in the community.
  - For staff, providing the opportunity to get to know students in a totally different environment outside of the classroom. Teachers who participate gain a greater appreciation of the value of student directed activities.

- **Examine ways in which former students can contribute to the College community**
  - Former students have played a large role in the learning area this year. They have attended events such as the Sleep Out and Commissioning Mass for the La Salle Young Vinnie’s Conference both in support and speaker roles. Former students have also engaged current students as volunteers in charity organisations and events.

ACHIEVEMENTS/HIGHLIGHTS

- The implementation and integration of the ‘Parent Access Module’ into the monitoring of student progress has improved our ability to keep parents informed. Data can be entered whilst checks are made and instantly displayed for parents.
- Constructing policy to deal with students reluctant to participate in the programme has delivered a clear pathway for follow up measures to encourage these students to complete their Touching Hearts.
Staff, students and helpers have made a significant contribution to the life of the College. Support for organised events such as the annual School Sleep Out, Mission Aid Day Op Shop, Red Shield Appeal and St Vincent de Paul Winter and Street Appeals has been fantastic. Twenty plus staff have been involved in these events and more than 70 students attended the Sleep Out alone. Members of outside organisations, other Catholic colleges and previous students also attended to add their insights to the plight of the underprivileged in our society. With 28 members, La Salle College also has the largest Young Vinnies Conference of any Catholic school in WA.

**CHRISTIAN SERVICE STATISTICS FOR 2015**

- **Year 7**: Complete 10 different service activities for family – 221 students completed the programme.
- **Year 8**: Complete 10 different service activities in the categories of family and friends – 242 students completed the programme.
- **Year 9**: Complete 10 different service activities in the categories of family/friends, parish/chapel, College and active citizenship – 242 students completed the programme.
- **Year 10**: Complete 20 hours service for non-profit organisations – 221 students completed the programme contributing a total of 6,567 hours service to the community.
- **Year 11**: Complete 20 hours service for non-profit organisations – 220 students completed the programme contributing a total of 8,330 hours service to the community with 15 students completing more than 100 hours and 5 students more than 200 hours of service!

Senior students combined amassed 10,990 hours of service to the community.
LITURGY

The role of the Liturgy Coordinator is to organise and facilitate all liturgical experiences of 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. As a result of this participation, liturgies at La Salle are rich in ritual and spirituality as we do 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)

CONTRIBUTION TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Touching Hearts – Strategic Objectives

- Development of strategies to allow for greater integration of the College’s faith dimension and values into all learning areas (QCS102).
  - Schools need to provide opportunities for young people to reflect deeply upon the meaning of their lives, particularly in the light of the life, death and resurrection of Jesus Christ. This is particularly important for the new evangelisation of students whose families ‘are far from the faith’. (CECWA, Bishops’ Mandate 2009-2015).

The Mandate is addressed in the following ways:

- One of the earliest whole school Masses is the Ash Wednesday Mass which begins the Lenten journey and reminds the community of the fundamental event of the Liturgical year – the death and resurrection of Jesus Christ. It also introduces the College community to the work of Caritas, through Project Compassion. The Mass involves the participation of many students and staff of the school through, Liturgical Dance, music and word. The culmination of Lent is celebrated with an Easter Liturgy which involves, Liturgical dancers, readers, actors, singers and musicians.
- All learning areas are invited to be part of the weekly community Masses. These Thursday Masses involve all Houses and all PCGs in each house. Readers are drawn from PCGs and PCAs support their PCG and their House by their attendance and involvement.
- Every House has an opportunity during the year to celebrate the charism of their particular House Patron with a Mass. The Masses allow for the participation of many students through the proclamation of the Word, music and song and movement. These House Patrons are: Benildus, Brigid, Jordan, La Salle, MacKillop, McCormack, Mutien and Solomon.
- Young Vinnies is an integral part of the ‘service’ component of the College community. Each year the Young Vinnies begin their chapter with a special Mass to which the school community is invited.
- Mission Aid Day – a day to acknowledge our founder. The day begins with an acting out of St John Baptist de La Salle’s story for the entire school community. This is followed by a range of fun fundraising activities to raise money for a number of Lasallian projects.
- We have strong links with our local parishes which are fostered by visiting priests and student participation in the feast day of Our Lady Help of Christians.
- Feasts and events are also celebrated with the College community, such as The Assumption, All Saints Day and All Soul’s Day.

- Explore the idea of a whole staff residential retreat for 2016 (QCS 401, 402)
  - The idea of a whole staff residential retreat was discussed by the Christian Ministry Team. A whole school walking pilgrimage will take place in 2016. There are a number of sites which will be a ‘pilgrimage’ site around the Perth CBD. These include St Mary’s Cathedral precinct, Kings Park, Lake Monger and Catholic Education WA, Fremantle Basilica, St Patricks Subiaco and a site in Midland. To house such a large number of staff at a residential site is very problematic and very expensive.

ACHIEVEMENTS/HIGHLIGHTS

- Participation of 3 students in the Bible Reading section of the Catholic Performing Arts Festival with one student receiving an Honourable Mention.
- Graduation Mass.
- Easter Liturgy.
- Mission Aid Day Liturgy (with Share the Mission Volunteers co-writing and acting).
- Principal’s Community Prayer Breakfast.
- House Liturgies (with the practice sessions in place) with greater participation.
- Religious Education Staff Retreat.

PROFESSIONAL DEVELOPMENT

*Staff took part in the following professional development throughout 2015:*

- Collaboration with the Liturgy Coordinator at John XXIII College. This began at the end of 2015 and is an ongoing opportunity to liaise with a Liturgist in a different school and share ideas and promote creativity.
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 foster technical reading, writing, speaking and listening skills and competence in making critical judgments about texts and the way these texts affect their world.

The College offers Chinese (Mandarin) and Italian as languages 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

**English & Literature**

- **Year 7:** English and Allegro English (Enrichment English offers learning support)
- **Years 8 & 9:** English and Allegro English (Focus English offers literacy support)
- **Year 10:** English and Literature, and English
- **Year 11:** English ATAR, English General and Literature ATAR
- **Year 12:** English ATAR, English General and Literature ATAR

**Italian and Chinese (Mandarin)**

- **Years 7 – 10:** Italian
- **Years 7 & 8:** Chinese

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

**Teaching Minds – Strategic Objectives**

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - Materials used in the courses are constantly under review to ensure relevance, engagement of students and expansion of cultural capital.
  - Professional development supported teachers by providing an understanding of why students may be disengaged and provided some directions for adjusting classroom management to better engage students in the learning process.
  - Focus classes and a tutoring system provide support for students who are disengaged due to difficulties with learning concepts, writing skills or general literacy.
  - Students studying a second language engage in cultural immersion initiatives.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - The context of the learner has evolved considerably in the past decade. Although technology has expanded possible understandings of culture and the place of language in the world, it has also provided students with simplified responses to complex issues. Emphasis is placed on overtly teaching students how to question assumptions and interrogate what they encounter online and in the media. Allegro and Literature classes provide the opportunity for students.

- **Surpassing the state average in all standardised testing including NAPLAN, BRELT & WACE/VET (QCS 302)**
  - The NAPLAN results can be interpreted in a variety of ways. There is merit in measuring a student’s performance whilst attending the College from Years 7 to 9, since this gives an indication of what value has been added. The trends are as follows for 2015:
<table>
<thead>
<tr>
<th></th>
<th>2013 Year 7</th>
<th>2015 Year 9</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>Top 20%</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Middle 60%</td>
<td>54</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Bottom 20%</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>Reading &amp; Comprehension</td>
<td>Top 20%</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Middle 60%</td>
<td>61</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Bottom 20%</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>Spelling</td>
<td>Top 20%</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Middle 60%</td>
<td>66</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Bottom 20%</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Writing</td>
<td>Top 20%</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Middle 60%</td>
<td>70</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Bottom 20%</td>
<td>22</td>
<td>23</td>
</tr>
</tbody>
</table>

The trend indicates strong growth in Grammar and Punctuation, an improvement in 80% of the cohort in Reading and Comprehension, spelling skills are largely static, the Writing skills of the top cohort have improved, but the larger cohort requires attention. Strategies in place to improve Spelling is the inclusion of a Spellodrome programme and the adjustment of programmes to strengthen Writing skills.

Comparability in WACE English and Literature resulted in minimal moderation. Of Literature students 40% achieved a ‘High’ grade in WACE exams and 53% achieved a ‘Satisfactory’ grade. Of students writing 3A/3B, 3.6% received an A/Excellent grade, 14.5% achieved a ‘High’ grade and 51% achieved a ‘Satisfactory’ grade.

ACHIEVEMENTS/HIGHLIGHTS
- After-school tutoring and revision seminars assisted students in raising results.
- Reading/Book Club.
- Year 10, 11 and 12 Literature students attended professional stage performances.
- Italian and Chinese cultural and language activities and excursions across Years 7 – 12 Italian.
- Exchange programme with an Italian school.
- Participation of Year 11 Italian students in the Dante Alighieri Italian State Examinations.
- Success of Years 9 and 11 Italian students in the National Assessment of Language Competence (ALC) Italian Certificates 1 and 2.
- Anime Club.
- Publication of students’ work in literary magazines and books.

PROFESSIONAL DEVELOPMENT
*Staff took part in the following professional development throughout 2015:
- Secondary Languages Coordinators and Teachers Professional Learning and Network Meeting (CEWA).
• Conference (WAATI) for Italian teachers.
• Italian Consensus Moderation Meetings (SCSA).
• Teaching Indigenous texts in the classroom.
• Sharing of best practice and understandings relating to Cross Curricular Priorities in English meetings.
• Staff attendance at professional productions and writers’ conferences.
• Attendance at Network meetings.
• Attendance at the AALTE and AATE National Conference.
• TESOL teaching units for teaching English as a second language.
• WACE, OLNA and NAPLAN marking.
• ESL training.
MATHEMATICS

The Mathematics curriculum at La Salle College 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:** Mathematics and Allegro Mathematics (GRIN offers learning support)
- **Years 8 & 9:** Mathematics, Mathematics Extension and Allegro Mathematics (Focus Mathematics offers numeracy support)
- **Year 10:** Mathematics Extension, Mathematics for Life, General Certificate Mathematics Certificate I
- **Year 11:** Mathematics ATAR: Specialist, Methods and Applications, Mathematics General: Essentials, General Certificate Mathematics Certificate II
- **Year 12:** Mathematics ATAR: Specialist, Methods and Applications, Mathematics General: Essentials
- The College offers Inspiring Mathematical Minds as a Mathematics option in Year 8 and 9. The GRIN Programme (Getting Ready in Numeracy) is offered to students in Year 7 who have been recognised as needing upskilling at the beginning of their secondary school career.

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

*Teaching Minds – Strategic Objectives*

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - Materials used in the courses are constantly under review to ensure relevance, engagement of students.
  - Professional development attended by new teachers provided an understanding of why students may be disengaged and provided strategies to better engage students in the learning of Mathematics.
  - Focus classes and a tutoring system provide support for students who are disengaged due to difficulties with learning concepts and numeracy.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - Recognising that the ability level of each cohort varies each year, the programmes of the Allegro classes have been refined to allow flexibility to cater for these students.
  - Encouragement of more student participation in external competitions and challenges.

- **Surpassing the state average in all standardised testing including NAPLAN, BRELT & WACE/VET (QCS 302)**
  - The NAPLAN results invite an opportunity to look at a student’s results during the period between Year 7 and 9. The trends are as follows for 2015:

<table>
<thead>
<tr>
<th></th>
<th>2013 (Yr7)</th>
<th>2015(Yr9)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 20%</td>
<td>11</td>
<td>12</td>
<td>Increase</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>64</td>
<td>64</td>
<td>Stable</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>25</td>
<td>24</td>
<td>Increase</td>
</tr>
</tbody>
</table>

- The trend indicates growth in Numeracy, both the upper and lower cohorts showed improvement, but the middle cohort requires attention. Strategies are in place to improve Numeracy skills with the introduction of more NAPLAN style assessments.

- Comparability in WACE, Mathematics showed little change in moderation excepting MAT2C/2D. One third of Mathematics Specialist students achieved an A/excellent grade in WACE exams, 1/3 achieved a ‘High Grade’ and 1/3 achieved a ‘Satisfactory’ grade. Of students studying 3C/3D Mathematics, 12.5%
received an A/Excellent grade, 12.5% achieved a ‘High’ grade, 50% achieved a ‘Satisfactory’ grade. Of students studying 3A/3B Mathematics, 9% received an A/Excellent grade, 12% achieved a ‘High’ grade, 38% achieved a ‘Satisfactory’ grade. Of students studying 2C/2D Mathematics, 12% achieved a ‘High’ grade and 34% achieved a ‘Satisfactory’ grade.

ACHIEVEMENTS/HIGHLIGHTS
• After-school tutoring and study sessions assisted students in improving results.
• Participation of Years 7 – 12 students in the Australian Mathematics Competition where 17 students achieved High Distinctions.
• Year 7 and 8 students attended the Numero Challenge in-service.
• Participation of Year 7 and 8 students in the Have Sum Fun online competition.

PROFESSIONAL DEVELOPMENT
Staff took part in the following professional development throughout 2015:
• Workshops for the introduction of new courses in Year 12 for 2016 (MAWA).
• Review and implementation of the External Assessment Task for Mathematics Essentials.
• Review of Grade Descriptors Meetings (SCSA).
• Sharing of best practice and understandings in Mathematics meetings.
• A representative on the Courses Advisory Committee for Mathematics (SCSA).
• Use of CAS calculators in the new WACE courses.
• Engaging students in the Mathematical classroom.
• Mathematics related ICT PD – use of technology in the classroom.
• Attendance at MAWA November Conference.
• WACE and NAPLAN marking.
SCIENCE

Science at La Salle provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science’s contribution to our culture and society and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. This is supported by the Catholic values and beliefs of the College.

COURSES OFFERED
- Year 7 – 10: Australian Curriculum Science
- Year 7 – 9: Allegro Science
- Year 8 & 9: Focus Science
- Year 7 – 9: Transition Science
- Year 11 ATAR: Earth and Environmental Science, Physics, Chemistry, Human Biological Science, Psychology
- Year 11 General: Integrated Science
- Year 12 ATAR: Earth and Environmental Science, Physics, Chemistry, Human Biological Science, Psychology
- Year 12 General: Integrated Science

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds – Strategic Objectives:
- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - The Australian Curriculum has allowed for flexibility especially in the lower school courses. At the end of 2014 the Science courses were reviewed and modified for 2015, making them more relevant to the students. ‘Skills’ were an important factor in designing the lower school courses and the department relied heavily on the work carried out by Kings College, London using Cognitive Acceleration (CASE) methods. Learning took place outside the classroom where many students participated in the weekly Science and Astronomy clubs.
- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - Allegro courses were adjusted and modified to meet the needs of the students. Year 4 and 5 students visited the Science Learning Area on several occasions to perform experiments that they could not carry out in their primary schools. The Year 10 Science course was developed to cater for the students pursuing a career in science (Advanced Science) and for those who were not going to continue Science in Year 11 (Science for Life). The Individual Science Project was introduced into Years 7 and 8.
- **Surpassing the state average in all standardised testing. (QCS 302)**
  - The 2015 Year 12 results were impressive. Psychology, Human Biological Science and Earth and Environmental Science were all above average. The learning area invested heavily in staff professional development. It also provided study and revision classes for all of its students. Year 12 students were buddied up with an experienced Science teacher to provide support and encouragement.

ACHIEVEMENTS/HIGHLIGHTS
- Excellent results in Year 12 Psychology, Human Biological Science, Earth & Environmental Science and Integrated Science.
- Primary school visits to the Science Learning Area.
- Science Week.
- Kalgoorlie Mining Camp.
• Science Club.
• Individual Science Projects.
• Transition Science for the Aboriginal students.

PROFESSIONAL DEVELOPMENT
Staff took part in the following professional development throughout 2015:
• Network meetings for LAC and teaching staff.
• WACE marking.
• Australian Curriculum – Science.
• ATAR Courses.
• Delivering a differentiated Curriculum.
• CEWA ongoing accreditation.
• Data Logging in the classroom.
• Talented and Gifted students.
The Humanities & Social Science (HaSS) learning area focuses on providing students with a quality education within the framework of a Lasallian school. There are 4 main areas of focus: History, Geography, Civics & Citizenship and Economics & Business. Within these topics staff try and help students develop their knowledge and understanding while also building up their HaSS skills. In Year 11 and 12 we offer students Economics, History and Geography as an ATAR subject while offering a Certificate II and III in Tourism for our non-ATAR students. Courses are taught via classroom lessons, ICT, incursions, excursions, camps and tours.

**COURSES OFFERED**

- **Year 7 – 9:** Humanities (Economics and Business, History, Geography, Civics and Citizenship)
- **Year 10:** History (WWII, Popular Culture, Civil Rights), Geography (Interconnections and Sustainability), Economics and Business, Civics and Citizenship
- **Year 11:** Modern History, Geography and Economics
- **Year 12:** Modern History, Geography and Economics
- **Year 11 & 12:** Certificate II and Certificate III in Tourism

**CONTRIBUTIONS TO THE COLLEGE'S 2015 STRATEGIC OBJECTIVES**

*Teaching Minds – Strategic Objectives*

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - Staff have worked towards trying to re-engage learners. This has included staff watching for warning signs, deescalating situations, re-engaging students (via topics and improved teaching styles) and seeking feedback from students on how topics/assessments have gone.
  - There has been a lot of collaboration and feedback among staff regarding success and failures in engaging students this year. After Semester 2 examinations, staff developed a series of activities related to HaSS that were fun and engaging for students. Feedback from staff, students and parents was positive.
  - Staff have spent time looking at their lesson presentation and teaching methods. They have collaborated in order to learn from each other regarding how best to engage their students and ensure they reach them every day.
  - Central to the effort by HaSS to re-engage students is the staff’s relationship with parents. The HaSS Learning Area aims to ensure that parents are kept up to date as best as possible.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - Lower school teachers offer homework help each week and help students with revision, assessments and homework topics.
  - Staff also provide study classes each week for Year 11 and 12 courses. Sessions are run in the Fr Laurence Murphy SDS Senior Learning Centre each Monday to Wednesday on Economics, Geography and Modern History.
  - HaSS and Aboriginal Education worked together in order to provide engaging lessons for Galileo students. The teachers who ran these sessions were the same teachers who run the Allegro classes in lower school.
  - Allegro students experience an extended programme with modified assessments designed to challenge them. They complete more student centred learning and are involved in a more collaborative learning environment.
  - Every recess and lunch you will find students in the HaSS office receiving support from staff regarding their studies. A number of HaSS staff have also taken on a mentor role to some of the Year 12 students and receive visits from students who they provide additional support for.

- **Surpassing the state average in all standardised testing including NAPLAN, BRELT & WACE/VET (QCS 302)**
  - Students in lower school are taught according to the guidelines set by the Western Australian Curriculum. This includes both knowledge and skills.
  - Extra assistance is provided for lower school students via individual study sessions with their teachers and the homework help class.
Upper school students complete assessment tasks based on WACE examinations and standards. Students are continuously prepped on the knowledge and skills they will need to demonstrate at the end of Year 12.

History and Geography students participate in national competitions in order to further improve their skills.

**Touching Hearts – Strategic Objectives**

- **Development of strategies to allow for greater integration of the College’s faith dimension and values into all learning areas (QCS 102)**
  - The HaSS Learning Area has incorporated Gospel Values into all of their programmes since 2014. While each course is different, Humanities staff pay particular attention to exposing students to the values of:
    - Awe and wonder
    - Common good
    - Community
    - Conservation
    - Cultural critique
    - Global solidarity
    - Human rights
    - Justice
    - Peace
    - Multicultural understanding
    - Stewardship of Creation

- **Enhancement of the health and well-being of students and staff (QCS 401, 402)**
  - There has been a number of social events in order to build relationships and help with staff wellbeing. These nights have bonded the learning area and provided good opportunities for staff to develop closer relationships.
  - Staff have also worked towards building more open/positive relationships with their students. Staff and students have attempted to engage in more positive dialogue in order to build on relationships.
  - Staff have attended professional development courses to further their knowledge. Staff try to identify potential problems and how to work through them with students before they escalate. This may involve providing greater assistance to their learning and/or adjusting their teaching method to assist students.

- **Examine ways in which former students can contribute to the College community (QCS 201)**
  - Staff are encouraged to use ex-students as tutors/mentors to our current students.
  - When possible, former students have been invited (who are studying to be HaSS teachers) to be involved with learning area incursions/excursions. This has enabled them to gain some valuable practical experience during their studies.

**ACHIEVEMENTS/HIGHLIGHTS**

- The 2015 European History tour was a highlight. It was a wonderful experience for all and the feedback from students and parents was immensely positive. Students travelled through Germany, France and Belgium over a 2-week period. The group was also able to commemorate ANZAC Day at an Australian World War One battlefield.
- The excursion and camps run by the learning area also worked well. The first Tourism camp was run and was a success. This camp involved the Certificate II and III classes. The Geography camp had its last year at Point Peron which was also the location used for the 2015 Geography WACE exam. This would have hopefully prepared the Year 12 students better for their exam.
The HaSS Learning Area was involved with commemorating ANZAC Day and Remembrance Day this year.

Staff organised the creation of a memorial plaque for the College that commemorates all those who have served this nation during a time of conflict. This will be displayed in the St John Baptist De La Salle Memorial Garden.

Students were able to engage in Mock Trials and the United Nations Youth Association.

**PROFESSIONAL DEVELOPMENT**

*Staff took part in the following professional development throughout 2015:*

- GAWA sessions that focused on Geography in the new curriculum.
- GAWA sessions for new teachers to HaSS.
- SCASA on the upcoming changes to Year 12 courses.
- CEWA networking session.
- HaSS networking session on Modern History.
- Session on Boys in Education.
- Economics forum on Year 12 course.
HEALTH & PHYSICAL EDUCATION

The Health and Physical Education curriculum is aligned with the Australian Curriculum. Teaching and learning occurs in the context of Catholic values and beliefs. Year 7 – 9 students complete compulsory Physical Education where the students are encouraged to participate in a range of activities where they learn to understand specialised movement and game sense. The Year 7 – 9 Health course promotes students to actively participate in discussions about important and current health issues in society, challenging their thought process and empowering them to make informed choices.

From Year 9, students can choose elective subjects such as Specialist Sport courses and Outdoor Education which cater for their interests and provide a knowledge base for senior courses preparing students for Health and Sport industries in a range of fields.

COURSES OFFERED
- **Year 7 – 9:** Health, Physical Education
- **Year 9:** Specialist Football, Specialist Netball, Specialist Sport, Outdoor Education
- **Year 10:** Health Studies, PE Studies: Football, PE Studies General, Outdoor Education
- **Year 11:** PE Studies (ATAR), PE Studies (General)
- **Year 12:** PE Studies (ATAR), Certificate II Sport and Recreation

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

*Teaching Minds – Strategic Objectives*

- **Re-engage the disengaged learner (QCS 305, 307, 308)**
  - Within the Physical Education classes students are encouraged to participate in a range of activities. With varying abilities staff work with the students to maximise their potential with a range of strategies. These strategies include using peers to mentor, transfer learning from previous skills learnt and modifying equipment and rules to suit. A real commitment of the learning area has been to build relationships with the students. Staff are encouraged to communicate with students empowering them to take responsibility for their own actions and be resilient.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - Standards have been lifted in lower school to introduce theoretical components. This creates a better understanding of game sense strategies while preparing them for Year 10 – 12 courses. Regular learning area staff meetings have included innovation where staff have communicated ways in which they have lifted standards in their own teaching environment.

- **Surpassing the state average in all standardised testing including WACE/VET (QCS 302)**
  - The students completing the Stage 3 Physical Education Studies Course have achieved above state average results in 3 of the last 4 years. This standard that has been set has been communicated to the students and that expectation helps drive both students and staff to maintain the high results of the past. These results have been through the hard work of both staff and students with extra revision theoretical sessions in conjunction with after school volleyball training. Following the ATAR pathway, the Sport and Recreation Certificate II course has also set a high standard with staff working closely with both students and parents to achieve a qualification which is invaluable in preparing students with a qualification that can be used in the Health and Sport industry.

**ACHIEVEMENTS/HIGHLIGHTS**

- Introduction of Health Studies (Year 10) was successful with passionate staff driving a course that was received well by students. A course which aligned with many pathways and interests of our students, it is great to see an ATAR course in Year 11 in 2016.
Upper School Physical Education Studies courses were aligned closely to WACE written and practical assessments. Overall standards were increased by staff and students.

Practical training sessions for Year 11 and 12 Volleyball students were held twice a week to prepare the students for the WACE practical exam.

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 been involved with a range of guest speakers, participated in activities and excursions. These experiences allow students to be exposed to current and pertinent health issues.

**PROFESSIONAL DEVELOPMENT**

*Staff took part in the following professional development throughout 2015:*

- Learning Area Coordinators and Teachers Professional Learning and Network Meeting (CEWA).
- University of WA Physical Education Studies Seminars
- Level 1 Volleyball coaching.
- Senior First Aid.
- Bronze Medallion.
- WACE practical and theory marking.
SPORT

The co-curricular sporting programme can be aligned with the Australian Curriculum. Teaching and learning occurs in the context of Catholic values and beliefs. All of the students are encouraged to participate in a variety of activities where they learn to understand specialized movement and game sense. This all encourages them to learn to work in small groups challenging their thought process and empowering them to make informed decisions on what is best for the team.

SPORTS OFFERED
North Eastern Associated Schools Competition Year 7 – 12
- Basketball
- Netball
- Soccer

School Sport WA
- Tennis
- Golf
- Cricket
- Triathlon
- Triathlon
- AFL
- Baseball
- Hockey
- Netball
- Rowing

Independent Competitions
- Equestrian
- Orienteering
- Rugby
- AFL
- Basketball

Associated & Catholic Colleges (ACC) of WA Carnivals
- Swimming
- Cross Country
- Athletics

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds – Strategic Objectives
- Re-engaging the disengaged learner (QCS 305, 307, 308)
A variety of sport is offered that is inclusive of all abilities and sporting preferences. This allows for the students in the non-mainstream sports, such as orienteering and equestrian, to feel included and engaged, and most importantly part of our College community.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - The co-curricular sporting programme strives for sporting excellence from all teams. The encouragement of participation and inclusivity from all and asking students to attain their personal best is at the forefront. The College encourages all students to further their abilities by attending training and applying for state level teams. The facilities of the College encourage students to train at their best.

### ACHIEVEMENTS/HIGHLIGHTS
- State runners up in SSWA basketball competition for Year 9 Boys.
- Selection of athletes in the ACC Athletics All Stars Team.
- Selection of athletes in the ACC Swimming All Stars Team.
- Selection of inclusive athletes in a variety of ACC All Star Teams.
- NEAS Year 7 Girls Basketball Premiers.
- NWAS Year 9/10 Boys Cricket Premiers.
- Eagles Cup Year 8/9 Boys AFL Premiers.
- SSWA Rowing – U16 1st and 2nd.

### PROFESSIONAL DEVELOPMENT
*Staff took part in the following professional development throughout 2015:*
- PES – UWA.
- Little Athletics WA- Level 1 coach.
- Bronze Medallion.
- Netball Ambassadors.
- ACC Sport Coordinators Network Development Day.
- Boys in Education.
THE ARTS

The Arts Learning Area focuses on providing 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 from Years 7 to 12 are taught only by these specialised educators. In senior secondary classes the focus is set towards refining these skills and students can undertake 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 Units 1 & 2, Drama ATAR Units 1 & 2, Visual Art ATAR Units 1 & 2, Certificate I in Visual Art
- **Year 12:** Dance 3A/3B, Drama 3A/3B, Visual Art 3A/3B, Certificate II in Visual Art

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

**Teaching Minds – Strategic Objectives**

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - As part of the curriculum all Year 7 students engage in the 3 arts disciplines and the courses are designed to be ‘fun’ as well as educational. The Arts can be seen as traditional subjects, which is why in lower school the programme caters for males as well as female students. Other lower school programmes are also designed to be student focused with a certain amount of student autonomy. These strategies have been effective in engaging the students. Senior secondary students who have decided to take an Arts pathway, normally have an affiliation with the subject and therefore are readily engaged with the curriculum.
  - Co-curricular programmes are an essential and divisive tool in engaging students. It allows students to excel out of the classroom and gives students a goal to aim for. Co-curricular programmes are integral to the Arts which allow students to perform in the public arena.
  - Relationships with students are an integral part of working to re-engage the disengaged learner. Warm up ‘games’, staff participation and trust are elements in the Arts classrooms that allow the students to feel safe and provide a sense of belonging and therefore students are more likely to engage in a trusting, comfortable collaborative environment.
  - Education is a three-way process; school, parent and child. Arts staff ensure regular contact is made with parents if there are challenges or difficulties and invite parent contact to keep them involved with their child’s progress. Arts staff recognise that parent involvement is an essential step in re-engaging the disengaged learner.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - Lower secondary teachers are always available for extra tuition upon request for students and often use recess or lunch times to rehearse with students if needed.
  - Senior secondary staff offer weekly workshops to students and staff often engage further in one-to-one tutoring, especially with practical work.
  - Arts and Aboriginal Education worked together in order to provide engaging courses for our diverse students. Transition programmes focus on the learning demands of our indigenous students and pay attention to their cultural values, as well as offering an engaging and inclusive education.
  - Galileo students experienced a very hands on session in Visual Arts engaging in a variety of mediums.
- A number of teachers in the Arts are mentors for students and they provide additional support for these students both in an academic and pastoral capacity.

**Surpassing the state average in all standardised testing including NAPLAN, BRELT & WACE/VET (QCS 302)**
- Students in lower school are taught according to the guidelines set by the Western Australian Curriculum. This includes both knowledge and skills.
- Upper school student’s complete assessment tasks based on WACE examinations and standards. Students are continuously prepped on the knowledge and skills they will need to demonstrate at the end of Year 12.
- External WACE markers are employed to collaboratively work with Year 12 teachers to ensure that the staff are marking and mentoring according to WACE practical guidelines. This assists in developing student confidence, up skilling staff and allowing students to experience the rigour of WACE examinations. Both Dance and Drama achieved above state average in 2015.
- Year 12 Arts students participated in the Catholic Performing Arts Festival (CPAF) and the Angelico Art Exhibition as a way of developing their practical skills and seeking informal feedback from WACE markers.

**Touching Hearts – Strategic Objectives**

**Development of strategies to allow for greater integration of the College’s faith dimension and values into all learning areas (QCS 102)**
- The Arts aims to offer a holistic education to all its students. In particular, the faith formation on the individual. All Arts programmes incorporate Gospel values and while each course is different, the following values underpin the Arts curriculum.
  - Awe & wonder
  - Common good
  - Community
  - Conservation
  - Cultural critique
  - Global solidarity
  - Human rights
  - Justice
  - Peace
  - Multicultural understanding
  - Stewardship of Creation

**Enhancement of the health and well-being of students and staff (QCS 401, 402)**
- The Arts Learning Area have an open door policy and ensure that all students feel valued. By its very nature the Arts are both expressive and personal and this often encourages positive dialogue between staff and students. Students are recognised and treated as individuals and this permits growth in the teacher/student relationship.
- Staff work collaboratively and have built positive relationships. Departmental social events mean that staff have created a more open and trusted environment within the office(s).

**Examine ways in which former students can contribute to the College community (QCS 201)**
- When possible, former students have been invited back to participate in co-curricular Arts events. Including competition judging, back stage work, technical work and Inter-House Dance assistants. Many of our former students attend after hours Arts events from all three disciplines.
- Several students from 2015 have already offered to work on the 2016 Arts production.

**ACHIEVEMENTS/HIGHLIGHTS**
- Angelico Art Exhibition; Caritas Award and first place for a student in Years 7 to 10.
• CPAF; Dance Secondary; De La Dance Shield Winners for the 5th time.
• CPAF; record number of entries and certificates of commendations and honourable mentions in Drama.
• Year 11 Production of Shakespeare’s as You Like It.
• Visual Arts inaugural artist’s camp at Rottnest.
• Collaborative student Art and Design exhibition with Design and Technology.
• Above state Average in Dance and Drama.
• Dance – second top school in WA Catholic Education.

PROFESSIONAL DEVELOPMENT

_Staff took part in the following professional development throughout 2015:_

• CEWA Visual Arts Networking Days.
• CEWA Drama Networking Days.
• Dramawest Contemporary Theatre.
• Viewpoints Theatre.
• Ausdance PD.
• ACHPER Dance.
• Notre Dame Drama PD Script and Context.
• Digital Media (Photoshop).
MUSIC

Our College possesses one of the largest music programmes in WA, allowing students to experience the joy of music through classroom work and in its extensive co-curricular programmes. The College’s ensembles are a vital part of its cultural identity. Our ensembles participate in performances around the Perth metropolitan area in addition to biennial international and domestic 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 2015 STRATEGIC OBJECTIVES

**Teaching Minds – Strategic Objectives**

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - The College proudly offers numerous scholarships to students interested in Music with or without prior experience. Classes are streamed to offer students a choice of difficulty in the learning, whether it is for a pure enjoyment of Music or a focused study of the subject. A large variety of ensembles perform numerous different styles of Music engaging all students.

- **Further enhancement of academic excellence, including the consolidation of Allegro and Galileo programmes (QCS 302)**
  - Professional musicians are employed by the College to assist in classroom, tuition and ensemble based learning. Students are offered extra tuition on areas of concern and ensemble performance standard continues to be a major strength of the College, winning awards. 2015 saw numerous students perform as guests with the UWA Wind Orchestra and WAAPA Symphonic Band.

**Touching Hearts – Strategic Objectives**

- **Development of strategies to allow for greater integration of the College’s faith dimension and values into all learning areas (QCS 102)**
  - Music has become an integral part of all liturgies within the College with students and staff participating in each celebration, engaging the student body.

- **Enhancement of the health and well-being of students and staff (QCS 401,402)**
  - Classroom work and ensemble performance is based upon student enjoyment while promoting excellence. The College recognises that not all students will develop high level skills, but wishes for all those who enjoy Music to be part of the experience. Students are encouraged to speak to the Music staff when unable to attend a rehearsal or performance due to personal reasons and conflicts. Leave is granted to ensure that all students are allowed appropriate time to resolve said issues.

- **Examine ways in which former students can contribute to the College community (QCS 201)**
  - Former students are regularly involved with the Music Learning Area as employed tutors, accompanists and sessional musicians. The Learning Area continues to develop a strong relationship with ensemble alumni with many attending performances post-graduation.
ACHIEVEMENTS/HIGHLIGHTS

- PERFORMING ARTS FESTIVAL FOR CATHOLIC SCHOOLS AND COLLEGES

  Honourable Mentions:
  - Secondary Instrumental Solo or Duet (9)
  - La Salle College Concert Band – Concert Band
  - La Salle College Year 9 Band – Concert Band
  - La Salle College Show Band – Big Band
  - La Salle College Choir – Secondary Choral Singing
  - De La Dolce - Secondary Choral Singing
  - De La Dolce – Secondary Liturgical Choral
  - La Salle College Classic Rock Band – Contemporary Band
  - La Salle College Brass Ensemble – Instrumental Ensemble
  - La Salle College Trumpet Quartet – Instrumental Ensemble
  - La Salle College Year 10 Saxophone Quartet – Instrumental Ensemble
  - La Salle College Year 10 Music Class Jazz Ensemble – Instrumental Ensemble

  Certificates of Merit:
  - Instrumental Solo or Duet (21)
  - La Salle College Saxophone Ensemble – Instrumental Ensemble
  - La Salle College Guitar Ensemble – Instrumental Ensemble
  - La Salle College Senior Lower Brass Ensemble – Instrumental Ensemble

  University of Notre Dame Award for the best performing Concert Band:
  - La Salle College Concert Band – Concert Band

  Sisters of St John of God Award for the most outstanding vocalist:
  - Secondary Vocal

  Award of Excellence:
  - The Zenith Commendation Award for Sustained Improvement (Secondary)

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

- SPECIALIST PROGRAMMES
  College Concert Band, College Show Band, De La Dolce, Year 7 Band Programme, Year 8 Band Programme, Year 9 Band Programme.

- CO-CURRICULAR
  The Music Learning Area prides itself in making music lessons and ensembles available to all students who enter the College, even without prior experience. Any student who undertakes music lessons in the College is included in the extensive co-curricular programme and when they have reached a certain skill level they then belong to one or more of the following ensembles:

  College Ensembles
  - La Salle College Concert Band
  - La Salle College Show 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 Brass Ensemble
- La Salle College Percussion Ensemble
- La Salle College Guitar Ensemble

Special Ensembles
- La Salle College Liturgy Ensemble
- College Production Orchestra

TOURS/CAMPS/WORKSHOPS
- Music Camp
- Feeder Primary School Tour
- ‘Didgebreath’ workshop for Indigenous students
- Year 10 Music WAAPA Excursion

PERFORMANCES & EXHIBITIONS
- Music Night
- Music Soiree
- Presentation Evening
- Catholic Performing Arts Festival for Catholic Schools and Colleges
- Catholic Performing Arts Festival Final Concert
- Carols by Candlelight
- Open Day
- Inter-House Dance Competition
- Mission Aid Day
- Stomp
- Year 7, 8 and 9 Band Show Case
- Year 7 Orientation Day
- La Salle College Opening Mass
- La Salle College Ash Wednesday Mass
- La Salle College Graduation Mass
- La Salle College Thanksgiving Mass
- Friends of Music High Tea
- UWA Wind Orchestra
WAAPA Symphonic Band
Rite of Passage: Massed WAAPA Saxophone Ensemble

PROFESSIONAL DEVELOPMENT

*Staff took part in the following professional development throughout 2015:*

- ABODA Swing into Summer 4.0 Conducting Seminar.
- ASME Summer School.
- Jazz Improvisation Workshop.
- NYCA Choral Conductors’ Course.
- Master of Music – University of Western Australia.
- Master Certificate of Music (Arranging and Orchestration) – Berklee College of Music.
- Jazz Performance Musician Level Grade Two – Australian Army Band Corps.
- CEWA Accreditation.
TECHNOLOGY & ENTERPRISE

Technology and Enterprise aims to provide a practical and purposeful education that promotes the use of initiative and self-management, allowing the student to strive for excellence. Content allows students to gain industry, enterprising and technological skills, exposing them to a sense of purpose in the school and wider community. Staff aim to create a safe educational environment, providing students with the pastoral care that allows them to be more engaged and involved in their learning, insisting students be reliable, responsible and respectful to staff, fellow students, resources and facilities.

COURSES OFFERED
Year 7:  Metalwork, Woodwork, Food and Nutrition, Information Technology
Year 8:  Metalwork, Woodwork, Technical Graphics, Food and Nutrition, Information Technology
Year 10: Metalwork; Woodwork; Technical Graphics; Photography, Food and Nutrition, Childcare and Development, Textiles and Fashion, Information Technology, Business Studies
Year 12: Certificates II Engineering; Materials, Design and Technology General (Wood) Units 1C/D; Design (Technical Graphics) 1C/D; Design (Photography) 1C/D, Foods Science and Technology 1C/1D, Certificate II Hospitality, Accounting and Finance 3A/3B, Certificate II in Business, Certificate II in Information, Digital Media and Technology

CONTRIBUTIONS TO THE COLLEGE'S 2015 STRATEGIC OBJECTIVES
Teaching Minds – Strategic Objectives

- Re-engaging the disengaged learner (QCS 305, 307, 308)
  - Staff continue to demonstrate leadership roles in many areas of the school including official capacities such as Year and House Coordinators, as well as mentors and classroom leaders. Staff take pride in their own work, modelling excellence for the students in the areas of practical and production skills, safe and clean working environments, as well as theoretical activities. The learning area ensures health and safety procedures are followed by way of worksheets, clear signs and consistent practice. The aid of the glass walls in the Br Fitzhardinge Trade Skills Centre allows easy supervision, and the shared staff room for the learning area allows for open discussion across the curriculum. This area of OHS is a responsibility shared by staff, students and visitors. Students with high skill levels are encouraged to assist each other and especially students with learning difficulties.

- Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)
  - Information technology facilitated the Year 5 Galileo programme collaborating with the Religious Education, Education Support and the English Learning Areas to deliver a 5-week programme for students of surrounding feeder schools. The technology component of this programme involved developing the following skills: word processing, inserting images, formatting and editing before printing, laminating and binding a short story the students had created.
  - The Year 4 Galileo programme taught students to use Movie Maker. Skills involved sourcing and inserting audio, along with images and adding effects before exporting a movie of each student’s animation.

- Surpassing the state average in all standardised testing including NAPLAN, BRELT & WACE/VET (QCS 302)
  - Students enrolled in the Children, Family and Community class and the Accounting and Finance classes, managed to surpass the state average WACE results as a result of the dedication of staff. Student numbers have also increased in Year 10 Home Economics, as well as the certificate courses offered.

- Development of a new Learning Support Plaza (QCS 307, 308)
- Due to the nature of the learning environment and activities, staff welcome other skilled staff into their classroom to watch delivery of lessons, as well as assisting in activities. Discussion of pedagogy is inevitable whilst staff broaden skills and processes with help from each other. The T&E practical learning area is suited to, and continues to be, supportive of the special needs students and Aboriginal Education.

**Touching Hearts – Strategic Objectives**

- **Enhancement of the health and well-being of students and staff (QCS 401, 402)**
  - Technology and Enterprise staff have been provided with a common office, which is open, light and inviting. Designed for staff to work, professional conversations are able to take place incidentally. Policies have been put in place so staff needing to work has priority over those that are having informal conversations. All programmes are shared and accessible by all staff. A measure of success is when students take pride in their work and are happy to take their practical work home.

**ACHIEVEMENTS/HIGHLIGHTS**

**Design and Technology**
- The furnishing, opening and operation of the Br Fitzhardinge Trade Skills Centre led by the Learning Area Coordinator, this mammoth task involved staff and students in Design and Technology, as well as the Technology and Enterprise Learning Area to work in a cooperative, professional and seamless manner.
- The introduction of new resources and technologies including 3D printers, CNC routers, Laser Cutters to the Design and Technology workshops to expand the experiences of the students within the curriculum.
- Introduction of Certificate II Furniture run by Polytechnic West.

**Home Economics**
- A Year 12 student won the 2015 Apex Australia Teenage Fashion Awards for her category in the State finals and was an entrant in the National finals at the Whitehouse Institute of Design in Melbourne.
- The Year 12 Children, Family and Community class surpassed the state average WACE results.
- Renovation of the Design and Technology building, providing new facilities for Home Economics classes, specifically a new textiles room and a new demonstration and theory room for Food Science and Food and Nutrition classes plus a play room for the child care classes when they have incursions. These new facilities are great for the expansion of the area and to keep up with the high demands of classes.
- Board dinners, Italian exchange lunch and other successful catering events.
- Dolls were made by Textile and Fashion students and donated to the community.

**Information Technology**
- Year 12 Accounting and Finance surpassed the state average WACE results.
- A Subject Exhibition award in Accounting and Finance was achieved by a Year 12 student.
- Entered the following competitions:
  - ASX Share market game (incorporated into the 9 Business Studies programme).
  - Plan Your Own Enterprise Competition (incorporated into the Year 11 General Business Management and Enterprise programme).
  - Just Start IT competition finalists (after school optional).
- The following activities were run:
  - Business continued to run the Simply Stationery student based business using an electronic point of sale system backed up by MYOB Accounting software.
  - Year 9 Venture Day.
PROFESSIONAL DEVELOPMENT

Staff took part in the following professional development throughout 2015:

- DATTA WA conference.
- Attendee Perth Wood School workshop, presenter Michael Fortune.
- CNC Router, 3D Printer and Laser cutting tutorials.
- Attendee to Boys in Education workshops (Ian Lillaco).
- BEWA conference.
- TAE Certificate IV.
- CUV20111 Certificate II (Visual Arts).
- CUV30111 Certificate III (Visual Arts).
- Study in Educational Leadership Masters course at ECU.
- CEWA Accreditation.
CAREERS

The Careers Department’s mission is to provide students with the opportunity to explore different learning areas through VET, Onsite, Careers and iConnect. Staff encourage a sense of belonging teaching the values of respect for themselves and others so students can be valuable, responsible and contributing to society. The nature of the department sees contact with numerous students to ensure they are not the least, the last and the lost. As a department 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)

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds – Strategic Objectives

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - The Careers Department offer a variety of programmes to assist the disengaged learner. Staff offer assistance when applying for tertiary education to State Training Providers (STPs) to enable the disengaged student an opportunity to continue their studies and gain relevant qualifications.
  - **Aboriginal School Based Traineeships (ASBTs)/School Based Traineeships (SBTs)** – Students are assessed on an individual basis.
  - **Try-a-trade** – 16 Year 10 students attended via Silver Trowel.
  - **Onsite** – 123 Year 11 and 12 students participated.
  - **Work experience** – 33 students undertook work experience during school holidays.
  - **General Certificate of Education programme** – 24 Year 10 students participated.
  - **VET Courses** – 170 students across Year 10, 11 and 12.
  - Through these courses students are given the opportunity to tap into practical experiences enabling them to develop relevant skills for their future pathways.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - The department recognises students who excel and assist them to reach their full potential on an individual basis.

- **Surpassing the state average in all standardised testing including NAPLAN, BRELT & WACE/VET (QCS 302)**
  - A students received the Beazley Award for VET achievement.

Touching Hearts – Strategic Objectives

- **Development of strategies to allow for greater integration of the College’s faith dimension and values into all learning areas (QCS 102)**
  - As stated in the introductory paragraph, staff encourage a sense of belonging, teaching the values of respect for themselves and others so students can be valuable, responsible and contributing to society. The nature of the department sees contact with numerous students to ensure they are not the least, the last and the lost. As a Department students are guided to discover and nurture their god given talents.

- **Enhancement of the health and well-being of students and staff (QCS 401, 402)**
  - Staff continuously offer one-on-one counselling for students plus an open door policy at recess and lunchtime. Staff are encouraged to undertake PD to further enhance their learning.

- **Examine ways in which former students can contribute to the College community (QCS 201)**
  - Staff invite past students to address the current cohort through lunch time seminars, induction seminars and classroom visits.
ACHIEVEMENTS/HIGHLIGHTS

- Try-A-Trade.
- Several students offered apprenticeships.
- Students successfully enrolled in courses with STP’s.
- Strong links and networks with industry and the Careers Department enabling opportunities for students.

PROFESSIONAL DEVELOPMENT

*Staff took part in the following professional development throughout 2015:*

- Careers Expo.
- VET Networking meeting.
- CDAA network meeting.
- Curtin University Teachers’ Big Day Out.
- Notre Dame network meeting.
- ACS Careers Seminar.
- Cert IV Training and Assessment.
- Moderation and Validation with STPs and Registered Training Organisations.
- Industry visits.
COUNSELLING

Students and families at La Salle College have access to a professional counselling service. The Counselling Team at the College is comprised of both qualified School Social Workers and a School Psychologist.

As an integral part of the College’s Pastoral structure, the Counselling Team’s key role is to provide support to students who are experiencing difficulties that affect their wellbeing and which impact on their ability to enjoy and achieve at school.

The Counselling Team aligns most strongly with the College’s Touching Hearts Strategic Objective; ‘Enhancement of the health and well-being of students and staff.’ (QCS 401, 402).

In 2015, 330 students, just over one-fifth of the College population, were supported by the Counselling Team. Counsellors provided a short term, solution focussed intervention that involved direct work with students and their families. While the reasons students and parents accessed Counselling support varied, a continued increase in the number of students seeking help for mental health issues; specifically, anxiety and depression; is evident.

Where more specific assessment and longer term counselling was required, students and families were referred to community agencies such as: Headspace Midland, Youth Focus, Swan CAMHS, Young Carers WA, and Nominated Private Practitioners.

ACHIEVEMENTS/HIGHLIGHTS

Aside from the pleasing number of students and families who have continued to access support from the Counselling Team, the team’s work in the area of mental health wellbeing continues to be an exciting and innovative work in progress. The promotion of positive mental health is well supported by staff at the College whose contribution to the many programmes and activities has been fabulous, both through volunteering to assist with activities and teaching the content of programmes.

In particular, the re-write of the ‘old’ Career Development and Transition programme, now iConnect, continues to be a work in progress. The programme incorporates positive mental health initiatives and engaging career development activities.

As well as the iConnect programme, other preventative and positive mental health programmes and activities that took place in 2015 were:

- Act Belong Commit Mentally Healthy Fair which attracted 28 stall holders from a variety of community health and volunteer organisations plus a future directions area showcasing Universities, TAFE and further training opportunities through trade apprenticeships. All Year 10, 11 and 12 students had access to the fair.
- Act-Belong-Commit Student Group which comprised of 54 members was involved in the organisation of ongoing Mental Health and Community initiatives such as: a Mentally Healthy stall on Ballyhoo Day, ‘Are You OK? Day’, the Colour Run, the City to Surf and student presentations at year group and whole school assemblies.
- The Aussie Optimism programme was presented to all Year 7 students during Term 4 and to all Year 8 students through the ‘iConnect’ Programme.
- A tailored Year 9 Girls and separate Year 9 Boys Programme was presented in Term 2. The social and emotional skills development programme was created from the concerns identified by all members of the year group.
- The Climate Schools Combined Survey commenced with Year 8 students being surveyed around a range of mental health issues. In 2015, the same students commenced a brand new Mental Health online learning module developed especially for young people.
Are you Ok Day? (Whole school and staff activities.)
Year 7 Parent Workshop: addressing adolescent brain and physical development and the online social world in the 21st century.

PROFESSIONAL DEVELOPMENT

Staff took part in the following professional development throughout 2015:
- School Psychologist Association Annual Conference.
- Social Workers in Catholic Schools Annual Retreat and Conference.
- Child Sexual Abuse Prevention Workshop.
- The Impact of Childhood Trauma in Schools (Workshop and Project Working Party).
- Positive Schools Conference.
- Professional Supervision.

The Counselling Team continues to be an energetic and flexible group of professionals who seek to provide the best proactive service possible. The team’s skill base continues to expand in response to the needs of the vibrant La Salle College community.
The St Joseph Education Support Centre programme is aligned with the Australian Curriculum. The ethos of our centre fully embraces the charism of St John Baptist de La Salle by catering for and embracing those students who would ordinarily be considered ‘the least, the last and the lost’. Our students have diverse needs as well as a range of strengths and we offer a strong pastoral care system that supports and focuses on the whole person. The main focus of all programmes is to develop a sense of independence through functional literacy, numeracy and life skills to empower students to be a contributing member of society.

The College has a strong partnership with outside agencies who are welcomed to work with individual students on behavioural, social, language and emotional development within a safe learning environment. There is a strong bond of ‘partnerships’ with key stakeholders being parents, teachers, students and therapists.

COURSES OFFERED

- **Year 7 – 9:** English, Mathematics, Humanities and Social Sciences, Independent Living, Enterprise and Social Skills
- **Year 10:** English, Mathematics, Independent Living, Enterprise, Social Skills and Work Based Learning
- **Year 11 & 12:** Leisure & Recreation, Work Based Learning
- **Preliminary Units:** Religion and Life, English, Mathematics, Food Science Technology, Business Management and Enterprise and Visual Art

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

**Teaching Minds – Strategic Objectives**

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - Full implementation of the Inclusive Sport Mentor Programme, allowing disengaged students not normally recognised for their leadership qualities giving them the opportunities to share their strengths and talents by assisting their peers.
  - Student focussed goals and behavioural plans developed in conjunction with therapists from outside agencies. In the transition to La Salle it has been noted that many students were previously not catered for in accessing the services available to them.
  - Very clear, realistic and consistent expectations of students academically and behaviourally.
  - Practical application of foundation skills in Café De La Salle. Students have the opportunity to count the takings, place orders in a spreadsheet and email invitations to customers.
  - Commenced planning and implementing the garden programme, promoting practical skills for hands on learning. Ideally this will be expanded to grow produce to be used in cooking for Café De La Salle.
  - Developmentally appropriate programmes, individual to each student – Independent Education Plan’s all written based on Australian Curriculum.
  - Further development of the Preliminary Units - post school skills focus, relevant experiences.

**Touching Hearts – Strategic Objectives**

- **Enhancement of the health and well-being of students and staff (QCS 401, 402)**
  - School Based, Centre specific professional development for staff. A particular area that was identified in 2014 as needing development was Communication. Professional Development was conducted over several sessions throughout the year with a focus on staff communication.
  - All teaching staff have now received Aussie Optimism Professional Development training and this will allow the programme to be implemented into Centre Programmes.

- **Examine ways in which former students can contribute to the College community (QCS 201)**
A former student who left the College to take up an apprenticeship returned to teach our students how to make Bruffins (Brumby’s bacon and egg muffins). This allowed the former student to share her skills and re-engage with staff.

ACHIEVEMENTS/HIGHLIGHTS
- Students won a large number of awards in ACC Inclusive Athletics and Swimming. Eight students were awarded ‘All Star’ status by the ACC.
- A student achieved Level 2 on the Student Recognition System which is a first for an Education Support student.
- One student received a Hydraulics Apprenticeship.
- Recognition and Celebration of National Day of Disability through Café De La Salle.
- Participation and presentation by students at the CEWA Enterprise Expo which was another great opportunity for students to showcase their talents.
- Introduction of an afterschool sports programme for Education Support students. This allowed our students to experience new sports and activities in an after school format similar to their peers.
- The introduction of ‘standardised testing’ at the end of Semester 2 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

Staff took part in the following professional development throughout 2015:
- CEWA Accreditation to teach in a Catholic School.
- Secondary Education Support Network Planning Days.
- Aussie Optimism.
- Post school options – Education Support.
- ACC Inclusive Sport meetings.
- Effective Communication Professional Development.
- Transition to Full Registration with TRBWA.
- Growth Coaching.
- Preliminary Units implementation training.
- ABLEWA – trial school.
- Students with a Disability trial school for electronic funding module.
- Appraisal of established teachers.
- Appraisal of new and returning teachers.
- Appraisal of 4 teacher assistants.
- Peer mentoring of teachers for planning and personal development.

OTHER INFORMATION
- During 2015 there has been a continued shift in the focus of the Education Support Centre. Teachers have been given specific responsibilities and have an understanding of what is expected 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 2015.
- At the end of 2015 planning commenced for Parent Information Evenings for Education Support students. This area was identified as a priority after students attended the Abilities Expo and parents being unaware of the wide range of services and agencies available to them.
- Students were involved in the selection of their own electives for Year 8 to 10 allowing them a wider range of options in upper school years.
• Teaching staff made a conscious effort to be actively involved in the wider school community especially extra curricula activities with students from the wider College community by way of retreats, Art Camp and the River Cruise. This allows us to be inclusive and seen as part of the whole College community.
LEARNING SUPPORT

Learning Support at the College provides a flexible yet structured programme aimed at providing for the needs of those students identified as having learning issues or needing extension. Teaching encompasses the whole child and focuses on the academic, social and spiritual development of the student. Programmes are tailored for individual student needs and reflect a strong emphasis on student engagement and development of the whole person.

COURSES OFFERED

- Allegro Programme is an extension programme for highly capable students. It is offered in Year 7, 8 and 9 across the main core areas of English, Mathematics, Science, Humanities and Social Sciences.
- The Focus Programme aimed at developing the literacy and numeracy skills of students with learning difficulties. Focus is offered in Years 8 and 9 across the main core areas of English, Mathematics, Science and Humanities and Social Sciences.
- Getting ready in Numeracy (GRIN) is aimed at targeting numeracy skills in Year 7 students identified as having gaps in their mathematical knowledge.
- The Enrichment Programme is developed to provide intensive remediation of students with significant reading difficulties. Enrichment is offered in lieu of a Language in Years 7 and 8.
- Direct Instruction Programme for Year 8 students experiencing severe reading difficulties.
- Certificate I in General Education for Adults and Certificate II in General Education for Adults is offered in Year 10, 11 and 12 to provide an alternative pathway for students experiencing difficulty.

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds – Strategic Objectives

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - A range of programmes are provided to ensure those students experiencing academic issues and are disengaged from their learning are finding relevance to their learning. Programmes which are flexible, student centred and use a diverse range of instructional strategies are provided to ensure students are actively engaged and are responsible for their learning outcomes while ensuring the development of literacy and numeracy skills. A recognition of the whole child is pivotal in ensuring success in engagement.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - The provision of opportunities to expand the learning of those students who are highly capable is seen in the commitment to the development of the Allegro and Galileo programmes. Expansion of the programme to allow students to specialise in areas of strength and engage in a programme that not only develops lateral thinking but extends and challenges sets the grounding for the pursuit of academic excellence in senior years. Galileo continues to grow and provide challenging learning experiences for primary school students while also allowing them to engage with the College community.

- **Surpassing the state average in all standardised testing including NAPLAN, BRELT & WACE/VET (QCS 302)**
  - In an analysis of students’ who are part of the Learning Support programme, NAPLAN results indicate that those students who performed at lowest bands have made significant improvement in Year 9 in comparison to their Year 7 results in the areas of reading, writing and numeracy. These students have also performed consistently in VET courses in senior years with the majority either entering further training or gaining employment. Identification of Allegro students through NAPLAN results has ensured that those students who are highly capable are effectively challenged and extended. This is reflected in the gains these students have made in their overall progression from Year 7 to Year 9.
ACHIEVEMENTS/HIGHLIGHTS

- Attainment of OLNA for those students identified as having significant learning difficulties.
- Successful work experience programme for students involved in the Certificate I and Certificate II in General Education for Adults.
- Success of the implementation of small group Direct Instruction for Year 8 students in the Learning Support Programme.
- Expansion of the Galileo programme to include Year 4 and Year 5 students.
- 100% attainment rate of Certificate I for Year 10 students involved in the Learning Support Programme.
- Expansion of the Getting Ready in Numeracy Programme (GRIN).
- Significant improvement in NAPLAN results for Year 9 students involved in the Learning Support Programme.
- Expansion of the Allegro Programme into Year 9.

PROFESSIONAL DEVELOPMENT

Staff took part in the following professional development throughout 2015:

- CEWA Learning Support Network Meeting.
- CEWA Accreditation to Work in a Catholic School.
- CEWA Network meetings.
- College ICT.
- SPELD Dyslexia Foundation Training.
- Maths Mastery Direct Instruction.
- Understanding Learning Difficulties.
- The Psychology of Writing.
ABORIGINAL EDUCATION

The staff and students of La Salle College 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. Our Aboriginal Education programme embraces the richness and diversity which exists within the Aboriginal culture, recognising that people from across the State have different languages, traditions, beliefs and practices. Our Aboriginal Education programme has grown considerably over recent years. In 2015, 83 Indigenous students were enrolled in the College – 39 of whom were enrolled as day students, while the remaining 44 were boarding students.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Total Indigenous Students Enrolled</th>
<th>Indigenous Day Students</th>
<th>Indigenous Boarders</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>11</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>24</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>83 students</td>
<td>39 students</td>
<td>44 students</td>
</tr>
</tbody>
</table>

COURSES OFFERED

- **Transition Programme** – intensive literacy and numeracy programme designed specifically for remote Indigenous students during their first semesters at the College. During 2015, 22 Aboriginal students participated in transition classes. Their level of involvement is dependent upon their educational needs. Transitional classes offered were:
  - Transition Religious Education (Year 8 only)
  - Transition Literacy (Year 8 – 10)
  - Transition Numeracy (Year 8 – 10)
  - Transition Science (Year 8 & 9)
  - Transition HASS (Year 8 & 9)
  - Transition Nutrition (Year 8)
  - Transition Music/Dance (Year 8)
  - Transition Art (Year 8)
  - Transition IT (Year 8 & 9)
  - Safe4kids programme – girls only
  - Rock and Water programme

- English as an Additional Language/Dialect 1A/1B and 1C/1D (Year 11 & 12)
- Homework and study support classes during and after school offered to all Indigenous students.
- Compulsory study time at school on Monday and Wednesday afternoons for Years 10 – 12 boarding students. Outside tutors provided through AIME. Other years are welcome.
CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds- Strategic Objectives

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - Content used in the transition courses are constantly reviewed and updated to ensure that they are culturally sensitive. Many of our students have experienced failure and have become disengaged by the learning journey. The challenge to the staff is to provide a curriculum that is varied and interesting and will capture their hearts and minds. The success of the programme was acknowledged by LEAD Awards for Excellence 2015, Student Engagement category.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - There is great emphasis placed on the importance of making teaching and learning accessible and life relevant to all. Students are encouraged to participate in the learning programme by contributing their own stories, reflecting their unique experiences and language.

- **Surpassing the state average in all standardised testing including NAPLAN, BRELT, WACE & VET (QCS 302)**
  - This is still a work in progress although 4 Year 11 students did achieve a Certificate II in Sampling and Measurement, thus ensuring graduation.

- **Development of a new Learning Support Plaza (QCS 307, 308)**
  - This development was successfully completed at the end of 2015. A new, large educational space has been designed which allows more study areas for students. It also provides an ideal meeting area where all indigenous students can gather together. The provision of a dedicated computer lab for transition students will prove to be a great asset into the future. There is now a large space dedicated to Aboriginal education where staff and students can come together in one area.

ACHIEVEMENTS/HIGHLIGHTS

- Stable numbers of Indigenous students in the College.
- Rock and Water programme continued to expand. Transition students taught in single sex groups. Aimed at increasing self-esteem and teaching students to walk away with pride.
- Six Indigenous students graduated.
- Eight students in Years 11 and 12 engaged in Aboriginal School-Based Traineeships.
- NAIDOC celebrations allowed students throughout the school to participate in Aboriginal student-led activities (including cooking, making and throwing spears).
- Continuation of Personalised Learning Plans.
- Two new Aboriginal Teaching Assistants joined the staff.

PROFESSIONAL DEVELOPMENT

*Staff took part in the following professional development throughout 2015:*

- Aboriginal Education Team staff participated in a targeted PD aimed at achieving a greater understanding of the complex issues of education away from communities delivered by Br Rick Gaffney.
- Attendance at Network meetings by teachers.
- TESOL teaching units for teaching English as a Second Language.
BOARDING

2015 was the fifth year the College has operated its 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 46 during Semester 2. 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 continued to be drawn from three key relationships – students coming 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 region.

More specifically, boarding students came from the following communities:

<table>
<thead>
<tr>
<th>Community</th>
<th>Number of Boarders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balgo</td>
<td>14</td>
</tr>
<tr>
<td>Billiluna</td>
<td>5</td>
</tr>
<tr>
<td>Mulan</td>
<td>5</td>
</tr>
<tr>
<td>Ringer Soak</td>
<td>4</td>
</tr>
<tr>
<td>Djarindjin Lombadina</td>
<td>4</td>
</tr>
<tr>
<td>Cygnet Bay</td>
<td>1</td>
</tr>
<tr>
<td>Kalumburu</td>
<td>1</td>
</tr>
<tr>
<td>Warmun</td>
<td>1</td>
</tr>
<tr>
<td>Port/South Hedland</td>
<td>2</td>
</tr>
<tr>
<td>Halls Creek</td>
<td>2</td>
</tr>
<tr>
<td>Broome</td>
<td>2</td>
</tr>
<tr>
<td>Geraldton/Ajana</td>
<td>2</td>
</tr>
<tr>
<td>Warralong</td>
<td>1</td>
</tr>
</tbody>
</table>

In 2015, 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 developed a 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.
STUDENT SERVICES

The Student Services Team (SST) functions as the very core business of La Salle College. With an amalgam of key services – Year Coordinators, House Coordinators, Counsellors and Student Representative Council – this team ensures that pastoral care of the highest order can be offered to students through procedures and policies that are relevant, appropriate and in keeping with the College’s mission.

The baseline that this Team operates is always about ‘what is best for the student’. La Salle College prides itself on the excellent standard of pastoral care - a holistic paradigm that seeks to ensure students’ needs are met academically, physically, socially, culturally and spiritually. To this end, the Year Coordinators and the House Coordinators have the most overt impact on students.

Year Coordinators are responsible for a particular year group and focus their attention, expertise and experience solely on that group of students. The vertical timetabling of Pastoral Care Groups also ensures that students are cared for through the House system by which students are appropriately challenged to participate, attend, donate, become aware, develop pride and model leadership for other students.

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

**Teaching Minds – Strategic Objectives**

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - Year and House Coordinators have the privileged position of caring for students in their particular Year/House from Years 7 – 12. Engaging students is not just about academics, it is an attitudinal adjustment. Building on relationships and making students feel valued and safe through a variety of non-academic activities has the power to motivate students because the environment that is created is one of fun and team building. All Houses offered these types of activities on a regular basis. There has been noticeable improvement in the behaviour, participation and attitude of some students who have been ‘taken under the wing’, nurtured and listened to by Coordinators. Students must feel that they are genuinely cared for and positive and healthy relationships need to be nurtured.

**Touching Hearts – Strategic Objectives**

- **Development of strategies to allow for greater integration of the College’s faith dimension and values into all learning areas (QCS 102)**
  - Reflection Days and retreats allow for time out of the academic schedule to spend time in reflection and participation in liturgies that seamlessly blend into the House or Year group programme. Each House is aligned with a specific charism through which students celebrate liturgies and learn about the patron saint’s life, struggles and redemption. Some specific examples follow: Jordan House collaborated with Fr Karol, the Regional Superior of the Salvatorian Order, to coordinate a fundraising day after news of the burning down of a Salvatorian school in Manila. Students raised close to $900 from a bake sale in one day, putting their faith into action. Continual encouragement to attend Mass takes many forms, with MacKillop House encouraging a boys’ choir that evidenced in a stronger and louder participation in the liturgy. Solomon House has adopted House Mass rehearsals which has seen an improved standard of participation and involvement. Mutien House has seen an increased level of volunteering to read at the House Mass and there is a renewed focus on developing a better understanding of their House patron.

- **Enhancement of the health and well-being of students and staff (QCS 401, 402)**
  - It is a basic human need to feel valued and this is a practice that has built momentum over the past year. Pastoral Care Advisors (PCAs) have one of the most important roles to perform in the College, not just administratively, but more importantly pastorally. PCAs serve as the first formal contact students have in a day and their ability and willingness to be observant and attuned to the young people in their care is of paramount importance. If there is a
concern about a child, this concern is then passed on to the Year and House Coordinators so that some follow up can occur and plans put in place to support the child and/or family.

- By the same token, however, the PCA needs to be supported and cared for. House Coordinators do an excellent job of appropriately challenging, supporting and encouraging the PCAs to ensure that they too, feel valued.

- **Examine ways in which former students can contribute to the College community (QCS 201)**
  - Encouraging the return of House Captains as a support to current ones is an initiative of Jordan House. Former House Captains will be invited to functions so that they can offer advice to senior students.

**ACHIEVEMENTS/HIGHLIGHTS**

- High standard of House spirit and rivalry among the students.
- Development of Year Councils through which non-SRC students can share in a leadership role.
- Outstanding participation by all Houses in the inaugural Cross Country event.
- Extension of PCG on a Monday (changed initially from a Friday) to allow for greater administrative time for PCAs.
- Review and refinement of the Lasallian Excellence Award.
iCENTRE

A key educational facility within the College community, the iCentre plays an active and integral role in ‘teaching students to integrate faith’, Christian values and our cultural heritage (Bishops’ Mandate 2009-2015 #18, p.12). This central hub within the College supports learning and teaching across the curriculum to ‘contribute to the development of our young through education’ (Bishops’ Mandate 2009-2015 #6, p.7). The iCentre provides a welcoming and stimulating educational environment, and its staff are committed to ‘excellence and equity for all students by providing’ resources, services and support that accommodate ‘a challenging curriculum from which rigorous, relevant and engaging learning programmes can be developed that address individual learning needs’ (Australian Curriculum, 2014, online).

SERVICES OFFERED

- A fortnightly reading programme for students in Years 7 – 9.
- Ongoing provision of resources (print and electronic) to support instruction and learning tasks in line with the Australian Curriculum.
- Support staff in the curriculum use of Britannica School, The Computer School and the ClickView Library and ClickView Online 24/7 resources.
- Instruction to students on how to access, use and evaluate information accessed through the e-Library catalogue and effectively research online resources.
- Instruction on digital citizenship issues (digital management, netiquette, copyright, cyber awareness).
- After school study with teachers providing assistance for students in a number of learning areas/subjects through the co-curricular programme.
- Accessible opening hours and the positive promotion of the iCentre’s resources, services, support and varied learning spaces across all curriculum areas, and to the wider College community.

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds – Strategic Objectives

- **Re-engaging the disengaged learner (QCS 305, 307, 308)**
  - The lower school reading programme focused on stimulating and engaging students in reading, developing a student’s desire to read and improving a student’s level of comprehension.
  - Working with students on an individual basis to select the right material to support reading engagement.
  - Promoting the iCentre learning spaces with increased usage reflecting the educational needs for collaborative, open and small group teaching and learning methods.
  - Support for the establishment and weekly meetings of the Pokémon Club.

- **Further enhancement of academic excellence, including the consolidation of the Allegro and Galileo programmes (QCS 302)**
  - Provision of curated resource links to complement students’ academic studies.
  - Diverse displays from a number of learning areas including Humanities and Social Science’s ANZAC and Remembrance Day celebrations, the Science Week ‘Making waves — the science of light’ with hands-on light experiments conducted in a darkened space, NAIDOC ‘We all Stand on Sacred Ground: Learn, Respect and Celebrate’ and Languages Week presentations.
  - Displays from a range of learning areas throughout the year featuring students’ work completed to a high standard.
  - Involvement in the delivery of the Galileo Programme providing ICT expertise and facilitating student learning when using digital technology.
  - A venue for final presentations by Galileo and Allegro students to parents and invited guests.

Touching Hearts – Strategic Objectives

- **Enhancement of the health and well-being of students and staff (QCS 401, 402)**
- A safe haven for all students using the iCentre during class time and out of class hours.
- A welcoming environment for all members of the College community.
- Actively supporting the role of the volunteer within the school.
- Individual meetings to discuss the year's highlights, low points and set goals for 2016.
- Continual encouragement of appropriate student behaviour in the iCentre.
- Digital signage presenting the daily notices and diversity of student life at the College.

ACHIEVEMENTS/HIGHLIGHTS

- Visiting author AJ Betts shared her passion for reading and writing with workshops for students studying Year 9 English and a ‘Meet the Author’ lunchtime session for the wider College community.
- The iCentre Open Day exhibition featured several displays promoting the Lenten season and the College’s preparations for the celebration of Easter; an ANZAC Day commemoration and students’ work from the Technology and Enterprise learning area.
- A two week reading promotion with a range of engaging activities, displays and digital technology supporting the 2015 Book Week theme ‘Books light up our world’.

PROFESSIONAL DEVELOPMENT

**Staff took part in the following professional development throughout 2015:**

- WASLA State Conference.
- Catholic Education Libraries Network (CELN) Meetings.
- Gale Publishing and Infobase information session.
- Re-engaging the disengaged learner – Dr Tim McDonald.
- The Lasallian Way - John Foley.
- ClickView Library and ClickView Online training.
- Session 2 Faith Story and Witness.
- MsLync training.
- Ongoing renewal Accreditation to Teach in a Catholic School.
- Ongoing renewal Accreditation to Work in a Catholic School.
- Presentation on updated Access It Library Management Systems.
- Promoted and facilitated professional development through the Teacher Mentoring Programme.
ICT INTEGRATION ACROSS THE CURRICULUM

MISSION
The use of ICT is an essential part of learning in the modern world. The ICT Across the Curriculum role within the College assists students and teachers with the use of appropriate technologies for the purposes of learning.

It is the mission of ICT Across the Curriculum 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.

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

Teaching Minds – Strategic Objectives
• Various applications of technology in the classroom, by their very nature, have the capacity to re-engage students. Technology makes learning experiences more sensory and individual. At the same time, non-technological learning experiences still play a major role in a student’s programme.
• ICT Across the Curriculum has provided an easy-to-access help desk for students and staff to solve ICT issues. This principally consisted of printer use, file management and software use.
• Staff had the choice of more than 15 professional development topics based on their real-time, practical needs. Certificates were issued for 245 hours of ICT professional development across the staff in 2015.
• Year 7 students were taught the Digital Citizenship programme, effectively introducing them to the College’s Windows based platform and teaching them correct management of their device and files.
• Compliance with Australian Curriculum ICT General Capabilities was audited in key learning areas which is ongoing.

Touching Hearts – Strategic Objectives
• The one-to-one laptop programme and a significant technical support structure allowed all students, regardless of socio-economic circumstances, to avail themselves of a technology-rich learning environment.
• Through input into the iConnect Digital Literacy Programmes, ICT Across the Curriculum staff facilitated education on the issues of cyber safety and wellness in the use of technology.
• The ICT Across Curriculum staff maintained a regular community presence via the Delagram, informing parents and students about current issues and ideas regarding educational technology. Parents also were made aware of the process of keeping abreast of student results via Simon.

ACHIEVEMENTS/HIGHLIGHTS
• The physical and notional linking of ICT Across Curriculum with the iCentre allows students and staff to understand technology as just one more tool in the learning process.
• Staff in the iCentre are experienced in high and low tech learning environments.
• New laptop rollout for parents and students.
• Digital Citizenship course modified and delivered to Year 7.
• Student and staff help-desk style assistance.
• Staff PD over 15 topics.
• Australian Curriculum ICT General Capabilities audit and planning.
• Assistance in decision making regarding choice of devices for 2016.
STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) is an organisation consisting of elected students. The purpose of the SRC is to provide student expression and to offer a means of service to the school. In cooperation 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 ideals of the school, the SRC support the Principal, the Staff and the College in their educational objectives.

The SRC consisted of 54 students in 2015. This group of students, with the assistance of the SRC Coordinator provided support at the following events throughout the year:

- Bandanna Day
- College Assemblies
- Day for Daniel
- Grandparents Day
- Information Evenings
- Junior and Senior Inter-House Athletics Carnivals Sausage Sizzles
- Mission Aid Day Money Collection – La Salle’s Got Talent
- Mothers’ Day and Fathers’ Day Breakfast
- Open Day
- Presentation Night Money Collection
- Stomp
- Lap-A-Thon
- Valentine’s Day fundraiser
- Year 7 2016 Orientation Day
- CEWA Networking Day in conjunction with Chisholm Catholic College
- Production of La Salle’s Spirit Video

CONTRIBUTIONS TO THE COLLEGE’S 2015 STRATEGIC OBJECTIVES

The work of the Student Representative Council compliments and contributes to the enhancement of the above mentioned strategic objectives.

The roles and responsibilities of each Captain on the Council assists in addressing different objectives within the faith and academic dimensions. For example, the Christian Ministry Captains are expected to promote and engage in programmes implemented within the College that develop the understanding of the importance of faith in the school. The Academic Captains are involved with those programmes that aim to improve the academic performance of students. Other positions on the Council serve to promote community spirit and wellbeing throughout other school activities such as sporting, fundraising and inter-school events, and many more.

In 2015 there was a greater focus on increasing participation and spirit within the College throughout the year at various College events. A major project that served to strengthen school spirit and pride was through the creation of the La Salle College Spirit Video.
ACHIEVEMENTS/HIGHLIGHTS

- Stomp Gameshow and Departmental Feud. 2015 was the first time the Departmental Feud was run, replacing the Staff Spelling Bee. This received great feedback from both students and staff.
- The SRC structure had changed to include specific event committees, instead of general committees such as ‘publications’. This gave the students greater autonomy over events and allowed them to demonstrate more leadership skills.
- The School Spirit Video was a highlight, with the end result proving to be successful.

FUNDRAISING AND SPONSORSHIP ACHIEVEMENTS

- School Carnivals: $1,573.69
- Stomp: $755.37
- Lap-A-Thon: $12,317.65
- Valentine’s Day: $323.20
- Total Lasallian Foundation donation: $13,000.00
- CanTeen Bandanna Day: $719.25
- SRC Sport Sponsorships for students (4 recipients): $800.00
2015 Administration statistics.

ACHIEVEMENTS/HIGHLIGHTS
- 288 new students started at the College.
- Administration requests and letters completed totalled 3,185.
- Introduction of ‘Skype for Business’ which included departmental voice mail prompts for Absentees, Accounts, Reception and Student Reception.
- Over 25,000 phone calls were answered.
- Approximately 6,168 reports were printed and posted.
- Approximately 15,000 absentee calls were received including follow-up and SMS.
- Approximately 8,000 students were treated in sick bay.
- Over 8,000 students signed in/out of the College.
- There were over 3,300 visitors to the College.
- Successful February and August Census.
- Visited 8 Catholic Feeder Primary Schools regarding enrolment.
- Three Student Enrolment Evenings completed and one Parent Information Evening.
- Ticketing for the Inter-House Dance Competition, Year 12 Graduation Ball, Quiz Night and Presentation Evening.
- Works commenced on the Administration refurbishment. Offices temporarily moved to other locations throughout the College.

PROFESSIONAL DEVELOPMENT
Staff took part in the following professional development throughout 2015:
- Staff completed modules for CEWA Accreditation to Work in a Catholic School.
- Administration and Student Reception staff completed Skype for Business and SEQTA training.
- Re-engaging the disengaged learner – Dr Tim McDonald.
2015 saw the College bring in $24,339,221 in recurrent income with the majority ($15,668,115) coming from both State and Government grants. An increase in student numbers, boarding students and the recommended fee increase saw our fees increase from $5,801,124 in 2014 to $6,446,577 in 2015. Salaries of $14,705,000 was by far our largest expense followed by learning area expenses of $906,459 which enables us to provide our students with the latest teaching aids to further enhance student learning. The Uniform Shop made a profit, largely due to more stock being kept on hand in 2014 resulting in less purchasing in 2015.
Salaries (inc. superannuation, LSL, payroll charges) - 73%

Departmental Expenses - 4%
Boarding Expenses - 3%
Lease Payments - 3%
Interest Paid - 2%
CEO Levies - 2%
Admin Expenses (inc. travel, rent, functions) - 2%
Computing Services - 2%
Excursions/Trips Payments - 2%
Third Party Payments - 1%
Cleaning - 1%
Light, Power, Heating & rates - 1%
Mainenance of gardens & grounds - 1%
Office Expenses (inc. printing, postage, advertising) - 1%
Insurance - 1%

RECURRENT EXPENDITURE
In 2015, La Salle College continued to expand in size. The Br Fitzhardinge Trade Skills Centre was completed just in time for the start of the 2015 school year. Consequently, this left our old Design and Technology building vacant. With the help of our Friends of La Salle Committee and our Maintenance Department, this tired building was given a new lease of life. It is now home to two home economics rooms – one for cooking demonstrations and a sewing room, our transition students have a lovely space which was been equipped with new furniture and computers. Towards the end of 2015, in conjunction with the school’s architects, the College engaged Sanpro Contractors to begin work on a refurbishment of the Administration area and old staffroom with the works due to be completed July 2016.
CAPITAL EXPENDITURE

- Loan Principal Repayments: 20%
- Buildings: 50%
- Motor Vehicles: 1%
- Plant and Machinery: 2%
- Information Technology Equipment: 14%
- Other Furniture and Equipment: 5%
- Improvements: 8%
- Plant and Machinery: 2%
- Motor Vehicles: 1%
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 were given the opportunity to be part of a network of graduates. In becoming an Alumni member, graduates can keep in touch with the place where their foundations for their future careers and friendships were formed.

In 2015, 945 Alumni members were registered and had the opportunity to continue to maintain the spirit of La Salle College through various events. Alumni members have the opportunity to be part of tutoring and study skills classes for the students within the Daedalus and Prometheus Clubs.

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 community and to offer opportunities to make contributions to a range of College activities. In 2015, 118 parents placed their name to assist in the following areas:
- Grounds and Maintenance
- Hospitality
- Parent Education
- General Support
- Friends of Music

COMMUNITY EVENTS & FUNDRAISING
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 2015, 650 community members were in attendance and raised approximately $20,000 towards student facilities and resources.

Since 2008, the College has been involved with selling the Perth Entertainment Book. In 2015, 135 books were sold raising $1,755 towards Lasallian works and charities.

PROFESSIONAL DEVELOPMENT
Staff took part in the following professional development throughout 2015:
- CEWA Accreditation to Work in a Catholic School.
- The WA Chapter of Education Plus Special Interest Group.
- Alumni and Community Relations.
INFORMATION TECHNOLOGY

HIGHLIGHTS/ACHIEVEMENTS
- Implementation of SEQTA Learning Management Software (replaced Simon).
- Planning and establishment of BYOD for the incoming 2016 Year 7 cohort.
- Implementation of Microsoft Office 365 for BYOD laptops.
- Rollout of the leased Hewlett Packard (HP) Notebooks for all Year 7 and 10 students.
- Selection and ordering of new Staff Notebooks for 2016.
- Offsite backup for Maze data using Azure.
- Rollout of Microsoft Lync (Skype for Business) to replace the telephone network across the College.
- Upgrade of wireless access points using HP infrastructure.
- Installation of the Br Fitzhardinge Trade Skills Centre wireless network.

PROFESSIONAL DEVELOPMENT
Staff took part in the following professional development throughout 2015:
- MS Lync training.
- Azure Offsite Backup training.
- Introduction to Office 365 webinar.
- Onsite training for the operation of the new Allen & Heath sound mixing desk.
GROUND & MAINTENANCE

In addition to maintaining the college facilities and assets to a high standard we also need 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.
- Attend to the annual pit inspection for the road worthiness of College buses before 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.
- Sewer pump system annual maintenance.
- Monitor the quality of pool water.
- Cleaning contract.
- Security monitoring services and patrols.

Other works completed throughout the year:
- Extension of the main carpark.
- Netting over pool and include additional fencing to nearby stairs.
- Carpet and additional stonework in Chapel.
- Re-roof a section of the G block roof.
- Roof repairs to B Block including safety ladder.
- Painting of B block facia, gutters and fibro wall sheet.
- Replacement of 7 air conditioning units G5, B1, 2, 5, 12, 13, S&E office and F4.
- Sanding and resealing of the Performing Arts dance floor.
- Reticulation of the soccer field.
- Apply window frosting to the upper classrooms of the Patricia Rodrigues Centre.
- Convert backstage dressing room into a workspace for the Costume/Wardrobe Coordinator.
- Install artificial lawn to complete the new carpark extension and student bus pick up area.
- Install two melamine panels to the back wall of J4 to protect the wall.
- Complete the re-carpeting of the SLC by finishing the top level.
• Refurbishment of the old Design and Technology Centre for Aboriginal Education, Home Economics and relocation of the Technology and Fashion room including:
  ➢ Carpeting
  ➢ Air-conditioners
  ➢ Painting
  ➢ Cabinets
  ➢ Electrical
  ➢ A special thanks to the Learning Area Coordinator – Technology & Enterprise for all of his hard work on producing and installing all of the cabinets, sinks, oven, hotplate and wall tiling.
• Installation of new storage shed behind the basketball courts.
• Commence a programme of replacing the student desk tops (rooms B1, 2, 3).
• Lighting upgrade and recarpeting of the College Boardroom.
• Install additional kitchen benchtops in the Fr Laurence Murphy SDS Senior Learning Centre to provide students with additional microwave ovens and sandwich presses.

PROFESSIONAL DEVELOPMENT

Staff took part in the following professional development throughout 2015:
• CEWA Accreditation to Work in a Catholic school.
• Bindoon Agriculture College and La Salle College grounds staff networking day.