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I commend to you the efforts of the College staff for their outstanding work in 2016. Their work in achieving the objectives of our Annual School Improvement Plan has been sustained and professional.

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

Mr Wayne Bull
Principal

It is my pleasure to present to the La Salle College community our 2016 Annual Report. La Salle is an incredibly diverse and busy place as the following pages reveal. Importantly, this report places a clear focus on the College’s strategic objectives as articulated in the College’s Annual School Improvement Plan.

Monitoring and measuring our performance is important in order for the College to plan for its future endeavours. The preconditions for improvement are imbedded in work that we do including the promotion of a culture which is reflective and strategic. Ultimately, of course, all of our efforts need to be directed towards the realisation of the College’s Mission.

St John Baptist de La Salle’s vision for the schools he established was to provide students with a human and Christian education. In the 21st century, La Salle College is committed to the same ideals – to give our students a range of opportunities which will form and nurture them spiritually, physically, socially and emotionally.

The data from 2016 demonstrates the clear priorities which have been at the forefront of our efforts over the past 12 months. Staff have worked collaboratively to continue to imbed Catholic values into all areas of our curriculum. Our outreach remains focussed on supporting all students at the margins and we remain committed to continuing to improve students’ results across all standardised testing.

The College Board’s efforts in trying to secure additional facilities for an onsite boarding facility remain unresolved due to a delay in the WA Government’s decision on the disposal of the former Swan District Hospital site. Hopefully, we will be able to progress this strategic priority during 2017.
In 2016 we continued to provide a quality education to our students within a Catholic community.

Our foundations upon which our College is based are:
- A strong sense of community.
- A rich pastoral care system.
- A nurturing spiritual environment.
- A commitment to excellence.

We operate within this framework for the benefit of our students who come to us from a variety of cultural and family backgrounds.

La Salle College is privileged to have exceptional leadership from the Principal, who has been in the position since 2006. Wayne’s enthusiasm, commitment and dedication to La Salle College have been outstanding. We were fortunate that the Acting Principal, Adrian Martino who is an experienced Deputy and has also been a Learning Area Coordinator, ensured the continued smooth running of the College during Wayne’s leave. Adrian worked tirelessly in his capacity as Acting Principal, for La Salle College to deliver an exceptional Catholic education for our students.

The Senior Leadership Team, teachers, teaching assistants, administration staff and all support staff at La Salle College are an outstanding group of people who have continuously fostered and strengthened the values and traditions of St John Baptist de La Salle’s teachings. I acknowledge and thank them for their commitment, hard work and devotion throughout the year. I would also like to take this opportunity to thank Fr Richard Sadowski SDS for his pastoral care and spiritual guidance to our Lasallian community. My thanks are also extended to the volunteers who continually support and contribute to the events and activities at the College.

To all the students who have contributed wholeheartedly in all aspects of College activities, well done and congratulations.

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

The Administration refurbishment including the new Student Services area was completed in 2016, together with the refurbishment of the former Design and Technology Building including the establishment of the Aboriginal Education Meeting Place.

The Board is continuing to pursue the possible acquisition of part of the Swan District Hospital site.

Major events at the College in 2016 included the official opening of the Br Fitzhardinge Trade Skills Centre by the Prime Minister of Australia, Hon Malcolm Turnbull and the inaugural Lasallian Educators’ Conference in April.

God bless.

Mr Joe Marino
Board Chairperson
STAFF INFORMATION

TEACHER STANDARDS & QUALIFICATIONS
During the course of 2016, La Salle College employed 118 teaching staff whose qualifications are summarised below:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor</td>
<td>136</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>30</td>
</tr>
<tr>
<td>Diploma</td>
<td>23</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>47</td>
</tr>
<tr>
<td>Higher Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Post Graduate Certificate</td>
<td>8</td>
</tr>
<tr>
<td>Post Graduate Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
</tr>
<tr>
<td>Other (e.g. Qualified Dance Teacher)</td>
<td>11</td>
</tr>
</tbody>
</table>

WORKFORCE COMPOSITION
According to our 2016 August Census, College personnel included the following:

<table>
<thead>
<tr>
<th>Number of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time teaching staff</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>90 (32 male &amp; 58 female)</td>
</tr>
<tr>
<td>Full-time non-teaching staff</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>31 (9 male &amp; 22 female)</td>
</tr>
<tr>
<td>Full-time non-teaching Indigenous staff</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Part-time teaching staff</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>15 (15 female)</td>
</tr>
<tr>
<td>Part-time non-teaching staff</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>43 (2 male &amp; 41 female)</td>
</tr>
<tr>
<td>Total staff employed</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>183</td>
</tr>
<tr>
<td>Total number of students</td>
</tr>
<tr>
<td></td>
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<tr>
<td>1,434</td>
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</tbody>
</table>
CLASS OF 2016 – YEAR 12 RESULTS

SENIOR SECONDARY OUTCOMES
School Curriculum & Standards Authority (SCSA)

Western Australian Certificate of Education (WACE)
Overall course and programme completions:
- Number of full-time eligible Year 12 students (does not include students on a modified learning programme) = 195
- WACE graduation = 90.80%
- Total number of units completed = 2,910
- General course units completed = 794 (27.3%)
- ATAR course units completed = 964 (33.1%)
- VET (unit equivalents) = 1,068 (36.70%)
- Endorsed programmes = 84 (2.9%)
- Number of students enrolled in less than four Year 12 ATAR courses who completed VET Certificate II or higher = 97 (50%)

VOCATIONAL EDUCATION & TRAINING (VET)
- Certificate I in Year 10 - 12 = 84 (27.2%)
- Certificate II in Year 10 - 12 = 223 (72.2%)
- Certificate III in Year 10 - 12 = 2 (0.6%)

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)
- Total number of Year 12 students = 207
- Students with an ATAR = 97 (46.86%)
- Median ATAR = 74.95
- La Salle was nominated by SCSA as one of the schools to have the highest performing students (top 15% of all students) for Dance and Psychology.
- La Salle students performed at or better than the state scaled mean in 3 WACE courses – Dance, Psychology and History.

2017 UNIVERSITY APPLICATION STATISTICS (Tertiary Institutions Service Centre)
- Number of students with an ATAR who applied = 88 (State 11,258)
- Median ATAR of the students who applied = 75.60 (State 82.05)
- Number of students who received first round offers (includes without an ATAR):

<table>
<thead>
<tr>
<th>Curtin University</th>
<th>Edith Cowan University</th>
<th>Murdoch University</th>
<th>University of WA</th>
<th>Notre Dame University</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>34</td>
<td>6</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>33 offered</td>
<td>20 offered</td>
<td>3 offered</td>
<td>8 offered</td>
<td>6 offered</td>
</tr>
</tbody>
</table>
**Offers by field of education:**

<table>
<thead>
<tr>
<th>University</th>
<th>Natural &amp; Physical Sciences</th>
<th>Engineering &amp; Related Technologies</th>
<th>Architecture &amp; Building</th>
<th>Health</th>
<th>Education</th>
<th>Management &amp; Commerce</th>
<th>Society &amp; Culture</th>
<th>Creative Arts</th>
<th>Information Technology</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtin University</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Murdoch University</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Edith Cowan University</td>
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<tr>
<td>Engineering &amp; Related Technologies</td>
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<tr>
<td>Health</td>
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<td>5</td>
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<tr>
<td>Education</td>
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<td>10</td>
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<tr>
<td>Management &amp; Commerce</td>
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<td>2</td>
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<tr>
<td>Society &amp; Culture</td>
<td></td>
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<td></td>
<td>1</td>
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<tr>
<td>Creative Arts</td>
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<td></td>
<td></td>
<td>3</td>
<td></td>
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<td></td>
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<tr>
<td>Mixed Field Programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Notre Dame University</td>
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</tr>
<tr>
<td>Health</td>
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<td>5</td>
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<tr>
<td>Education</td>
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<td>1</td>
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</tbody>
</table>

**ATAR scores:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>90+</td>
<td>10</td>
</tr>
<tr>
<td>80-89</td>
<td>22</td>
</tr>
<tr>
<td>70-79</td>
<td>31</td>
</tr>
<tr>
<td>60-69</td>
<td>14</td>
</tr>
<tr>
<td>50-59</td>
<td>13</td>
</tr>
<tr>
<td>Below 50</td>
<td>9</td>
</tr>
</tbody>
</table>

64% of eligible students achieved an ATAR of 70+.
STUDENT ATTENDANCE

The College had a student attendance record of 91.20% in 2016, as shown below:

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.87%</td>
</tr>
<tr>
<td>8</td>
<td>90.72%</td>
</tr>
<tr>
<td>9</td>
<td>90.70%</td>
</tr>
<tr>
<td>10</td>
<td>89.06%</td>
</tr>
<tr>
<td>11</td>
<td>91.67%</td>
</tr>
<tr>
<td>12</td>
<td>92.49%</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 Student Reception staff. 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 (PCAs) monitor and follow up all student absences within their Pastoral Care Group (PCG). Classroom teachers complete daily attendance electronically which is processed each afternoon by our Student Reception staff. On return to school, after an absence, students are required to provide written confirmation of the absence or lateness to school from the parent/guardian. This is then registered in the Student Information System (i.e. SEQTA).

Each term, PCAs check the percentage attendance rate for each student. Year Coordinators are notified if a student’s attendance falls below 80% and if there are no known factors such as extended illness.
The Student Services Team is integral and pivotal in the wellbeing, safety and happiness of the students in our care. Although La Salle College has a large student population, it is incumbent on all of us to ensure that no child is overlooked or allowed to feel insignificant. The Student Services Team, composed of Year Coordinators, House Coordinators, the Student Representative Council Coordinator and the Counselling Team is fully supported by the Senior Leadership Team. This is our core business – dealing with students as individual young people and at La Salle College, there is both a vertical and horizontal system to ensure that we deliver the best possible pastoral care. Despite the number of students, we are charged with the privilege and the responsibility to care for our students.

The Year Coordinators’ offices are housed in two separate areas on the campus which allows for greater student access to the relevant coordinator. Each year group has a dedicated coordinator who is responsible for the day to day issues which students may encounter. The Year Coordinators are the very important pastoral conduit between parents, students and teachers and liaise with the Counsellors to make sure that the students’ family context is taken into consideration. The House Coordinators work enthusiastically with students within their House across all year levels and get to know them outside the classroom through events which foster the enhancement of House spirit and healthy competition.

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #402 – Pastoral Care of Students

• The focus this year under the overarching foundation of ‘a rich pastoral care system’ has been to support those who are at the margins: socially, physically, emotionally and spiritually. Whilst quality pastoral care is our base line, this year our focus was especially on those at the margins. Those margins are not necessarily obvious and sometimes students can fly under the radar and not draw attention to their needs which is why it is incumbent on all of us to develop relationships that our founder, St John Baptist de La Salle, understood so well. “Know your students individually and be able to understand them.” (Med 33.1)

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

• Increasing student participation in all House activities was a goal of the House Coordinators and to this end, a wide variety of events were organised for students. The event that was most well attended was the inaugural Student Quiz Night held in lieu of Inter-House Dance. Around 300 students attended this fun night. The plethora of competitions held during Long PCG ensures that students have the opportunity to excel in some obscure but fun activities including boat building out of milk cartons, scavenger hunts, tug-o-war, creating charity rugs, pirate fashion parades and round robin events. The Student Representative Council was very visible and active throughout the course of the year, especially in organising events for Make A Difference Day and

very noticeably on Stomp Day when they held a variety of games to engage the school community. Year Councillors continued to advise Year Coordinators and Student Representative Councillors on desired activities and each year level had numerous lunch time and after school activities organised, including sessions at Bounce and Laser Blaze. Lunch time netball competitions were very popular and well attended.

• Educating students about cyber safety practices is especially necessary and to this end, all students were required to attend a most informative session pitched at each year group by Paul Litherland, a former West Australian police officer who established the website Surf Online Safe. He was able to share some valuable advice with our students to keep them safe, information of which many were surprisingly unaware.

• PCAs and House Coordinators were given the opportunity to self-evaluate according to their key performance indicators. It served as a timely reminder of the roles and responsibilities of baseline pastoral care.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

• Some of the Year Coordinators attended professional development courses that dealt specifically with the mental health and wellbeing of young people which incorporated learning about positive psychology, boundaries, burn out and self-care.
Information and Communication Technologies (ICT) encompasses all electronic devices and systems which are used to manipulate or communicate data. Examples (a non-exhaustive list) of devices and systems are given below:

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

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

**ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM**

- Rollover from Simon to SEQTA Teach as our Learning Management System (LMS).
- Establishing SEQTA as our Student Information System (SIS) for attendance, pastoral care, notices and general student information.
- Implementing SEQTA Engage for parents and guardians to track their child’s school activities.
- Implementing SEQTA Learn for students to access learning materials.
- Establishing SEQTA Kiosk for attendance management of late arrivals and early departure of students.
- Planning and establishment of a dual ‘bring your own device’ (BYOD) both school managed and parent managed notebook computer system for the beginning of 2017.
- Creating an ICT Strategic Plan to guide the College for the next two years.

- Using Parent Teacher Online (PTO) for management of Parent/Teacher/Student meetings.
- Rollout of College leased notebook computers for Year 10 students.
- Rollout of notebook computers to all teaching staff.
- Movement to Office 365 for BYOD students.
- Continue the upgrade of Wi-Fi across the campus, especially in the redeveloped Administration Centre.

**PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM**

- SEQTA training in:
  - Curriculum
  - Marks Book
  - Attendance
  - System Administration
- Dell Storage – EqualLogic/EMC.
- Bluereef – MyNet.
- TechNet Virtual Conference (online).
QUALITY CATHOLIC SCHOOLING

The Quality Catholic Schooling (QCS) Project was established in late 2008 to create and implement a whole-school planning and improvement framework for all Catholic schools in Western Australia. The premise is to devise a whole-school review and improvement framework through the use of self-review.

DOMAIN 3 EDUCATION: COMPONENT #306 – SYSTEMATIC CURRICULUM DELIVERY

AREAS OF STRENGTH & CONSIDERATION

Vision
This is well reflected in school policy documents, the School Improvement Plan, College Mission and Vision, the Bishop’s Mandate and Catholic Education WA (CEWA) directives. It is articulated to students at whole school assemblies and evidenced in our emphasis on supporting the least, last and lost. Professional Development (for staff) within the College is well implemented.

Delivery
Some learning areas are more advanced in the delivery of the curriculum than others, particularly in relation to changes regarding the Australian Curriculum, but all are meeting the timelines set by the SCSA.

Focus
Learning and Teaching Team meetings ensure there is a focus on refinement and improvement of curriculum delivery processes. Within learning areas, there is opportunity for formal and informal discussion. All staff took part in performance reviews which had a positive impact.
2016 RESEARCH

YEAR 12 EXIT SURVEY 2016
All Year 12 students are surveyed to determine their attitudes towards various aspects of their time at the College.
The Class of 2016 felt:
• Well cared for by their PCAs and House. Their needs and requirements were mostly listened to and attendance at La Salle improved their Catholic faith understanding.
• Their achievements were recognised and valued by peers and staff.
• Year Coordinators and classroom teachers were found to be supportive and approachable.
• The College offered a wide array of co-curricular learning experiences. The majority used SEQTA (Learning Management System) and found navigating it relatively easy. The Prometheus Study Club and their Mentors helped them achieve their potential and students were well supported in terms of study help and study resources. They regularly received feedback from their teachers and their parents were informed of their academic progress.
• Most felt proud to have attended La Salle College and found it a positive experience.
• Some students felt there should be more of an emphasis on supporting General students, citing that most emphasis was placed on ATAR students achieving well.

CLIMATE SURVEYS 2016
This year staff, students, parents and board members took part in School Climate surveys which were collated by Insight SRC. The results were then compared to the data recorded in 2012, 2013 and 2014.

Parent Survey
Areas of Strength: Parents generally found that there was a strong learning focus; the College staff were approachable; students were well connected to the school, extra-curricular activities were well catered and that stimulating learning was taking place.

Areas for Consideration: Some areas which showed a decline since the previous surveys were the opportunity for parent input, whole school behaviour management, transition processes, classroom behaviour and parent perceptions of student safety at school.

Student Survey
Areas of Strength: Students’ attitudes were mainly positive in the areas of feeling connected to the College, that purposeful teaching was taking place in the classroom, student motivation had improved and students felt safe at school.

Areas for Consideration: Since the previous surveys, some areas which had shown decline were classroom behaviour, how important students felt school was to them and Christian Service-Learning.

Staff Survey
Areas of Strength: The staff survey did not indicate any areas of improvement since the last surveys but the areas of staff morale, QCS surveys, the importance staff placed on doing surveys and behaviour of staff have all remained at similar levels to previous years.

Areas for Consideration: Since the previous surveys, some areas which staff felt had declined were student classroom behaviour, student behaviour outside the classroom and student management.

Board Survey
Areas of Strength: The Board members survey indicated that supportive leadership, professional growth, QCS surveys and role clarity were maintained at the same levels as previous surveys and that appraisal and recognition had improved.

Areas for Consideration: Some areas which had declined since the previous surveys was ownership (the extent to which Board members feel that staff goals and approach to work are aligned with the goals and approach of the school).
ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

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. Students apply to be part of the study club and set achievement goals. The total numbers for each year group in 2016 were:
- Year 10 – 91
- Year 11 – 67
- Year 12 – 102

Year 12 students who had the highest attendance at the club were recognised at the end of the year with certificates and prizes. The Year 12 cohort were once again the largest group, appreciating the opportunity the club provides.

Tutoring assistance from ex-students continues to be popular and is well accessed.

PROGRAMMES & ACTIVITIES OFFERED

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

ACADEMIC EXCELLENCE

Our College continues to run a successful Academic Excellence and Support programme for all students who wish to constantly improve their results across all learning areas. This allows students to work with their peers who share similar interests, aspirations and abilities. Staff are available after school or during lunch times for students to seek assistance. There is also the opportunity for students to participate in a variety of university based activities, including the Aspire (UWA) Programme and UWA/Rio Tinto Girls in Engineering Programme which helps with student awareness of university and TAFE opportunities and pathways.
### ACADEMIC EXCELLENCE

**• Aspire UWA & Girls in Engineering Activities**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Year 7 | 1. School Visit: Footsteps to Your Future and Maths Workshop – sixty two students took part in these activities.  
2. Girls in Engineering Campus Visit: Students attended UWA and took part in engineering, physics and problem solving activities. |
| Year 8 | 1. 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.  
2. Girls in Engineering School Visit: Thirty 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 | 1. Race Around the Campus: This is a race around UWA through 8 different areas of study in a fun format. Twenty students participated.  
2. Girls in Engineering Campus Visit: Students attended UWA and took part in engineering, physics and problem solving activities. |
| Year 10| 1. School Visit: With student ambassadors and subject selection activity, including ATAR calculation. Forty students participated.                                                                 |
| Year 11| 1. Camp at Point Walter and activities at the UWA campus. Fifteen students participated.                                                                                                                     |
| Year 12| 1. School Visit: Provision of study and exam skills presentation to students. Eleven students also each received a $250 scholarship to attend WACE revision seminars conducted by Academic Associates.  
2. Reduced ATAR entry into UWA undergraduate courses through the Broadway and Fairway programmes as an Aspire school. |

**• Broadway Programme for Medicine & Dentistry**

This is the seventh year of our association with UWA for special assured entry into Medicine and Dentistry with a reduced ATAR. This programme has been extremely successful for us with our first doctor graduating this year.

**• Aspire Advocates**

2016 was the third year of this programme. Students across years were invited to fill in a nomination form with one student from each year group being 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, a viewing of A Midsummer Night’s Dream by Bell Shakespeare Theatre Company, followed by a communications workshop and attendance at a special end of year celebration and award ceremony. These students helped with Aspire activities for their year group and wrote articles for the Delagram.

All students who were selected to participate in these activities received certificates at year assemblies.

**• Hands on Tuition**

Hands on Tuition provided the following for our students:

- Year 12 Skills seminars in Term 1 for the following ATAR courses: Religion and Life, English, Physics, Chemistry, Mathematics Methods and Applications, Human Biology, History and Earth and Environmental Science.
- Year 12 heavily subsidised WACE revision seminars in all ATAR courses.

**PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM**

- Girls in Engineering Teacher Reference Group Meeting.
- UWA Numeracy Maths Project Teacher Reference Group Meeting.
- Curtin Teachers and Career Advisors Day.
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 our Year 7 and 9 students who achieved the National Reading, Persuasive Writing, Language Conventions (Spelling, Punctuation and Grammar) and Numeracy Benchmarks.

### Year 7

<table>
<thead>
<tr>
<th>Subject</th>
<th>All Australian 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>549.5</td>
<td>537.1</td>
<td>96%</td>
</tr>
<tr>
<td>Reading</td>
<td>541</td>
<td>526.2</td>
<td>96%</td>
</tr>
<tr>
<td>Spelling</td>
<td>542.9</td>
<td>537.9</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>540.2</td>
<td>527.1</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>514.7</td>
<td>498.3</td>
<td>91%</td>
</tr>
</tbody>
</table>

### Year 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>All Australian 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>588.8</td>
<td>584.3</td>
<td>98%</td>
</tr>
<tr>
<td>Reading</td>
<td>580.6</td>
<td>578.9</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>580.3</td>
<td>582.5</td>
<td>90%</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>570.3</td>
<td>561.3</td>
<td>89%</td>
</tr>
<tr>
<td>Writing</td>
<td>548.4</td>
<td>549.4</td>
<td>87%</td>
</tr>
</tbody>
</table>
RELIGIOUS EDUCATION

Religious Education is the first learning area in the curriculum of Catholic schools in Western Australia. Religious Education aims to share Catholic faith by promoting knowledge and understanding of the Gospel, as it is handed on by the Catholic Church, and of how those who follow Christ are called to live this Gospel in today’s world’ (Mandate 2009-2015, #62, p32).

COURSES OFFERED

Year 7
• Basic Religious Education
• Lasallian Heritage
• Celebrating Jesus
• Living as Church
• Celebrating New Life
• Living in God’s Love

Year 8
Students learn what people understand about God from creation and describe the relationship between people and the universe. They identify characteristics of community embodied in the Church. They learn that Catholics celebrate their relationship with God in the mass and the seven Sacraments.
• Belonging and Acceptance in Catholic Communities
• The Universal Need for God
• Creation God’s Original Plan
• Growing in the Image of God

Year 9
Students learn that people have common questions and yearnings known as human heart questions. These questions lead people to God. They learn that the Magisterium guides Catholics in living out the Gospel. They recognise that Christians are called to share in the mission of Jesus by following God’s laws.
• The Human Search for Truth
• People Grow Stronger Spiritually
• People Can Achieve Emotional Peace
• Christian Love and Sexuality

Year 10
Students learn the Christian values that Jesus taught and how these values can be lived by Christians today. They investigate the Christian vocation and recognise 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
• The Search for Freedom
• The Holy Spirit’s Action through Conscience and the Church
• Restoring God’s Justice in the World

Year 11 and 12
The Religion and Life General course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals.
• Year 11: Religion and Life General Unit 1 and 2
• Year 12: Religion and Life General Unit 3 and 4

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion.
• Year 11: Religion and Life ATAR Unit 1 and 2
• Year 12: Religion and Life ATAR Unit 3 and 4
CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wider Community Partnerships
• Attendance at Religious Education Network meetings to engage in community liaison to discuss relevant issues pertaining to the Religious Education learning area.
• Participation in the inaugural Catholic School Youth Summit at the University of Notre Dame.

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture
• 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.

Quality Catholic Schooling Component #402 – Pastoral Care of Students
• Religious Education Teachers are pastoral in their role with many giving personal time to assist students.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning
• Education Support students attend mainstream classes for Religious Education. Individualised Education Programmes with modified outcomes are written for these students.
• Learning Support students are catered for by individual class teachers, with the assistance of the Learning Support Team for assessments.

Quality Catholic Schooling Component #308 – Effective Pedagogical Practices
• Staff used a variety of teaching methods to engage students by ensuring relevance and engagement in course content.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM
• Year 11 and 12 Retreats.
• Year 7 – 10 Reflection Days.
• Bishops’ Religious Literacy Assessment (BRLA), improved results from 2015.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM
• The value of professional development (PD) is recognised by the College with various school-based PD offered to all College staff during the year. The main school-based Religious Education in-service was One Story, led by Fr Joe Parkinson.
• In addition, Religious Education staff participated in a number of different courses offered through Catholic Education WA, the Lasallian Mission Council and Notre Dame University. Below are some of the professional development courses attended throughout 2016:
  - Religious Education Coordinators’ Network meetings.
  - Lasallian Educators’ Conference.
  - Renewal of Accreditation.
  - Masters of Education units.

OTHER – STATE TESTING
• Students in Year 9 participated in the annual BRLA in Term 3, developed by Catholic Education WA. It was the second year for this assessment to be online. In 2016 a 10% weighting was allocated to the test, so it could be counted as a school based assessment task.
• The Common Assessment Tasks developed by Catholic Education WA for Semester One and Two were used to support and endorse the Year 11 Religion and Life General course.
• The Semester One and Two Examinations developed by Catholic Education WA were used to support and endorse the Year 11 Religion and Life ATAR course.
• The Externally Set Task (EST) developed by the SCSA was compulsory for the Year 12 Religion and Life General course; this was the first year ESTs took place.
The Touching Hearts programme provides students with the opportunity to put their faith into practical action by serving others. In Years 7 - 9 the programme is based on home and school service activities. Years 10 and 11 students, complete activities outside of the College in the private ‘not for profit’ sector. The Touching Hearts programme aligns with Catholic values and beliefs promoting Christ’s message of ‘Love one another. As I have loved you...’ (John 13:34). It also engages students in a variety of skills and practices which complement many subjects with the two most relevant being Religious Education and English. Religious Education is complemented through the act of Christian Service and English is complemented through the reflection aspect of the programme where students put their thoughts and feelings into words.

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wider Community Partnerships
• Through the programme, relationships have been formed and maintained by regular student engagement with numerous community organisations in the not for profit sector. The compulsory use of the ‘Application to Participate’ forms has ensured that a database of organisations has been developed.

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture
• 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. In one of his meditations, St John Baptist de La Salle encouraged his Brothers to “Recognise Jesus beneath the poor rags of the children whom you have to instruct. Adore him in them.” The Touching Hearts programme aims to bring that to reality by providing students with the opportunity to recognise and witness Christ in the people that they encounter during their service activities. Through engagement in 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 put their faith into practice but also leads them to the understanding that they can also be a part of building a better society in solidarity with others. This allows the student to make links with content in all other areas of study.

Quality Catholic Schooling Component #402 – Pastoral Care of Students
• To ensure the safety of students engaged in voluntary service activities outside of the College, ‘Application to Participate’ forms must be completed before commencing service. Organisations or individuals that are not on the database are contacted by the Christian Service-Learning Coordinator to ensure the suitability of the organisation and supervising staff. Students are also covered by the College insurance policy whilst completing their service-learning programme in the community.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning
• For the reflection aspect of the programme during 2016, students were able to submit their reflections via formats other than a standard essay. To foster creativity, students were able to submit photo journals and PowerPoint presentations.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM
• Staff, students and helpers have made a significant contribution to the life of the College through support for organised events such as the annual School Sleep Out, Make A Difference Day Op Shop, quiz night and numerous visits to the College Boarding House to run games for our boarders. Numerous staff have been involved in these events and more than 80 students attended the Sleep Out.
• The introduction of the digital Touching Hearts booklets was met with varying amounts of success. The majority of students responded well to the new format, however, the new process needs to be refined and improved to ensure its success in 2017.
• The annual Balgo Hills Immersion also provided 21 Year 11 students the opportunity to engage in supervised service for 5 days in the remote Indigenous community. Students were warmly welcomed by the community and truly touched the hearts of the children they engaged with.
• The inaugural Thailand Immersion to the Lasallian Bamboo School was a rewarding experience for the 10 Year 12 students who attended. This immersion is set to continue in 2017
The Liturgy Coordinator’s role is to organise and facilitate all liturgical experiences of the College. Through these experiences, Catholic values and beliefs are strengthened and celebrated. Students and staff are encouraged to participate in many ways, such as reading of scripture, singing, liturgical dance, playing musical instruments and the distribution of Holy Communion. La Salle College is rich in ritual and spirituality as we endeavour to ‘bring the Good News of Jesus Christ to all members of the College Community and provide them with every opportunity to identify and develop their own spirituality.’ (Evangelisation Plan 2015)

CONTRIBUTION TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

• 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). This objective is addressed in the following ways:
  - The College Opening Mass sets the scene by focussing the school community on the Eucharist and the commitment to Gospel values from the very beginning. This commitment is followed by a whole school mass to begin the Lenten journey, culminating in the death and resurrection of Jesus Christ.
  - The Ash Wednesday Mass and the Easter liturgy involve students in different ministries from proclaiming the Word, to dance, singing and music.
  - All Masses, both whole school and weekly community, encourage the ‘Proclamation of the Word’ by the students.
  - All Learning Areas are invited to be part of the weekly community Masses. These Thursday Masses involve all Houses and all PCGs. Readers are selected from PCGs.
  - Every House has an opportunity to celebrate the charism of their particular House Patron with a Mass. The Masses allow for the participation of many students through proclamation of the Word, music, song and movement.
  - 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 all in the College community are invited.
  - Make A Difference Day is a day to acknowledge our founder, St John Baptist de La Salle. The day begins with an acting out of his life’s story for the entire College community. This is followed by a range of fundraising and enjoyable activities to aid 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 at St Brigid’s Parish.
  - Feasts and events are also celebrated with the whole school community such as: The Assumption, All Saints Day and All Soul’s Day.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

• Participation of three students in the Bible Reading section of the Catholic Performing Arts Festival with one student receiving an ‘Honourable Mention’.
• Graduation Mass.
• Easter Liturgy.
• Make A Difference Day Liturgy (with Share the Mission Volunteers co-writing and acting).
• Principal’s Community Prayer Breakfast.
• House Liturgies with greater participation and an opportunity to practise prior to the day.
• Opening Mass for the Lasallian Educators’ Conference.
• End of Year Thanksgiving Masses for each year group.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

• The Christendom Tour in the July school holidays to Malta, Rome, Venice, Athens, Mikonos and Dubrovnik. This tour was a wonderful opportunity to embrace the life and times of St Paul in Malta. We also visited the Lasallian motherhouse and immersed ourselves in the life of our founder, St John Baptist de La Salle. In Rome we visited St Peter’s Basilica, the heart of the Catholic Church and from Venice to Dubrovnik we were exposed to many beautiful and spiritual Catholic Churches and basilicas.

17
ENGLISH & LANGUAGES

Teaching and learning of English and Languages 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. Learning a second language is beneficial to students as it encourages them to appreciate different cultures, in addition to skilling them with the tools to communicate in an increasingly global context.

COURSES OFFERED
Year 7
• English
• Allegro English
• English Enrichment (offers learning support)
• Chinese (Mandarin)
• Italian

Year 8
• English
• Allegro English
• English Enrichment (offers literacy support)
• Chinese (Mandarin)
• Italian

Year 9
• English
• Allegro English
• Focus English (offers literacy support)

Year 10
• Extension English
• English
• Certificate I in General Education for Adults - English

Year 11
• English ATAR
• English General
• Literature ATAR
• Certificate II in General Education for Adults - English

Year 12
• English ATAR
• English General
• Literature ATAR

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 - Integrating Catholic Faith, Life and Culture

• Students in all English and Literature courses are exposed to a variety of perspectives on the world and human nature through the texts encountered in the respective courses. This provides opportunities to engage with controversial issues, important for facilitating practical and analytical conversations about values and beliefs. Although a variety of perspectives are encountered, the Catholic response to issues is supported, and students are assisted in understanding the place of Catholic values and beliefs as a legitimate response to the world of the text and the real world as experienced by them.

Quality Catholic Schooling Component #402 - Pastoral Care of Students

• Teachers foster nurturing relationships with the students they teach. This approach facilitates good learning environments in which students are treated as individuals with diverse needs and strengths. Focus and enrichment 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, which often empower or foster understanding of students from minority cultures.
Quality Catholic Schooling Component #302 – Surpassing the state average in all standardised testing including NAPLAN, BRLA & WACE/VET

• 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 Year 7 to 9, since this gives an indication of what value has been added.
  - Writing results have improved significantly and are above national average at every level.
  - Reading results are essentially a measurement of literal and inferential understandings. The results are mixed. The bottom cohort has improved significantly and the mean has lifted slightly, but there is a reduction in the scores for the top cohort. Investigation into individual student performances in the Allegro group indicate that this advanced learning environment is fostering good reading skills, some above level 10.
  - Spelling results are pleasing. The mean has improved slightly but there is a significant improvement in the top cohort and at the bottom end.
  - Grammar and Punctuation still requires improvement. Students at the top end have not performed as well as expected, but more students in the top percentile improved in comparison to other similar schools. The mean has remained at a similar level. It is noteworthy that in 2015 these results were above the mean.

• WACE Literature – There is variation in the size and results of the Literature cohort over time due to a number of factors. Results have generally tracked the mean over the past five years, which places the College in a competitive position.

• WACE English – The top cohort of students largely chose Literature over English, which affects statistics in the English cohort.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

• 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/incursions.

• Success of Years 9 and 11 Italian students in the National Assessment of Language Competence (ALC) Italian Certificates 1 and 2.

• Languages Week activities to promote the importance of studying languages and an appreciation of cultural diversity.

• Anime Club.

• Publication of students’ work in literary magazines and books.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

• New Teachers WACE English Courses (English, Literature and EALD).

• Secondary English workshop.

• Nelson English Workshop: WA ATAR.

• English and Literature Network meetings.

• Curtin University Seminars.

• Professional stage performances.

• AATE/ALEA National Conference.

• THRASS workshops.

• TESOL Graduate Diploma.

• Studio Curious.

• Early Careers Teacher Programme.

• WAATI Italian State Conference.

• WAATI Italian Professional Learning on Differentiated Assessment and ATAR Oral Exams.

• IAWCC Professional Learning Day for Teachers of Italian.

• CEWA Languages Curriculum Professional Learning.

• WAATI Italian Specific P-10 WA Curriculum Languages Professional Learning Day.

• WACE and General English SCSA Panels.
Teaching and learning of Mathematics is guided by the traditions of St John Baptist de La Salle. Our 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 success in this subject.

COURSES OFFERED

Year 7
- Mathematics
- Allegro Mathematics
- Getting Ready in Numeracy (offers learning support to students who have been recognised as needing upskilling at the commencement of secondary school)

Year 8
- Mathematics
- Allegro Mathematics
- Mathematics Extension
- Mathematics Focus (offers numeracy support)
- Inspiring Mathematical Minds

Year 9
- Mathematics
- Allegro Mathematics
- Mathematics Extension
- Mathematics Focus (offers numeracy support)
- Inspiring Mathematical Minds

Year 10
- Mathematics
- Mathematics Extension
- Mathematics for Life
- Certificate I in General Education for Adults - Mathematics

Year 11
- Mathematics ATAR: Specialist
- Mathematics ATAR: Methods & Applications
- Mathematics General: Essential
- Certificate II in General Education for Adults - Mathematics

Year 12
- Mathematics ATAR: Specialist
- Mathematics ATAR: Methods & Applications
- Mathematics General: Essential

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning
- Materials used in the courses are constantly under review to ensure relevance and 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.

Quality Catholic Schooling Component #308 – Effective Pedagogical Practices
- 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.
- Teachers observe colleagues in the teaching environment, studying different methods of instruction to maximise student learning.
MATHEMATICS

Quality Catholic Schooling Component #302 – Surpassing the state average in all standardised testing including NAPLAN, BRLA & WACE/VET

- The NAPLAN results invite an opportunity to look at student results during the period between Year 7 and 9. 2016 results:

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above the National Minimum Standard</td>
<td>94%</td>
<td>97%</td>
</tr>
</tbody>
</table>

- Strategies are in place to improve numeracy skills with the introduction of more NAPLAN style assessments and OLNA practise questions.
- OLNA results:

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have met the Numeracy requirements for WACE graduation</td>
<td>81%</td>
<td>86.8%</td>
<td>91.7%</td>
</tr>
</tbody>
</table>

- Comparability in WACE Mathematics showed little change in moderation except for Mathematics 3A/3B. One third of Mathematics Specialist students achieved an ‘A/excellent’ grade in WACE exams, one third achieved a ‘high’ grade and one third achieved a ‘satisfactory’ grade. Thirteen percent of students studying Mathematics 3C/3D received an ‘A/excellent’ grade, 13% achieved a ‘high’ grade, 52% achieved a ‘satisfactory’ grade. Thirteen percent of students studying Mathematics 3A/3B received an ‘A/excellent’ grade, 18% achieved a ‘high’ grade, 56% achieved a ‘satisfactory’ grade. Seventeen percent of students studying Mathematics 2C/2D achieved a ‘high’ grade and 48% achieved a ‘satisfactory’ grade.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- After-school tutoring and study sessions assisted students in improving results.
- Participation of students across all year groups in the Australian Mathematics Competition. Three students achieved High Distinctions and 14 achieved Distinctions.
- Year 7 and 8 students attended the Numero Challenge in-service.
- Some Year 7s attended an Aspire session run by the University of WA.
- Participation of Year 7 and 8 students in the Have Sum Fun online competition.
- Introduction of after school classes for OLNA practise.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- MAWA workshops for the introduction of new courses in Year 12.
- Review and implementation of the External Assessment Task for Mathematics Essential.
- Audit of the syllabus for Year 12 Mathematics Essential.
- 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.
- WACE and NAPLAN marking.
Science provides opportunities for students to develop an understanding of important 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 allows students to develop scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they choose, in science-related careers. This is supported by the Catholic values and beliefs of the College.

COURSES OFFERED

Year 7
- Science
- Allegro Science
- Transition Science

Year 8
- Science
- Allegro Science
- Science Focus
- Transition Science

Year 9
- Science
- Allegro Science
- Science Focus
- Transition Science

Year 10
- Science
- Science Advanced
- Certificate I in General Education for Adults – Science

Year 11
- ATAR Chemistry
- ATAR Human Biology
- ATAR Physics
- ATAR Psychology
- General – Integrated Science
- General – Data, Sampling and Measurement
- Certificate II in General Education for Adults – Science

Year 12
- ATAR Chemistry
- ATAR Earth & Environmental Science
- ATAR Human Biology
- ATAR Physics
- ATAR Psychology
- General – Integrated Science
CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wide Community Partnerships

• The Science Learning Area facilitates and augments its Australian Curriculum and WACE course delivery through many external facilitators in the wider community such as: Royal Australian Chemical Institute, Women in Mining WA, Perth Hills Education Centre, Men of the Trees, Dawson’s Nursery, Evolution Mining, and Silverlake Resources.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning

• Science is the only learning area that supports all Education Support students within mainstream classes. Staff take every opportunity to extend students at the top end contributing to some of the best results in the College, while supporting all students in between.

Quality Catholic Schooling Component #308 – Effective Pedagogical Practices

• The Science Learning Area is blessed with a fantastic diversity of highly experienced, excellent teachers through to passionate beginning teachers with up to date ICT practices. The mixture of experience and innovation is harnessed through cooperative teaching strategies and sharing of resources and ideas.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

• RACI Titration Stakes – National finalists.
• Earth & Environmental Science WIMWA Summit.
• Perth Hills Education Centre partnership.
• Men of the Trees Native Nursery partnership.
• Dawson’s Nursery partnership.
• Perth Zoo.
• Year 8 Allegro evening.
• Science Club.
• Science Week.
• Kalgoorlie Mining Camp.
• Science Projects.
• Transition Science for Aboriginal students.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

• STAWA Future Science Conference.
• WACE marking.
• One Story PD.
• CEWA ongoing accreditation.
• Logger Pro.
• ICT.
The Humanities and Social Sciences (HaSS) Learning Area focuses on providing students with a quality education within the framework of a Lasallian school. There are four areas of focus being: History, Geography, Civics and Citizenship plus Economics and Business. Courses are taught via classroom lessons, ICT, incursions, excursions, camps and tours.

COURSES OFFERED

Year 7, 8 & 9
- Humanities (Economics & Business, History, Geography, Civics & Citizenship)

Year 10
- History (WWII, Civil Rights)
- Geography (Interconnections and Sustainability)

Year 11
- Modern History
- Geography
- Certificate II in Tourism

Year 12
- Modern History
- Geography
- Economics
- Certificate III in Tourism

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture
- The learning area incorporates Gospel Values into all of its programmes with a particular focus placed on values including social justice, the common good, wonder and awe, community, conservation, global solidarity, human rights, justice, peace, reconciliation and multicultural understanding. Focus on Gospel values, such as the ones mentioned, is achieved through the content topics covered in all year groups. Content topics focussed on including sustainable development, global development, democracy and law, food security, rights and freedoms, living standards and citizenship.

Quality Catholic Schooling Component #202 – Wider Community Partnerships
- The Humanities Learning Area has sought to enhance the experience students receive through greater involvement with the community. In 2016 this took the form of incursions and excursions. Year 9 students experienced an incursion focused on our armed forces and the ANZAC tradition. Students were able to listen to war veterans from our local community who shared their experiences with the students. Our Year 7 incursion involved a visit from the Water Corporation who focussed on Perth’s future and ways families can work together towards more sustainable water use. In Year 11 the History students visited the Holocaust Centre in Perth. This excursion involved meeting a survivor of the Holocaust and developing their understanding of Nazi Germany and fascism.

Quality Catholic Schooling Component #402 – Pastoral Care of Students
- Staff within the learning area aim to know each student in their care in order to provide the best support. This requires staff to develop positive relationships with their students as well as parents and carers. This way, staff are able to ensure a learning environment that supports positive student behaviour and a supportive learning environment.
**HUMANITIES & SOCIAL SCIENCES**

**Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning**

- A positive learning experience is a core belief in Humanities. Curriculum programmes and assessments are designed to be achievable by all students, regardless of their academic ability. At the same time, assessments also enable higher achieving students the opportunity to push themselves and grow. This same idea is carried through into every day classroom activities. Classes use a mixture of techniques in order to build the content and skill level of the students. This includes things such as computer use, online activities, book work, incursions, documentaries, group work, peer learning and individual learning.

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

- The Humanities Learning Area has two core components in relation to the WA curriculum, these being content and skills. In order to be successful in this area, teachers need to use effective pedagogical practices. Lessons and programmes are based around the judging standards students must meet. This involves effective teaching of the content required as well as the skills that all Humanities students must demonstrate.

**ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM**

- Successful implementation of the WA Curriculum from Years 7 to 9. This also involved adopting the new judging standards students are required to demonstrate.
- In Year 12 our staff successfully rolled out new units in Modern History, Geography and Economics.
- Each year our students compete in a number of state and national competitions. This year, one of our Year 9 students was the winner in a history competition focused on recognising our war veterans. This student took part in a tour to Canberra and visited sites such as the Australian War Memorial and Parliament House.
- Students have continued to be involved in external associations such as Mock Trials and the United Nations Youth Association.

**PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM**

- GAWA sessions that focused on Geography in the new curriculum.
- GAWA sessions for new teachers to HaSS.
- SCSA PD on the upcoming changes to Year 12 courses.
- CEWA Networking meetings.
- Virtual Learning.
- HTAWA for the new Modern History programmes.
- Beyond Yelling – Classroom Management.
- WA Curriculum and Networking Days.
- HaSS Networking session on Modern History.
- Economics Forum on Year 12 course.
HEALTH & PHYSICAL EDUCATION

Teaching is usually said to manifest only student learning. However, in a subject like Physical Education teaching is also about creating enjoyment for students with regards to any form of physical activity. It goes beyond the boundaries of just enabling student learning to actually promoting physical activity in each student’s life, which is not just restricted to a student’s schooling life. At La Salle College we feel that our teaching reflects this opinion that there are two major outcomes of effective teaching, which are equally important and inevitably interwoven. The foundations upon which our College is built – community, pastoral care, a nurturing spiritual environment and a commitment to excellence underline the curriculum taught in the Health and Physical Education Learning Area.

COURSES OFFERED

Year 7 & 8
• Physical Education
• Health Education

Year 9
• Physical Education
• Health Education
• Outdoor Education
• Specialised Australian Rules Football
• Specialised Netball
• Specialised Sport

Year 10
• Physical Education Studies
• Outdoor Education
• Health Studies

Year 11
• Physical Education Studies: General
• Physical Education Studies: ATAR
• Health Studies: ATAR

Year 12
• Physical Education Studies: ATAR
• Certificate II Sport & Recreation

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wider Community Partnerships
• Within the Health and Physical Education (HPE) Learning Area we actively seek ways to enhance student learning and wellbeing by partnering with other educational and training institutions, local sporting clubs and community health organisations. A new course of study was introduced this year with the Year 11 Health Studies ATAR course. This course is designed for employment pathways in the health and community service industries. The College has strong links with local football and netball clubs and Swan Districts Football Club.

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture
• In HPE we recognise the importance of providing links between the Catholic community and students within the framework of the school. The learning area has a strong belief that instilling our school’s ethos within its students encourages pride and a sense of belonging, therefore providing confidence to succeed. Likewise, supporting a student’s faith can also give them the confidence to reach their full potential. Outdoor Education provides our students with such high quality experiences and memories. In Year 9 and 10 we ensure that students understand what is involved in integrating faith with life and faith with our environment. Students develop team building and leadership skills with cooperative games, which focus on relationships with each other, teaching them life skills such as resilience, which is interwoven with their faith. The courses work to integrate Gospel values into the life and curriculum of the school so that students are actively educated to develop a spirit of solidarity with, and service to others. In Physical Education working with teams, students are continually serving others, and by seeking to establish and maintaining a fair and just environment that cares for all and protects its most vulnerable members.
HEALTH & PHYSICAL EDUCATION

Quality Catholic Schooling Component #402 – Pastoral Care of Students

• Relationships are vitally important to this learning area, the staff all have a personable nature which allows openness and honesty with each other, students, parents, administrators, teachers and support staff. It is important to be in frequent contact with parents and informing them of situations where their child has achieved or struggled to achieve to their individual potential. Examples of this are setting up individual class email databases where constant contact is made through results and even reminders when assessments are due.

• Students and teachers continually foster a positive relationship with each other. Feedback from parents, students and the staff has been very positive and rewarding throughout 2016.

• Further developing the fitness component of the curriculum promotes students to do their personal best. In addition, the students completed a range of lifestyle activities, which showed them different ways they could become physically active.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning

• The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need. Re-engaging the disengaged learner has been a real focus with students who are not motivated in practical lessons. Initiatives have included a programme which encourages teams to have a variety of roles where each individual is valued.

Quality Catholic Schooling Component #308 – Effective Pedagogical Practices

• In an open environment in Physical Education, the HPE staff use a variety of teaching methods to teach classes and individuals. Catering for a range of ability, programmes are written to be flexible. Within Health Education, enabling students to cope with societal pressures that face all children today is a focus. This being said, it is crucial that the content provided is relevant to students’ lives and their surrounding society. Learning is most likely to occur when students become personally engaged with the material and perceive the subject matter to be directly relevant to their own lives. The skills learnt through HPE are fundamental skills that students can take with them for the rest of their lives.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

• The inaugural Sports Awards Night was a huge success. Although focussed on the extra-curricular achievements of school sporting teams, the work done within the Curriculum has provided the students with an excellent framework allowing them to scaffold the strategies and tactics taught in Physical Education.

• The introduction of Health Studies ATAR in Year 11 was successful with passionate staff driving a course that was received well by the students. Staff are excited to teach Year 12 Health Studies ATAR in 2017.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

• Bronze requalification.
• UWA Year 11 ATAR Physical Education Workshop.
• College ICT.
• CEWA Network meeting.
• Asthma WA Seminar.
• SEQTA Marks Book Training.
• Physical Education Network meetings.
• Athletics WA Practical Skills Workshop.
• Roping and Abseiling staff upskilling.
• Health Studies Network meetings.
• ACHPER – Junior Sport Development.
• AFL National Coaching Conference.
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 students are encouraged to participate in a variety of activities where they learn to understand specialised movement and game sense. This encourages students to learn to work in small groups challenging their thought processes and empowering them to make informed decisions on what is best for the team.

SPORTS OFFERED

North Eastern Associated Schools (NEAS) – Year 7 – 12
- Basketball
- Netball
- Soccer

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

Independent competitions
- Equestrian
- Orienteering
- Rugby
- AFL
- Basketball
- Netball

Associated & Catholic Colleges (ACC) of WA Carnivals
- Swimming
- Cross Country
- Athletics
- AFL
- Super Series Basketball
- Super Series Soccer

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 - Wider Community Partnerships

- A variety of sport is offered that is inclusive of all abilities and sporting preferences. We seek help from a variety of clubs in the community to enrich the students’ learning and understanding of their chosen sport. We have accessed Athletics WA coaches to improve the athletics squad with professional development for staff and coaching for students. Local companies (Slater and Gartrell) also supply resources for the use of College teams.

- We ask former students to contribute to College life by umpiring and coaching sporting teams which includes volleyball, AFL, basketball and netball. The school community is engaged by encouraging parent helpers at all carnivals and games as scorers and managers.
SPORT

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture
• The sporting programme aims to encourage students to develop the respect for and dignity of every human person. With the inclusivity of all students including those in non-mainstream sports, such as orienteering and equestrian, and the Inclusive Sports Days which allows the integration of both students with disabilities and mainstream students, all students are actively educated to develop a spirit of solidarity. The co-curricular sports programme encourages students to develop a fair and just team that cares for all members and protects its most vulnerable.

Quality Catholic Schooling Component #402 – Pastoral Care of Students
• All coaches and students have the whole teams’ wellbeing as a main priority when involved in all competitions. The sporting programme encourages positive behaviour towards all and the environments in which the teams play are always safe. The coaches build a relationship with students which extends into the everyday life at the College. Students and staff bond over wins and losses and a mutual respect is formed.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning
• The co-curricular sporting programme strives for sporting excellence from all teams. The encouragement of participation and inclusivity from all and asking students to reach their personal best is at the forefront. Students are encouraged 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 and these also meet the learning requirements/training habits of all students. The Inclusive Sports Days and the ACC Inclusive Sports categories identify the individual needs of students. All abilities are always encouraged at the Inter-House Carnivals.

Quality Catholic Schooling Component #308 – Effective Pedagogical Practices
• Highly effective coaching helps to improve student learning in sport, which often transfers into other sports. Coaches understand the importance of engaging students and keeping them engaged by challenging them to learn new skills and take on leadership roles within their teams. Students are often recorded and then shown the footage to assist skill improvement.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM
• Runners up in SSWA Basketball competition – Year 9 Boys.
• Runners up in SSWA Basketball competition for Open Boys.
• Selection of athletes in the ACC Athletics All Stars Team.
• Selection of athletes in the ACC Swimming All Stars Team.
• Selection of athletes in the ACC Cross Country All Stars Team.
• Selection of athletes receiving the ACC Letters Award.
• Selection of Inclusive athletes in a variety of ACC All Stars Teams.
• SSWA Gold Tournament, 1st place.
• NEAS Year 7 Boys Basketball Premiers.
• NEAS Year 7 Boys Soccer Premiers.
• NEAS Year 8/9 Boys Basketball Premiers.
• NEAS Year 10 – 12 Boys Basketball Premiers.
• ACC AFL Dockers Shield Year 7 Girls Runners up.
• ACC AFL Dockers Cup Year 7 Boys Runners up.
• ACC Inclusive sports trophies.
• Eagles Cup Year 8/9 Boys AFL Premiers.
• Jakovich Cup Year 10 – 12 Boys AFL Premiers.
• SSWA Rowing – U18 Boys Champion – Singles, Doubles and Quads.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM
• PES – UWA.
• Little Athletics WA - Level 1 Coach.
• Level 1 Coach – Volleyball WA.
• Volleyball WA.
• Bronze Medallion.
• Netball Ambassadors.
• ACC Sport Coordinators Network Development Day.
THE ARTS

The Arts Learning Area focusses on engaging students within the Lasallian framework. There are three disciplines in the Arts Learning Area being Dance, Drama and Visual Arts. Staff who teach these subjects are specialised in their discipline. The focus in senior secondary classes is on refining skills with students able to study Dance, Drama and Visual Arts as an ATAR course. Visual Arts also has a VET focus and offers a Certificate II in Visual Arts for creative students who undertake a non-ATAR pathway. These 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

Year 12
- Dance ATAR Units 3 & 4
- Drama ATAR Units 3 & 4
- Visual Art ATAR Units 3 & 4
- Certificate II in Visual Art

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 - Wider Community Partnerships

Both Visual and Performing Arts are expansive in their art forms and skills. It is important to place focus on local and national artists. To fully prepare students for the world of the Arts, Lasallian students are given opportunities to engage with professionals in their particular fields. This year Visual Art students were involved in the City of Swan Graffix project with artist Trevor Bly, decorating bus stops in our local community. As well as exhibiting in external exhibitions with Metropolitan TAFE, the Angelico Exhibition, Meta Exhibition and Mundaring Arts Festival. Our Year 7 Dance students had the opportunity to work with Australian Hip-Hop Dancer, Janelle Vaccaro and our upper school dancers, contemporary specialist Ashley Berry. In Drama, our Year 9 students developed improvisation skills with Australian comedian, actor and writer Sam Longley. Our Year 10s were fortunate enough to study stage combat under Black Swan Theatre’s fight director, Andy Fraser and our Year 11 and 12 students were tutored, mentored and examined by WACE marker and drama education specialist, Libby Klytz.
THE ARTS

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

- Gospel values underpin the Arts curriculum, the different focus of particular Gospel values are outlined in every arts education programme. Relationships within the classroom are modelled on Gospel values and the teaching of these values is often overt in the texts and art works studied. In particular, Two Weeks with the Queen, The Shifting Heart and Two Brothers. The Arts also have a strong focus on creating works that integrate Catholic Faith, Life and Culture, in particular for the Catholic Performing Arts Festival (CPAF) were students are involved in Liturgical Dance, Christian Drama, Bible Reading and the Angelico Art Exhibition.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

- Pastoral care of students is an integral part of the learning area. For many students, Arts is an escape from the teenage world of trying to fit in and is often an expression of individual thought and creativity. Every art work created whether that be dance, drama or visual art is a risk, students have to give something of themselves to create these artworks and for young and developing minds this safe risk taking must be nurtured and developed. We focus on the importance of respect, for without respect in the classroom it is impossible to build a safe and supportive learning environment. To encourage and foster the safe and supportive learning environment, Arts teachers take a hands on approach to their teaching and learning. Staff create their own works and will often be actively involved with the students to further create, develop and refine their own artistic skills.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning

- Arts classrooms are a diverse place of learning and each student brings their own gifts, talents and skill set. Programmes are diverse in that they teach the appropriate curriculum but by design allow students to extend themselves in their particular arts area. Individualised Education Plans (IEPs) are created for our education support and transition students and in particular, in the performing arts, the inclusive nature of these subjects places a strong focus on student modelling and best practice. Students are given the opportunity to attend recess, lunch or afterschool rehearsals or workshops to further develop their creative and artistic skill set.

Quality Catholic Schooling Component #308 – Effective Pedagogical Practices

- Effective pedagogy in the Arts occurs when teaching and learning programmes are framed around a model of action and reflection. This includes an inclusive approach which fosters connections between teachers, students and the community in ways that facilitate and enhance learning. Teachers can facilitate and enhance learning where both student and teacher inquire, explore, and at times create together in reciprocal learning. Our co-curricular programmes and community projects also offer high levels of engagement where teachers and students work together as artists where this is particularly evident in the College production where all Arts learning areas culminate in a tightly woven piece of art work.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- College production involvement of over 100 students, staff across multiple learning areas and former Lasallian students.
- CPAF record number of entries and certificates of commendations and honourable mentions in Drama.
- Year 11 Production of Shakespeare’s Shorts.
- Visual Arts annual artists’ camp at New Norcia.
- Collaborative student Art and Design exhibition with Design and Technology.
- Involvement in a variety of external exhibitions.
- Student art work chosen for exhibition in Perspectives.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- CEWA Visual Arts Networking Days.
- CEWA Drama Networking Days.
- Dance Networking Day.
- SCSA Western Australian Arts Curriculum Years 7 - 10.
- Set Solo Dance.
- Dramawest.
- Ausdance.
- ACHEPER Dance.
- Digital Media (Photoshop).
The Music Learning Area is one of the largest and most diverse in WA Catholic schools. All students are invited to participate in the programme through classroom work and the extensive co-curricular programmes. The College’s ensembles have become an integral part of its cultural identity and partake 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 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wider Community Partnerships
• The Music Learning Area prides itself on its ability to bring the students’ learning to the community. Regularly performing in public locations, the students take the College’s emphasis on excellence to both the whole school and wider community.
• The Friends of Music Committee (FOM) is a fundamental component to the organisation of the programme, with parents and friends providing priceless assistance.

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture
• The College’s musicians (students and staff) continually assist with providing music in all of the College’s liturgical celebrations, engaging all those present in the congregation. Through engaging lessons and rehearsals, the staff of the Music Learning Area allow students to realise and make use of their God given gifts.

Quality Catholic Schooling Component #402 – Pastoral Care of Students
• All students are given the same opportunities within the Music programme, regardless of previous experience. Whilst the Music Learning Area promotes excellence through all of its ensembles and classes, teaching is aimed primarily at student enjoyment. The College recognises that not all students will progress at the same rate and they are encouraged to speak to the many professional Music staff employed by the College for further individual and focused assistance.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning
• Learning Music is promoted predominantly through three different settings: classroom, individual lessons and ensembles. It is the Music staff’s belief that to develop as a musician, students are required to be exposed to these different settings in order to learn the many varied skill sets associated with appreciation and performance. The College ensembles’ level of performance is very high, allowing all students to perform at the peak of their abilities through effective direction and application of skills learnt both in the classroom and individual lessons.
MUSIC

Quality Catholic Schooling Component #308 - Effective Pedagogical Practices

- Lessons are tailored to student skill level, engagement and variety. Many staff continue to complete regular professional development and post-graduation qualifications, furthering their individual music education to the benefit of the College’s students. All Music teachers are qualified professional musicians who educate the students via instrumental tuition lessons, Music classes and both small and large ensembles. Many of these individuals and ensembles have been awarded various commendations for their continued commitment to excellence.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Performing Arts Festival for Catholic Schools and Colleges
  - Honourable Mentions
    - Secondary Instrumental Solo or Duet (10)
    - La Salle College Concert Band – Concert Band
    - La Salle College Show Band – Big Band
    - La Salle College Classic Rock Band – Contemporary Band
  - Certificates of Merit
    - Instrumental Solo or Duet (18)
    - La Salle College Year 9 Band – Concert Band
    - La Salle Smooth – Jazz Combo
    - La Salle College Choir – Secondary Choral Singing
    - De La Dolce – Secondary Liturgical Choral
    - La Salle College Brass Band – Instrumental Ensemble
    - La Salle College Flute Ensemble – Instrumental Ensemble
    - La Salle College Clarinet Ensemble – Instrumental Ensemble
    - La Salle College Saxophone Ensemble – Instrumental Ensemble
    - La Salle College Year 10 Music Class Jazz Ensemble – Instrumental Ensemble

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

- Christian Brothers’ Award for the best performing Big Band/Jazz Combo
  - La Salle College Show Band – Big Band

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

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

• Co-curricular
The Music Learning Area is open to all students wishing to learn an instrument, even without prior experience. Through private tuition, all students are invited to join the College’s large and extensive selection of ensembles for further performance possibilities. Once a student has achieved a degree of competency in their chosen instrument, they are invited to become a member of one or more of the following ensembles:

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

- Year Level Ensembles
  • La Salle College Year 7 Band
  • La Salle College Year 8 Band
  • La Salle College Year 9 Band

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

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

- Performances & Exhibitions
  • Music Night
  • Music Soiree
  • An Evening of Voice
  • Presentation Evening
  • CPAF for Catholic Schools and Colleges
  • CPAF Opening Mass
  • CPAF Final Concert
  • Carnevale
  • Prime Minister of Australia Visit

- Tours/Camps/Workshops
  • Music Camp
  • Feeder Primary School Tour

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

• ABODA Swing into Summer 5.0 Conducting Seminar.
• ASME Summer School.
• Jazz Improvisation Workshop.
• ASME Choral Conductors’ Course.
• Master of Music – UWA.
• Research sabbatical to Royal Military School of Music, Kneller Hall, United Kingdom.
• UWA Conducting Masterclass: Dr Scott Weiss.
• UWA Clarinet Masterclass: Andrew Michael Simon.
• Private conducting lessons with Dr Scott Weiss.
• Royal Schools of Music Club study scholarship to the United States of America.
• Master Certificate of Music (Arranging and Orchestration) – Berklee College of Music.
• Australian Kodaly Certificate Accreditation.
• CEWA Accreditation.
Technology and Enterprise provides students with a practical and purposeful education promoting the use of initiative and self-management, encouraging students to strive for excellence. Content allows students to learn industry, enterprising and technological skills, showing them a sense of purpose within the College and the outside community. Staff aim to create a secure educational environment whilst providing students with pastoral care that allows them to be further engaged and be involved in their learning which sees students be reliable, responsible and respectful to fellow students, resources, facilities and staff.

COURSES OFFERED

Year 7
- Food Technology
- Information Technology
- Metalwork
- Woodwork

Year 8
- Food Technology
- Information Technology
- Metalwork
- Technical Graphics
- Woodwork

Year 9
- Business Studies
- Childcare and Development
- Food Technology
- Information Technology
- Metalwork
- Photography
- Technical Graphics
- Woodwork

Year 10
- Accounting and Finance
- Business Studies
- Children, Family and Community
- Fashion and Technology
- Food Technology
- Information Technology
- Metalwork
- Photography
- Technical Graphics
- Woodwork

Year 11
- Accounting and Finance (ATAR)
- Applied Information Technology (General)
- Business Management and Enterprise (General)
- Certificate I Engineering
- Certificate I Hospitality
- Certificate II Applied Fashion
- Children Family and Community (General)
- Design: Photography (General)
- Design: Technical Graphics (General)
- Design and Technology
- Foods Science and Technology (General)
- Materials Design and Technology: Wood (General)

Year 12
- Accounting and Finance (ATAR)
- Certificate II Applied Fashion Design and Technology
- Certificate II in Business
- Certificate II Engineering
- Certificate II Hospitality
- Certificate II in Information, Digital Media and Technology
- Children Family and Community (General)
- Design: Photography (General)
- Foods Science and Technology (General)
- Materials, Design and Technology General (Wood)
normal working hours, and communicating with parents if students are finding work difficult. Staff do their best to be fair and just, and work with students who are ‘at the margins’ by exploring ways in which appropriate support can be provided. Staff have done their best to keep the Mercy Door open to those that ask to enter.

**Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning, and Component #308 – Effective Pedagogical Practices**

- Due to the nature of the learning environment and activities, Technology and Enterprise 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 Technology and Enterprise practical learning area is suited to, and continues to be, supportive of students with special needs, students in Aboriginal Education, implementing the Transition programme in Food Technology.

**CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES**

**Quality Catholic Schooling Component #202 – Wider Community Partnerships**

The Technology and Enterprise Learning Area involved itself with the wider community in the following ways:

- Children, Family and Community (CFC) students providing kits for the WANSLEA Grancare Organisation.
- CFC students making garments for bears that were sent to the Reaching the Unreached Orphanage in India.
- Purchasing resources, including food, timbers, metals and machines from local suppliers, and accepting a donation from Tool Mart Midland for the Br Fitzhardinge Award - Design and Technology top prize.
- Australian Industry Trade College – Registered Training Organisation.
- Polytechnic West teaching Certificate II Pre-apprenticeship in Cabinet Making course in the Br Fitzhardinge Trade Skills Centre.
- Guest speakers involved in a variety of subjects to improve student understanding.
- Hospitality students providing food and service to students and staff in a variety of ways including: Grandparents Day, Art and Design Exhibition, Open Day and Languages Week.

**Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture**

- Technology and Enterprise staff encourage students to help each other, and to respect one another and the environment in which they work. Some lessons begin with a prayer. Students are also provided with Touching Hearts opportunities, especially in the hospitality and CFC areas, allowing students to consider the needs of the ‘least, last and lost’ before their own needs.

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

- Staff spend much of their time ensuring the safety of their students, encouraging student involvement both in class time and outside

**TECHNOLOGY & ENTERPRISE**

**ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM**

**Design and Technology**

- Official opening for the Br Fitzhardinge Trade Skills Centre in April of 2016 by the Hon Malcolm Turnbull, MP - Prime Minister of Australia. Technology students and staff were involved in the opening, allowing Mr Turnbull to visit the building whilst in operation.
- The use of technologies including 3D printers, CNC routers, laser and plasma cutters to the Design and Technology workshops to expand the experiences of the students within the curriculum.
- Introduction of Certificate II Furniture run by Polytechnic West.
- Re-introduction to the CO2 Dragster and hosting the WA CO2 Dragster competition.
- Contributors to the Student Art and Design Exhibition held in Term 4.
Home Economics
• Nine students in Year 11 entered fashion designs into the heats of the 2016 Apex Teenage Fashion Awards with three of these students progressing to the state finals held at the Mandurah Performing Arts Centre.
• The newly renovated Food Technology demonstration room, as well as textiles room and a play room for the child care classes were well utilised.
• Board dinners, Italian exchange, Open Day, Grandparents Day and Onsite lunch, as well as take home orders and the Art and Design Exhibition were well catered for and serviced by our Hospitality students as well as other successful catering events.
• Clothes for toy bears were made by Textile and Fashion students and donated to the Reaching the Unreached Orphanage in India.
• CFC students created educational packages for the WANSLEA Gran Families Organisation.
• CFC students visited Kings Park.
• Guest speaker chefs including Brendan Murphy ‘The Chef Explorer’ and Chris Martin delivered industry specific practical lessons.
• Susan Baile from the Grancare Organisation spoke to our CFC students.

Information Technology
• Students entered the following competitions:
  - ASX Share Market game.
  - Plan Your Own Enterprise Competition (incorporated into the Year 11 General Business Management and Enterprise programme).
  - Just Start IT competition finalists (after school optional).
• Students involved themselves in the following activities:
  - Business continued to run the Simply Stationery student based business using an electronic point of sale system backed by MYOB Accounting software.
  - Year 9 Venture Day.
  - Tribal Cards HTML and CESS coding.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM
• DATTA WA Conference.
• CNC Router, 3D Printer, Plasma and Laser cutting in-service.
• Study in Educational Leadership Masters course at ECU.
• CEWA Accreditation including The Year of Mercy Accreditation Renewal.
• CEWA Accreditation to Teach in a Catholic school.
• Open Door Pilgrimage.
• Faith Story and Witness.
• Certificate IV Training Course.
• Epilepsy Essentials Training.
• Mandatory Reporting – Child Protection Reporting.
• Certificate IV Teaching and Learning.
• Industry Visit Hospitality.
• VET Moderation – Information Technology.
• Digital Technologies: Professional Learning.
• Australian Curriculum: Technologies and coding in schools.
• Unpacking Digital Technologies.
• CFC Seminar.
• Lasallian Educators’ Conference.
• Balgo Immersion.
CAREERS

The Careers Department’s mission is to provide opportunities to students to explore various learning areas through VET, Onsite, Careers and iConnect. A sense of belonging is encouraged by teaching the values of respect for themselves and others so students feel valuable, they are responsible and they can contribute to society. The nature of the department sees contact with numerous students to ensure they are not the least, last or lost. Students are guided to discover and nurture their God given talents.

“There are many different gifts but it is always the same spirit. There are many ways of serving, but it is always the same Lord. There are many different forms of activity, but in everybody it is the same God who is at work in them all.” (Corinthians 12:4-6)

COURSES OFFERED

Year 8
- iConnect

Year 9
- iConnect

Year 10
- iConnect
- Certificate I in General Education for Adults
- Certificate I in Conservation and Land Management

Year 11
- Career and Enterprise
- Certificate II in Music
- Certificate I in Hospitality
- Certificate I in Engineering (Metals)
- Certificate II in Applied Fashion Design & Technology
- Certificate II Data and Voice Communication **
- Certificate II Construction Trade Pathways **
- Certificate II Pre-App Plumbing and Gas Fitting **
- Certificate II Hairdressing (Salon Assistant) **
- Certificate II Furniture Making **
- Certificate II Automotive **
- Certificate II Automotive and Electrical Technology **
- Certificate II Health Support Services **
- Certificate III Early Childhood Education and Care **
- Certificate I in Visual Arts
- Certificate II in Tourism
- (** Specialist course run through the Onsite Programme)

Year 12
- Certificate II/III in Tourism
- Certificate II in Sport and Recreation
- Certificate II in Business
- Certificate II in Engineering
- Certificate II in Hospitality
- Certificate II Skills for Work and Vocational Pathways
- Certificate II Data and Voice Communication **
- Certificate II Construction Trade Pathways **
- Certificate II Pre-Apprenticeship Plumbing and Gas Fitting **
- Certificate II Hairdressing (Salon Assistant) **
- Certificate II Furniture Making **
- Certificate II Automotive **
- Certificate II Automotive and Electrical Technology **
- Certificate II Health Support Services **
- Certificate III Early Childhood Education and Care **
- Certificate II in Information Digital Media & Technology
- Certificate II in Music
- Certificate II in Visual Arts
- Certificate III in Tourism
- (** Specialist course run through the Onsite Programme)

Fee for Service (FFS)
- Certificate II Retail, Make up and Skin Care
- Certificate III Education Support
- Certificate III Hospitality
- Certificate III Retail Operations
- Diploma Sport Development
CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

• A high priority is placed on discipleship ensuring that students understand what is involved in integrating faith with life and faith with culture. Learning to integrate faith, life and culture will help students develop a Gospel vision for Australian society. The school works to proclaim the Gospel effectively so that students learn respect for the dignity and rights of every human person. The College works to integrate Gospel values into the life and curriculum so that students are actively educated to develop a spirit of solidarity with, and service to others. We actively promote what is involved in committing oneself to serve God by serving others, and by seeking to establish and maintain a fair and just society that cares for all and protects its most vulnerable members.

• The Careers Department underpins all aspects of Catholic faith and culture by nurturing students in many ways. Students learn the importance of respect for themselves and others in their dealings with people both at the College and the wider community. Students are encouraged to recognise their gifts from God and utilise those gifts in their career development and future pathways.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

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

• There is a strong sense of pastoral care within the Careers Centre. Students are always welcome to seek advice and support from all members of staff. Our primary aim is to always seek out the best possible opportunity for each student, based on their individual circumstances. This is extremely evident with, at times, the disengaged learner, offering the opportunity to continue their studies to gain relevant qualifications.

CAREERS

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wider Community Partnerships

• The College actively seeks ways to enhance student learning and wellbeing by partnering with other educational and training institutions, local businesses and community organisations. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school’s partnerships.

• The Careers Department have very strong links with community – TAFE through induction, validation and moderation and meeting with Registered Training Organisations (RTOs) plus Onsite and work place employers with interviews, pre-visits, placement visits and follow up consults. We consistently liaise with industry to adhere to procedures and processes with each student being the primary focus. All contact is recorded with relevant documentation.
CAREERS

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning

• The College places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

• The Careers Centre staff always try to identify the needs of the individual student. Staff actively modify and update programmes to taper them to the individual student. With the collaboration of the classroom teacher and education assistants, students are supported through their daily tasks. Students are also taught the tools of the importance of being work ready with the emphasis on employability skills. Students are closely monitored to ensure they are on track to meet WACE graduation requirements.

Quality Catholic Schooling Component #308 – Effective Pedagogical Practices

• The Principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

• Staff use a range of different teaching modes to engage the students. These practices are constantly reviewed to see how improvements can be made. Students are exposed to incursions, excursions and work placements to assist with classroom teaching practices and to enhance learning outcomes.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

• Increased numbers in Onsite.
• Increased enrolments in VET certificate courses.
• Increased number of one-on-one Careers counselling meetings.
• Subject selection interviews to target correct student pathways.
• Education Services Australia ‘Principles of good practice for VET delivery’. The College was 1 of 15 schools nationally to take part in the making of the film clip.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

• Careers Expo.
• VET Networking meeting.
• SCSA VET 2016 Awards Panel.
• CDAA Network meeting.
• Curtin University Teachers’ Big Day Out.
• Notre Dame Network meeting.
• ACS Careers Seminar.
• Certificate IV Training and Assessment.
• Moderation, Validation and Auspicing with TAFE and RTOs.
• Industry visits to maintain currency.
• Workplace visits to maintain strong client rapport.
• Onsite Networking with TAFE lecturers.
• My Career Match Academy Certification Programme.
COUNSELLING

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

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

As such, the work of the team falls within the scope of Quality Catholic Schooling Component #402 – Pastoral Care of Students

- Staff, students, families and the wider school community promote and sustain student wellbeing and positive student behaviour in a safe and supportive learning environment, underpinned by an effective pastoral care policy.
- In 2016, 342 students, over one-fifth of the College population, received support from the team. Our Counsellors provided assessment and short term counselling support that involved contact with students and families and occasionally with small peer groups. While the reasons students and families seek assistance from the team is quite varied, an increase in the number of social media related peer issues has continued to rise alongside increased numbers of students presenting with anxiety and low mood concerns.
- Where further assessment or longer term counselling support was required, students and families were referred to approved community agencies such as Headspace Midland, Parkerville Reconnect, Swan CAMHS, Young Carers WA, Mental Health Carers ‘Smiling Minds’ and nominated private practitioners.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

Aside from the more traditional individual work of a Counsellor in a school setting, the team have continued developing opportunities to support the positive mental health and emotional wellbeing of students in the College community. Some highlights of 2016 were:

- Continued involvement as an Act-Belong-Commit School.
- The annual Act-Belong-Commit Mentally Healthy Fair which attracted 32 stall holders from a variety of community health and voluntary organisations plus a future directions area showcasing universities, TAFE and further training opportunities through trade apprenticeships. (All Year 10, 11 and 12 students and staff had access to the fair).
- Forty-two senior students were part of the student Act-Belong-Commit Student Committee.
- The Student Committee were involved in the planning of ongoing mental health and community initiatives such as: a Mentally Healthy stall at Make A Difference Day, ‘Are You OK? Day’, ‘Stress Down Day’, Year 12 De-Stress Week Activities and student presentations at year group and whole school assemblies.
- The Aussie Optimism programme (Social Life Skills and Optimistic Thinking Skills) were presented to all Year 7 students during Term Two and to all Year 8 students through the iConnect programme.
- Newly included in the Year 9 and 10 iConnect programme were the positive mental health programmes; Embracing the ‘F’ Word and Building Resiliency in Young People. Additionally, social conflict, mental wellness and personal and online safety topics were covered during the year.
- A tailored Year 9 Girl’s and Boy’s Programme was presented in Term Two. The social and emotional skills development programme was presented by the Counselling Team, Mr Ben Reilly and guest speaker, Holly-Ann Martin from Safe4Kids.
COUNSELLING

• Year 7 Parent Workshop for incoming parents addressing the developing adolescent brain, social conflict and the impact of online social behaviour.

• Continuing on from the success of 2015, a weekly yoga session was offered for all staff of the College. The yoga class was well attended all year and classes will continue to be offered in 2017.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

• Professional Counselling Supervision.
• School Psychologists Association Annual Conference.
• Counteracting Porn Day Workshop.
• Social Workers in Catholic Schools Two Day Conference.
• Positive Schools Conference.

In response to specific issues raised with the Counselling Team in 2016, plans are underway to include the following in 2017:

• Parent workshops regarding social media: safety and inappropriate content.
• Parenting support resource – approved visiting agency.
• Further staff professional development regarding abuse prevention.
• Dedicated Year 8 Girls social and emotional development programme.
EDUCATION SUPPORT

The St Joseph Education Support Centre fully embraces the charism of St John Baptist de La Salle by catering for students who may be ordinarily considered the ‘least, last and lost’. Our students whilst having diverse needs have a magnificent range of strengths and talents. Students are shown a strong sense of pastoral care that supports and focuses on the whole person. All Centre programmes are designed to develop a sense of independence for each individual through functional literacy, numeracy and life skills to empower students to be a contributing member of society.

The College has a strong partnership with a number of outside agencies who work with individual students on behavioural, social, language and emotional development within a safe learning environment. The education of our students is a partnership with key stakeholders being parents, teachers, students and therapists.

COURSES OFFERED

Year 7, 8 & 9
- English
- Mathematics
- Humanities and Social Sciences
- Independent Living
- Enterprise
- Information Technology
- Social Skills

Year 10
- English
- Mathematics
- Independent Living
- Enterprise
- Social Skills
- Work Based Learning

Year 11 & 12
- Leisure and Recreation
- Work Based Learning

Preliminary Units in:
- Religion & Life
- English
- Mathematics
- Food Science Technology
- Business Management & Enterprise
- Visual Art

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wider Community Partnerships

- Throughout 2016 we have further developed our positive and collaborative relationships with external providers as part of the National Disability Insurance Scheme (NDIS). These providers have been part of Parent Information Evenings, Staff Professional Development workshops and ongoing specific therapy for individual students. External providers included the Autism Association, Therapy Focus, Child Wellbeing Centre, BGSR No Limits and Senses.

- The Inclusive Sport Mentor Programme continued to grow, including disengaged students not normally recognised for their leadership qualities, giving them the opportunities to share their strengths and talents by assisting their peers. An exciting achievement of all students working together was La Salle College being awarded the ACC Inclusion Sports Day – Most Inclusive School Award. Our mentor programme has been adopted by other schools and has assisted in our College being chosen as Deputy Host School for 2017.

- Work Based Learning (WBL) for Years 10 – 12 has further developed our relationship with local businesses and allowed students to participate in transport training to and from their place of employment. WBL placements available to our wide range of students’ abilities included supported, assisted and open employment.
EDUCATION SUPPORT

Quality Catholic Schooling Component #102 - Integrating Catholic Faith, Life and Culture
• Staff have participated in ongoing professional development in renewal of Accreditation to Teach and Work in Catholic Schools, as well as the RCIA programme and thus are role models to our students. Staff have been involved in Morning Prayer and Community Masses.
• Development of the Preliminary Religion and Life unit enables senior students to access the curriculum at their developmental level. Our Inclusive Sport Mentor programme covers service to others and the development of true friendships.

Quality Catholic Schooling Component #402 - Pastoral Care of Students
• Individual Education Plan (IEP) meetings for all Education Support students ensures we are working collaboratively with parents to address educational, emotional and behavioural goals. Behavioural and safety plans have been developed for individual students to ensure school is a safe and supportive learning environment. These have been developed in collaboration with College Counsellors, external agencies, teachers and parents. Through parent meetings our Year 12 students and parents were made aware of post school options and the employment opportunities available to them. Parents were supported with applications for the disability pension which gave further opportunities to the students requiring assisted employment and respite care.

Quality Catholic Schooling Component #307 - Differentiated Teaching and Learning
• Education Support programmes focussed on the individual needs of each and every student. Within a standard class there was often many small group programmes operating at one time. Education Support Teachers worked closely with therapists and implemented therapy strategies and activities for individual students within Centre programmes. IEP outcomes are from the Australian Curriculum and often are at a variety of year levels for one student. 2016 saw the implementation of six preliminary courses being taught in Years 11 and 12. These courses are recognised by the SCSA and appear on graduation certificates, opening further study pathways through TAFE and other accredited programmes. Teachers of mainstream students were assisted to better cater for our students by differentiating the curriculum at an achievable level. This has been done through whole school and small group professional development as well as individual meetings with specific teachers and Learning Areas.

Quality Catholic Schooling Component #308 - Effective Pedagogical Practices
• Education Support Teachers were involved in collaborative programme planning sessions to ensure implementation of best practice. Centre programmes were targeting the development of independence for all students to ensure they could become valued members of the wider community.
ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- A large number of awards were achieved in ACC Inclusive athletics and swimming. Four students were awarded ‘All Star’ status by the ACC.
- The College was awarded the ‘Sue Bigalow Spirit Shield’ for Inclusive Athletics. We were also awarded the ACC Inclusion Sports Day – Most Inclusive School Award becoming the Deputy Host School for 2017.
- Three Year 12, 2016 students secured assisted employment at Westcare after successful work placements.
- One student secured employment at the Good Samaritan Industries and Café Di Mondo after successful work placements.
- Open Day was an opportunity to showcase our students work through Café De La Salle.
- Business Management and Enterprise (Preliminary) students ran a stall at the National Catholic Educators’ Conference which was another great opportunity to showcase their talents.
- Continuation of the after school sports programme for Education Support students. This allows our students to experience new sports and activities in an after school format similar to their peers.
- The implementation of ‘standardised testing’ at the end of Semester Two to assess progress and achievement. Year 7 students participated in testing during orientation as this allows for tracking students achievement in the future.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- CEWA Accreditation to Teach in a Catholic School.
- CEWA Accreditation to Work in a Catholic School.
- Secondary Education Support Network Planning Days.
- Aussie Optimism.
- Post school options – Education Support.
- ACC Inclusive Sport meetings.
- Transition to full registration with TRBWA.
- Growth Coaching.
- Preliminary Units implementation training.
- Appraisal of established teachers.
- Appraisal of new and returning teachers.
- Peer mentoring of teachers for planning and personal development.
- Autism Association (individual and whole staff).
- Epilepsy training for the whole staff and small groups.
- Protective Behaviours.
- First aid training for all staff.
- Autism Association (individual and whole staff).
- Dolly Bhargava – students with anxiety and behavioural disorders.
- Lasallian Educators’ Conference.
- Contact Autism.
- SEQTA – Focus on Individual Education Plan development.

OTHER INFORMATION

- During 2016 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 2016.
- Parent Information Nights for Year 7 – 9 and 10 – 12 presentations from NDIS, DSC, Centrelink, WorkPower, GSI, Essential Personnel, Therapy Focus and Autism Association.
- Students were involved in the selection of their own electives for Year 8 to 10 allowing them a wider range of options into upper school.
LEARNING SUPPORT

Learning Support provides a flexible but structured programme for students identified as having learning issues or requiring extension. Teaching encompasses the whole child and focuses on the academic, social and spiritual development of the student. Programmes are tailored for the needs of the individual student and have a strong emphasis on student engagement and development of the whole person.

COURSES OFFERED

- Allegro Programme which had its inaugural year in 2014 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 and Humanities and Social Sciences. In Years 8 and 9 students specialise in their areas of strength.

- The Galileo Programme is offered to gifted and talented Year 4 and 5 students from the College’s feeder primary schools.

- The Focus Programme is 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. Students work in small groups to develop their numeracy skills.

- 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 is for small groups of Year 8 students experiencing severe reading difficulties in which students participate in a structured synthetic phonics programme.

- Certificate I and II in General Education for Adults is offered in Year 10, 11 and 12 to provide an alternative pathway for students experiencing learning difficulties.

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wider Community Partnerships

- Learning Support is heavily involved in VET programmes in particular through the Certificate I and II in General Education for Adults. These programmes are aimed at students who are disengaged from school and experience difficulties with learning. A major component is the work experience programme which relies on the development of effective and reliable community partnerships. In order for students to experience a wide array of work and learning opportunities, partnerships with a variety of different local businesses has been crucial. These partnerships ensure our students have excellent role models who provide an essential link to the world of work.

- Community partnerships are also vital for the development of our Galileo and Allegro programmes aimed at highly capable students. These programmes rely on maintaining strong links with our feeder primary schools and with parents. Having these partnerships has seen the enrolment of high achieving students given the prior involvement of these students with the College since Year 4.

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

- The cornerstone of the College is integrating faith. Learning Support endeavours to put this into practice every day as the students who come under the Learning Support umbrella are often in need of spiritual development. The main aim of Learning Support is to be student centred and to focus on the development of the whole person whilst reflecting the teachings of Jesus and the Gospel. Within this area we often work with the most disengaged and often the ‘least, last and lost’ and it is these students who need exceptional care and understanding in order for them to achieve their goals.
Quality Catholic Schooling Component #402 – Pastoral Care of Students
- Learning cannot take place if students do not feel safe and well cared for and this is especially the case for students who experience difficulties with learning. Programmes such as the College’s Focus programme and the provision of small group work allows students to feel confident in their learning and when this happens they are more likely to take on new challenges. Education focuses on the development of the whole child and it is not just their academic learning that is the focus, students come into classrooms with a whole range of issues and they need to feel valued in order for academic learning to take place.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning
- The learning needs of students vary greatly within the classroom and in day to day teaching it is essential to differentiate to ensure the development of student learning. Both students who are highly capable and those that struggle need to have access to curriculum that challenges and extends. Within Learning Support, differentiation is a key objective as the students under our care have a wide range of learning needs and in order for them to achieve success and strive for excellence, it is paramount that they are able to access the curriculum in different ways. Currently the College has 84 students on Curriculum Access Plans to ensure staff differentiate their teaching to meet the needs of these students. Our Enrichment and Focus classes have 105 students accessing modified teaching practices and programmes and our 120 top achieving students in Years 7 – 9 are participating in the Allegro programme to ensure they are being extended and challenged.

Quality Catholic Schooling Component #308 – Effective Pedagogical Practices
- Effective remediation of learning difficulties requires research based pedagogical practices. Synthetic phonics underpins all remediation practices within our learning area. Research has proven that the most effective way to remediate students is through small group work that is structured, consistent and teaches phonics in an explicit way. The nature of students within Learning Support means that pedagogy needs to be student centred and the programme needs to reflect the individual needs of the students. One student’s progress will differ significantly from that of another. This practice has seen students make significant gains in the areas of reading and this is evident in the College’s NAPLAN results in which students under Learning Support have made significant gains from Years 7 to 9.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM
- 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.
- Continued significant improvement in the reading achievement of students with learning difficulties.
- Expansion of the Certificate II in General Education for Adults into Year 12.
- Expansion of the Getting Ready in Numeracy Programme (GRIN).
- Significant improvement in NAPLAN results for Year 9 students involved in the Learning Support Programme.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM
- CEWA Learning Support Network meeting.
- CEWA Accreditation to Work in a Catholic School.
- College ICT.
- SPELD Dyslexia Foundation Training.
- Understanding Dysgraphia.
- Writing Well Constructed Sentences.
ABORIGINAL EDUCATION

The La Salle College community respectfully acknowledge the past and present traditional elders of the land on which the College is situated, and pay respect to the custodians of this land. 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 continues to expand and develop. In 2016, 90 Indigenous students were enrolled in the College – 46 of whom were enrolled as day students, while the remaining 44 were boarding students.

<table>
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<th>Year Level</th>
<th>Total Indigenous Students Enrolled</th>
<th>Indigenous Day Students</th>
<th>Indigenous Boarders</th>
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<tr>
<td>12</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>90 students</td>
<td>46 students</td>
<td>44 students</td>
</tr>
</tbody>
</table>

COURSES OFFERED

- The Transition Programme is an intensive literacy and numeracy programme designed specifically for remote Indigenous students during their first semesters at the College. During 2016, 22 Indigenous 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, 9 and 10).
  - Transition Numeracy (Year 8, 9 and 10).
  - Transition Science (Year 8 and 9).
  - Transition Humanities and Social Sciences (Year 8 and 9).
  - Transition Nutrition (Year 8).
  - Transition Music/Dance (Year 8).
  - Transition Art (Year 8).
  - Transition IT (Year 8 and 9).
  - Safe4kids programme – girls only.
  - Rock and Water programme Transition students.
  - General Certificate of Education for Adults – Year 10 Specialised classes for English, Maths and Science.

- English as an Additional Language/Dialect 1A/1B and 1C/1D (Years 11 and 12).
- Homework and study support classes during and after school offered to all Indigenous students.
- Compulsory study time at school on Mondays and Wednesdays for Years 10 – 12 boarding students. Outside tutors provided through AIME.
ABORIGINAL EDUCATION

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wider Community Partnerships
• Developing an onsite residential facility for our boarding students. Ongoing discussion as to suitable options for the development of this facility has taken place throughout the year.

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture
• 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. Development of Religious Education Transition classes, particularly in Year 9 have ensured that the traditional culture of Aboriginal people is honoured in all aspects of the curriculum.

Quality Catholic Schooling Component #402 – Pastoral Care of Students
• This is the main focus of all that we do in Aboriginal Education. We recognise that Indigenous students whom come to Perth for schooling face a multitude of difficulties. It is not just their educational attainment that places them at the margins but their physical health and the difficulties they experience in most social settings. By having staff who are culturally competent and empathetic to students, we can help close the gap in some of these areas. Many staff have visited remote desert communities and therefore have experienced firsthand the code switching that students are required to do when they move between two such vastly different worlds.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning & #308 – Effective Pedagogical Practices
• This remains a challenge, however, all students took part in the various testing and their results will be used to tailor curriculum planning for 2017 and beyond.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM
• Stable numbers of Indigenous students.
• The Rock and Water programme continued to grow. Transition students were taught in single sex groups aimed at increasing self-esteem and teaching students to walk away with pride.
• Three Indigenous students graduated.
• Ten students in Year 11 and 12 were engaged in Aboriginal School-Based Traineeships.
• NAIDOC celebrations allowed students throughout the College to participate in Aboriginal student-led activities (including cooking, making and throwing spears).
• Personalised Learning Plans were completed for the majority of Indigenous students (day and boarding).
• Three new Aboriginal Teacher Assistants joined the staff.
• A Coordinator of Aboriginal Education was appointed with responsibility for curriculum.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM
• Targeted High Performance Teams and Engagement versus Attendance.
• Network meetings.
• Aboriginal Teacher Assistant Network meetings.
• TESOL teaching units for teaching English as a Second Language.
2016 was the sixth year our College has operated its own boarding facility to cater for the residential needs and wellbeing of Indigenous students from the Kimberley and Pilbara. We endeavour to keep the number of boarders at about 40 students with this number remaining reasonably consistent throughout the year with the number peaking at 44 during Semester Two. Changes in numbers are expected as remote students adjust to the challenges of living in an immensely different environment far from home and family. We are always pleased to see students return and with some family members.

Boarders continue to be drawn from three key relationships with 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, particularly from around the Dampier Peninsula and some students from town locations within the Pilbara region.

We acknowledge the importance of strengthening the school and home relationship for our boarders, this was again a key focus in 2016. Parents and community members enjoy receiving the weekly Boarding Newsletter so they are kept up-to-date with the activities and progress of their children and grandchildren. Programmes also centred on promoting student wellbeing, particularly through engagement and participation in sporting and recreation activities. Mental health programmes were continued as was the connection with AIME. The connection with AIME saw students continue to receive regular mentoring sessions as well as enjoy participating in various sessions based at Edith Cowan University. We continued our association with other independent and Catholic boarding schools on the social scene and with the Kimberley Klub and PCYC.

A small group of key staff were supported throughout the year by several casual staff taking care of the administrative, house management, and health needs of students. We were once again lucky to be supported by our Share the Mission volunteers who resided and worked at boarding over the course of the year.

2016 saw students reside with us from the following communities:

<table>
<thead>
<tr>
<th>Community</th>
<th>Number of Boarders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balgo</td>
<td>19</td>
</tr>
<tr>
<td>Billiluna</td>
<td>3</td>
</tr>
<tr>
<td>Mulan</td>
<td>4</td>
</tr>
<tr>
<td>Ringer Soak</td>
<td>2</td>
</tr>
<tr>
<td>Djarindjin Lombadina</td>
<td>3</td>
</tr>
<tr>
<td>Cygnet Bay</td>
<td>1</td>
</tr>
<tr>
<td>Kalumburu</td>
<td>2</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>One Arm Point</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>
iCENTRE

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). The iCentre 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 the 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 students and staff in curriculum use of the Web OPAC and curated online searches.
• Instruction to students on how to access, effectively use and evaluate quality information for assignments using the Web OPAC and online resources.
• Support staff in curriculum use of The Computer School, ClickView Library and ClickView Online 24/7 resources.
• Programmed instruction to Year 7 students on digital literacy topics linked to the Australian Curriculum’s ICT General Capabilities.
• 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 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

• Involvement in the delivery of the Galileo Programme providing ICT expertise and facilitating student learning when using digital technology.
• Actively supporting the role of the volunteer within the school.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

• Continual encouragement of respectful and appropriate student behaviour in the iCentre towards others.
• Displays promoting key liturgical celebrations.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning & #308 – Effective Pedagogical Practices

• Provision of curated resource links to complement students’ academic studies.
• Deliver a lower school reading programme focussed on stimulating and engaging students in independent 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.
• Displays from a range of learning areas throughout the year featuring students’ work completed to a high standard.
PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Access-It Library Management System staff training sessions.
- 2016 School Library Conference.
- Ongoing renewal Accreditation to Teach in a Catholic School.
- Ongoing renewal Accreditation to Work in a Catholic School.
- Teacher Mentoring Programme.
- ClickView Library and ClickView Online training.
- One Story – Fr Joe Parkinson, Michele Allum and Lauren Reed.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- A two week reading promotion with a range of engaging displays and activities in collaboration with, the Aboriginal Education and English Learning Areas supporting the 2016 Book Week theme ‘Australia: Story Country’.
- A diverse range of displays including promoting the Olympic and Para-Olympics, ANZAC and Remembrance Day, NAIDOC ‘Songlines – The living narrative of our nation’, Languages Week and students’ curriculum related work i.e. students’ Travel Expo, Project Fashionista, textile projects and personal interests e.g. Bead dolls.

COMMITMENTS TO THE COLLEGE'S 2016 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #202 – Wider Community Partnerships
- Fortnightly Delagram articles informing community members of a range of ICT topics including sources of parenting help regarding ICT.

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture
- Teaching, over various subjects, the correct use of ICT in matters of intellectual property and communication in keeping with Christian principles.

Quality Catholic Schooling Component #402 – Pastoral Care of Students
- Assistance for students using technology with a particular focus on students in the Bring Your Own Device (BYOD) programme.
- Education in cyber-safety via iConnect and the Digital Literacy programmes.

Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning & #308 – Effective Pedagogical Practices
- Focussed Digital Literacy classes for Year 7s ensuring successful entry into the BYOD programme and coverage of the Australian Curriculum General ICT Capabilities.
- On-demand assistance for staff and students in the use of ICT.
- Professional development for staff in the use of ICT covering 14 topics with a focus on the SEQTA Learning and Content Management System.
- Auditing of work programmes for ICT general capabilities.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Introduction of the BYOD programme for Year 7 students.
- Ongoing help for BYOD students solving significant teething issues.
- Digital literacy course expanded to three terms duration and delivered to Year 7 students one period per week.
- Student and staff help-desk style assistance.
- Staff PD covering over 14 topics.
- Australian Curriculum ICT General Capabilities audit and planning.
- Assistance in decision making regarding choice of devices for 2017.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- ClickView Online featuring interactive videos.
- SEQTA (several facets).
STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2016 saw 58 students in leadership positions. The objective of the SRC is to provide student expression and to offer a means of service to the College. Together with associated staff, the SRC seek positive ways of enhancing leadership, initiative and responsibility among the total student body. By upholding the religious, social and educational ideas of the College, the SRC support the Principal, staff and the College in their educational objectives.

This group of students with the assistance of the SRC Coordinator provided support at, and attended the following events throughout the year:
- Valentine’s Day fundraiser
- Principal’s Community Prayer Breakfast
- Inter-House Swimming Carnival drink sales
- College Assemblies
- Grandparents Day
- Information and Enrolment Evenings
- Junior and Senior Inter-House Athletics Carnivals Sausage Sizzles
- Make A Difference Day Money Collection – La Salle’s Got Talent
- Mothers’ Day and Fathers’ Day Breakfast
- Open Day
- Presentation Night Money Collection
- Stomp
- Cross Country Fundraiser
- Silver Coin Money Chain fundraiser
- Year 7 2017 Orientation Day
- Bandanna Day (fundraiser for CanTeen)
- Local Networking Inter-School Leadership High Tea at Ellenbrook Christian College
- Halogen Leadership Conference
- GRIP Leadership Conference

FUNDRAISING AND SPONSORSHIP ACHIEVEMENTS

<table>
<thead>
<tr>
<th>Event</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Carnivals</td>
<td>$1266.52</td>
</tr>
<tr>
<td>Stomp</td>
<td>$1077.07</td>
</tr>
<tr>
<td>Cross Country Fundraiser</td>
<td>$5704.95</td>
</tr>
<tr>
<td>Valentine’s Day</td>
<td>$394.25</td>
</tr>
<tr>
<td>CanTeen Bandanna Day</td>
<td>$488.10</td>
</tr>
<tr>
<td>SRC Sport Sponsorships for students (3 recipients)</td>
<td>$600.00</td>
</tr>
<tr>
<td>La Salle Money Chain</td>
<td>$276.70</td>
</tr>
<tr>
<td>Face Painting Activity for Year 7’s</td>
<td>$43.25</td>
</tr>
</tbody>
</table>

CONTRIBUTIONS TO THE COLLEGE’S 2016 STRATEGIC OBJECTIVES

**Quality Catholic Schooling Component #402 – Pastoral Care of Students**
- A major point of discussion in most SRC meetings was ways to increase student participation and involvement in all College events. In particular, the SRC wanted to provide opportunities for those students who may usually feel insecure, or threatened by social situations. To do this, the student leaders made more chances available for students to participate in Stomp activities. The SRC also discussed the topic of bullying and how they have worked within their year groups to alleviate the problem this year.

**Quality Catholic Schooling Component #307 – Differentiated Teaching and Learning & #308 – Effective Pedagogical Practices**
- The Academic Captains this year continued to facilitate and promote programmes that aimed to improve the academic performance of students. All students on the SRC consistently led by example, striving for excellence in all their classes to motivate others to achieve their best.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- The Stomp Gameshow and the introduction of improvisation based on ‘Thank John You’re Here’. 2016 was the first time this was run, replacing the Departmental Feud. This was received particularly well by both students and staff, and added to the fantastic energy and collegial spirit of the day.
- During 2016, the SRC had a great impact on the interaction and attention of students during assemblies. With the introduction of the College Captain’s Corner, greater focus on the delivery of SRC news, as well as various other forms of entertainment, College Assemblies received a lot of positive feedback. As a result, their presence during Make A Difference Day and Stomp activities was highly anticipated, where the energy of and interaction between the students and staff was particularly noticeable.
The College collected $24,945,388 in income during 2016, the majority ($16,233,647) coming from both State and Government grants. School fees increased by 3% in line with Catholic Education WA’s recommendation which saw us collect $6,502,202. Whilst our income increased, so too did our expenditure with salaries being by far our largest expense ($17,139,158).

Our long awaited administration refurbishment took place with its completion in July 2016. This enabled us to open up the front reception, construct a larger student reception area and provide extra offices for our staff. The Canteen, not only serviced our student body but also provided catering for all internal meetings resulting in a healthy profit of $34,318. The Uniform Shop too continued to provide outstanding service to our families and also made a profit of $9,978.

The College provides reassurance to families who find themselves in financial hardship by providing assistance to them either via Health Care Card discounts or manageable time frames set for the payment of fees. Parents are also made aware at the Year 7 Information Evening and also via the Delagram of The Smith Family who can assist families in need. During 2016, there was a record number of families in financial hardship.
COMMUNITY RELATIONS

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

ALUMNI

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

In 2016, 1136 Alumni members were registered and had the opportunity to maintain the spirit of the College through various events. The Alumni have the opportunity to be part of tutoring and study skills classes for students with the Daedalus and Prometheus Study Clubs.

Alumni Reunions for the Class of 2014 and Class of 2006 (ten year reunion) were organised.

FRIENDS OF LA SALLE COLLEGE (FOLSC)

The FOLSC was formed early in 2007 to give parents a forum to become involved in College life by making contributions in a range of activities/events. In 2016, 56 families assisted in the following areas:

- Act-Belong-Commit Mentally Healthy Fair
- Assembly Chair Set Up
- Inter-House Carnivals (Athletics – junior and senior and cross country)
- Canteen
- Class excursions
- Friends of Music
- Functions such as the Hall of Excellence and Lasallian Educators’ Conference
- Grounds and Maintenance
- Guest speakers
- iCentre
- Parent education
- Quiz Night
- Student Art & Design Exhibition
- Specialised skills and trades
- Thoroughly Modern Millie Production
- Uniform Shop

COMMUNITY EVENTS & FUNDRAISING

Quiz Night

Since 2005, the College has held an Annual Quiz Night as the major fundraiser. This event builds community spirit and raises funds towards a worthy cause. In 2016, 650 community members were in attendance and raised approximately $19 000 towards student facilities and resources.

Perth Entertainment Book Membership

Since 2008, the College has been involved with selling the Perth Entertainment Book. In 2016, 112 books and 53 digital memberships were sold raising $2145 towards Lasallian works and charities.

Hall of Excellence

In 2006, we introduced a fourth foundation to our College Mission statement – A commitment to excellence. Initially this foundation was to foster and acknowledge excellence amongst current students. Since then, the College has extended this to the many past students who have modelled this fourth foundation either through the difference that they have made to the lives of other people or their ability to inspire others to strive for personal excellence.

In 2008, the College celebrated its inaugural Hall of Excellence. Since then, this event occurs biennially and in 2016, four past students were inducted, increasing the Hall of Excellence to 40 inductees within the categories of Professional, Business and Enterprise, Community, Sporting and The Arts.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- The WA Chapter of Education Plus (Network of Advancement Professionals) Special Interest Group.
- WA Grassroad or Green Pastures? Engaging and maintaining strong links.
- Titan Digital.
Annual Report 2016

GROUNDs & MAINTENANCE

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

- All fire equipment including hydrants, hose reels, extinguishers, blankets, fire pump house and fire panel.
- Testing of all emergency lighting and RCDs.
- Servicing of the lifts in line with Australian standards.
- Attend to the annual pit inspection of the road worthiness of College buses prior to registration.
- Servicing of the Canteen grease trap in accordance with the licence.
- City of Swan Biannual Public Buildings Inspections which includes the Nicolas Barre Auditorium, St John Baptist de La Salle Chapel, Br Eric Pigott Performing Arts Centre, Fr Laurence Murphy SDS Senior Learning Centre, Jan Jolley iCentre, Patricia Rodrigues Centre (gymnasium) and Br Fitzhardinge 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 are:

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

Other works completed throughout the year:

- Step on the terrace of the Peter Knox Oval (front oval).
- Refurbishment of the old staffroom and modifying the administration area.
- Installation of automatic gates to both front and rear carparks.
- Religious script displayed in the St John Baptist de La Salle Chapel.
- Repoint B block wall.
- Expand the security system to now cover B, F and G blocks.
- Replacement of 200 student desk tops.
- Replace metal deck roof and box gutter above the English office.
- Minor roof repairs to the Jan Jolley iCentre, Administration and the Fr Laurence Murphy SDS Senior Learning Centre.
- Refurbishment of F3 by painting, carpeting, installing a partition wall and new door entry and furniture.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- CEWA Accreditation to Work in a Catholic school.
- CEWA Staff Orientation.
- Mandatory Reporting.