



# 2020 School Performance Report



## 1. Contextual Information

La Salle College is a Catholic co-educational secondary College from Years 7 to 12 with an enrolment of 1,405 students. The College was established in 1954 by the De La Salle Brothers, an order founded in France in 1680 (Brothers of the Christian Schools). Originally a boy's school from Years 4 to 10, La Salle College became fully coeducational in 1973. The first group of students to be able to complete their secondary education through to Year 12 graduated in 1975.

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

La Salle College offers a holistic education, embracing the spiritual, religious, intellectual, physical, social and emotional development of all students, where relationships and learning are both important. The College promotes both Gifted and Talented programs, as well as literacy and numeracy support across all years, thereby catering for all students' individual needs. The student population is diverse and inclusive of a variety of nationalities and student learning needs.

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

**Photo: Br Fitzhardinge Trade Skills Centre**



## 2. Teacher Standards and Qualifications

In 2020, La Salle College employed 106 teaching staff. The highest qualification of staff is quantified below:

**38**

Bachelor

**2**

Diploma

**5**

Graduate Certificate

**47**

Graduate Diploma

**3**

Higher Diploma

**11**

Masters

## 3. Workforce Composition

According to our 2020 Census (August) La Salle College personnel included the following:

College Personnel	Number	Breakdown of Males	Breakdown of Females
Full time Teaching staff	<b>93</b>	38	55
Full time Non-teaching staff	<b>32</b>	12	20
Full time Teaching Indigenous staff	<b>0</b>	N/A	N/A
Full time Non-teaching Indigenous staff	<b>3</b>	2	1
Part time Teaching staff	<b>12</b>	0	12
Part time Non-Teaching staff	<b>39</b>	2	37
Part time Teaching Indigenous staff	<b>1</b>	0	1
Part time Non-Teaching Indigenous staff	<b>1</b>	1	0

#### 4. Student Attendance at School

Percentage attendance for each year group in 2020 is lower because of the COVID-19 global pandemic. It is also important to note, due to Western Australia's strict border closures, all La Salle College boarders were unable to attend school for lengthy periods of time. Added to this, our boarders are solely Indigenous students from remote WA communities, so families made the decision to bring students home prior to border closures and keep students at home longer, until more certainty existed regarding the safety of their children in Perth. Similarly, day scholars were also taken out of classes prior to online learning being announced and remaining home once face-to-face teaching resumed in Term 2. These factors have had an impact on the breakdown of attendance per year group, which is listed below.

**85.12%**

Year 7

**73.43%**

Year 11

**76.70%**

Year 8

**71.76%**

Year 12

**73.23%**

Year 9

**75.33%**

Student attendance record for 2020

**71.79%**

Year 10

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

Pastoral Care Advisors monitor and follow up all student absences within their Pastoral Care Group. Classroom teachers complete daily attendance electronically which are processed each afternoon by Student Reception. On return to school after an absence, students are required to provide written confirmation of the absence or lateness from their parent or guardian. This is registered in the College's Learning Management System, SEQTA.

Each term, Leaders of Wellbeing check the percentage attendance rate for each student. If a student's attendance falls below 80% and there are no known factors such as extended illness, a letter is sent to parents or guardians explaining the importance of attending school regularly, in accordance with the *School Education Act 1999*.

#### 5. NAPLAN Information

Due to the COVID-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented in this report.

## 6. Staff, Parent and Student Satisfaction

During 2020 no formal survey was undertaken with parents and staff. However, the following are indicators of overall satisfaction with the College.

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

## 7. Year 12 Exit Survey 2020

All Year 12 students are offered the opportunity to complete a survey to determine their attitudes towards various aspects of their time at the College. One hundred and twenty two (122) students completed the survey in 2020. The key results of the survey are summarised below:

- Students felt a sense of belonging to their Pastoral Care Group (PCG) and House. Their needs and requirements were mostly listened to, and they felt cared for by the staff at the College.
- Students found their Year Coordinator/Leader of Wellbeing over the years to be dedicated
- Students enjoyed the many co-curricular offerings and extra experiences such as retreats, MAD (Make A Difference) day
- Students felt that while their achievements were often recognised this needs to occur more regularly. The Colours Student Recognition System needs amending.
- Retreats were a highlight, with most students really enjoying the experience.
- The Careers team was seen as a positive and students found the staff to be incredibly supportive.
- Students felt the Senior Learning Centre (SLC) should return to being solely for upper school students, in particular Year 12 classes. They believe it aided their learning giving them a more mature learning environment
- Students appreciated the use of the SLC during break times.
- There was a perception that the school had shifted focus to uniform rather than attention being placed on learning.

## 8. Senior Secondary Outcomes and Post School Destinations

La Salle College students continued to achieve commendable results in 2020. Overall course and programme completions are detailed below:

# 203

full-time eligible Year 12 students (excluding those on modified learning program)

# 96.1%

of students achieved the Western Australia Certificate of Education

# 12

students received  
SCSA awards

# 4

students received  
Certificates of Distinction

# 8

students received  
Certificates of Merit

## 8.1 VET (Vocational Education and Training)

# 127

students achieved an  
Australian Qualification  
framework VET Certificate II or  
higher in Year 12

# 95%

of students who participated in  
VET achieved Australian  
Qualifications Framework (AQF)  
Certificate II or higher

## 8.2 ATAR (Australian Tertiary Admissions Rank)

# 59 (28.4%)

Number of eligible students

# 81.25

Median ATAR score

# 66.8%

of eligible students  
achieved scored 70+

The table below shows results for courses in which students performed above the state average.

ATAR range	Number of students	Percentage
90+	10	17%
80-89.99	24	40.7%
70-79.99	9	15.3%
60-69.99	11	18.7%
<59.99	5	8.5%

## 9. Post School Destination

The data below provides a summary of post school destinations offered to the 2020 cohort.

# 41%

University  
Pathway

# 32%

TAFE

# 12%

Apprenticeship

# 9%

Traineeship /  
SEDA

# 3%

Defence Force

# 2%

Gap Year

# 1%

Other

## 10. School Income

School Income – Please refer to the My School webpage for La Salle College on the ACARA (Australian Curriculum Assessment and Reporting Authority) website at the following address:  
<http://www.myschool.edu.au>

## 11. Board Chair Report

2020 was certainly a school year that will be etched in our La Salle community memories for many years to come.

It represented St John Baptist de La Salle perfectly and that is to inspire different ways of teaching and to care for our young people along with how to meet challenges with compassion, then strengthen and heal. This of all years has seen our College continue his vision and values while keeping our traditions where possible.

The commitment and dedication of our Principal, Giovanna Fiume, along with the Senior Leadership Team, teachers, teaching assistants, administration staff and all other support staff have been outstanding. Thank you for your motivation and for focussing on the continued high level of education for our students who have demonstrated amazing resilience.

To all our students who have participated in all aspects of our limited College activities, thank you for your involvement. It is a positive contribution which is a key to our school community.

To all our graduating students this year, you have shown a great determination and resilience throughout a year of unknown and unpredicted turmoil. The Board members and I wish you all the best for your future endeavours. We hope you will hold your memories of the time spent at La Salle College in a special place in your hearts.

To all our valued volunteers who continually support our College behind the scenes along with being present at our events and activities, we sincerely thank you for your time and contribution.

As a Board we continued to support the College with the school strategic and improvement plans. Whilst there were no major works planned this year, we did have an unexpected short closure of our pool. As you would have observed there are some current works in progress to improve this area of the College.

I'd like to take this opportunity to give a special mention to our board member Alan Barnett, who will be completing his six-year tenure on our College Board at the end of the 2020 school year. Alan has been a strong supporter and advocate for our College and community and we're grateful for all the time, effort, contribution and support he's provided over the years.

Finally, I would like to acknowledge the support of the following people, I have received in my first year of being Board Chair: Giovanna Fiume, Campbell Brown, Craig Spence, Rachael Langdon, Aileen Duncan, Ruth Charles – Deputy Chair, Br Kenneth Ormerod, Fred Vitulano, Alan Barnett, Renee Bowell and Sandro Coniglio. Thank you for your time, valued contributions and support in ensuring the successful future of our College.

On behalf of the College Board, I wish everyone a happy, safe and blessed Christmas with your families and a prosperous 2021.

Many blessings always.

**Mrs Stacey Jackson**  
**Board Chair**

## 12. Annual School Improvement

In striving to always provide the best possible learning environment for our students, La Salle College is on a continual growth and school improvement journey. Having a clear vision for the College enables the development of strategic processes and plans to support improved educational outcomes for students.

2020 was a year that has brought change and a great deal of learning. Not just our normal lessons and classes but a year where a global pandemic has reinforced important lessons and encouraged us to think creatively to find solutions to problems we have never encountered before. All members of our community have been learners together as we have navigated living through a pandemic. We have learned that nothing remains the same and it is important to reflect on current practices and make decisions about whether they still serve us. We have learned that change can have positive implications and we have learned that we are inextricably connected and need to embrace one another to make our community strong.

Our Ministry initiatives, meanwhile, have included the ongoing development of quality Christian Service Learning opportunities for students and the provision of genuine opportunities to allow them to put their faith into action. The Touching Hearts program continues to connect La Salle College to our local parishes and community and provide quality leadership opportunities for our students.

Another focus for the year was providing faith formation opportunities for students and staff. Prior to COVID-19 restrictions being placed on travel, we were blessed to have members of the Lasallian Mission Council (LMC) faith formation team conduct a number of professional learning opportunities that supported our College leaders, new staff and existing staff. Developing an understanding of the Lasallian charism was the focus for our new staff, while our existing staff were blessed to attend two twilight retreats that enabled them to reflect on their own faith journey, question and set key goals to support their continued journey and relationship with Christ.

A core area of focus for the College is always to ensure that we have the needs of the child at the centre so we can create the best possible learning environment for them. Our vision to personalise learning has continued to facilitate the development of our Vision for Learning. Throughout 2020 we:

- Collected data from stakeholders to identify the current strengths and areas for development with regard to teaching and learning at the College using the DiSA survey
- Formed the IDEAs team to develop the skills of teacher leaders, who began the process of developing the Vision for Learning
- Vision for Learning continues to be a work in progress
- Our OLNA achievement rate for Year 12 2020 stands at approximately 95%. This improvement from 2019 has been the result of a concerted effort by the College staff. In planning sessions to establish key goals at the start of the school year in 2020, improvement of literacy and numeracy levels were targeted as a priority, with reference to Year 12 students.

An intervention program commenced, which included:

- The Vice Principal and Director of Teaching and Learning counselling all Yr12 students individually and contacted parents
- The Leaders of Learning commencing individualised tutoring programs
- Tutoring sessions being set up in class and in study periods. Tutoring was provided by classroom teachers and the Leaders of Learning

- Specialist resources were written and individualised for Year 12s based on diagnostic results from previous years
- Contact with parents. Resources were provided to parents to further support preparation.

To ensure the success of our Year 10 students as they progress into Year 11 in 2021, a comprehensive program was developed to engage students and parents with a senior member of staff, who offered support through individual course counselling. The program also included a review of subject offerings to ensure diversity of courses and a variety of different pathways to suit the needs of our Year 10 students.

Our exploration of pathways for students continues as we develop effective partnerships with tertiary and workplace organisations to support improved student choice. We were excited to integrate into our Educational pathways in 2020, Murdoch Flexi-Track. This program enables students who successfully complete the program to gain entry into Murdoch University. This alternate entry pathway into university broadens the opportunities for our students.

Parent engagement with their child's education was a priority for 2020. Although some plans have not come to fruition due to restrictions, the College staff have utilised a range of mediums to support parents' engagement in their child's education. Re-thinking parent/teacher interviews and shifting to an online Teams meeting in April demonstrated the importance of removing roadblocks. We had the highest attendance of parents through this method of meeting. Parents who work in remote locations were able to join their spouse and child in those meetings and the feedback was very positive.

Throughout 2020, a new Communications Plan was developed to address the College's need to maintain a strong position within the community and to attract prospective parents, while providing an improved communications experience for existing parents, students and staff. This plan will see the launch of a new website and a parent and staff intranet in 2021. These will be supported by a variety of other strategies and events to enhance the College's communication with parents and the broader community in the coming years.

We remain a dynamic and agile community, responding to the needs of our students, parents, guardians and staff. Our careful planning and clear focus on providing the best possible learning opportunities for our students has allowed us to develop a positive and exciting improvement culture at La Salle College.



## LA SALLE COLLEGE

5 La Salle Avenue  
Middle Swan WA 6056

PO Box 1674  
Midland WA 6936

## CONTACT DETAILS

phone: (08) 9449 0601  
[lasalle@lasalle.wa.edu.au](mailto:lasalle@lasalle.wa.edu.au)  
[www.lasalle.wa.edu.au](http://www.lasalle.wa.edu.au)

