



# La Salle College

Annual  
Report 2022



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# BACKGROUND

La Salle College is an innovative Catholic co-education secondary school guided by our Lasallian principles.

The uniqueness of every individual is embraced at our College and our safe, inclusive, and welcoming environment enables everyone to learn and flourish in their own distinctive way.

At La Salle College we offer a range of learning programs and academic pathways, as well as opportunities in a multitude of areas such as skill-based and work-based learning, music, arts, sport and extracurricular activities and clubs.

Our wonderful facilities and generous outdoor spaces, which includes a 10-lane swimming pool, Performing Arts Centre, Chapel, Trade and Skills Centre and a double court sports centre, provide an innovative and modern learning environment that inspires our students to explore their potential both within and beyond the classroom.

Our Vision for Learning is centred on Transforming tomorrow's hearts, minds and lives.

Through our faith, culture of excellence, values and systems, we equip our students with the tools they need to become life-long learners and positive contributors, voices and leaders in the community beyond their College days.

In 2022, the student body was comprised of 1331 students with an equal number of boys and girls. Twenty-five per cent of our students have a language background other than English and 6% of our students identify as Indigenous.

Transforming tomorrow's

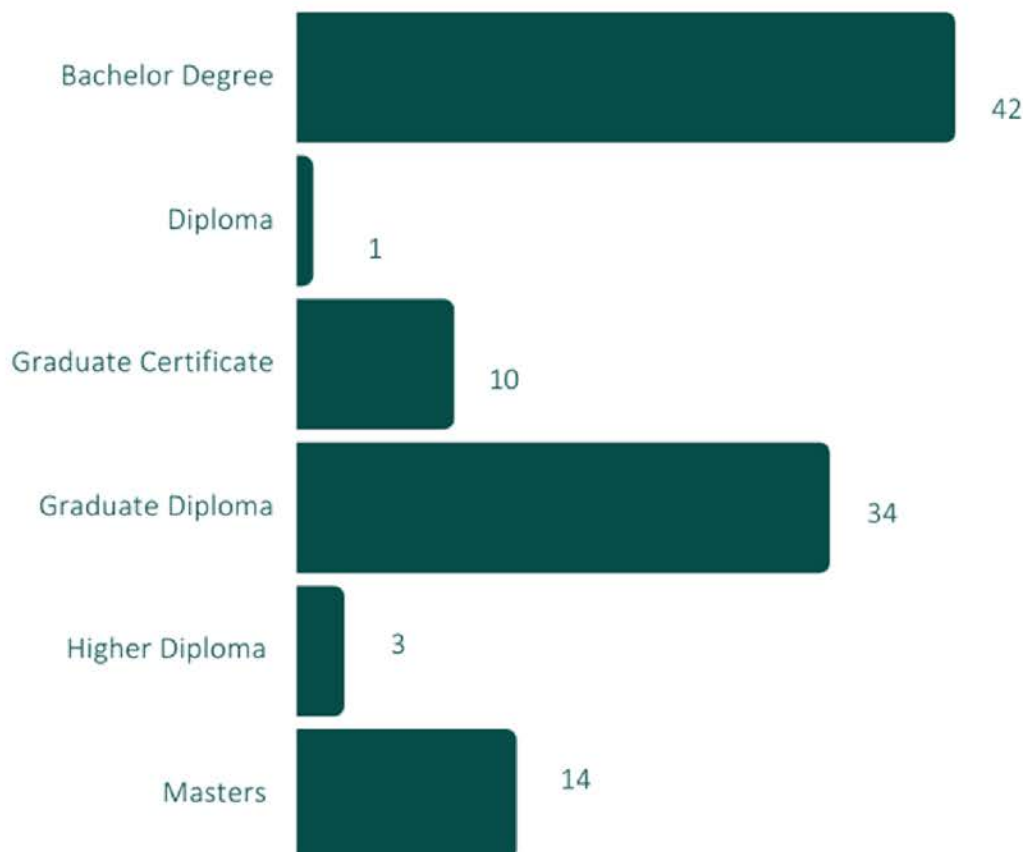
*Hearts. Minds. Lives.*





# TEACHER STANDARDS AND QUALIFICATIONS

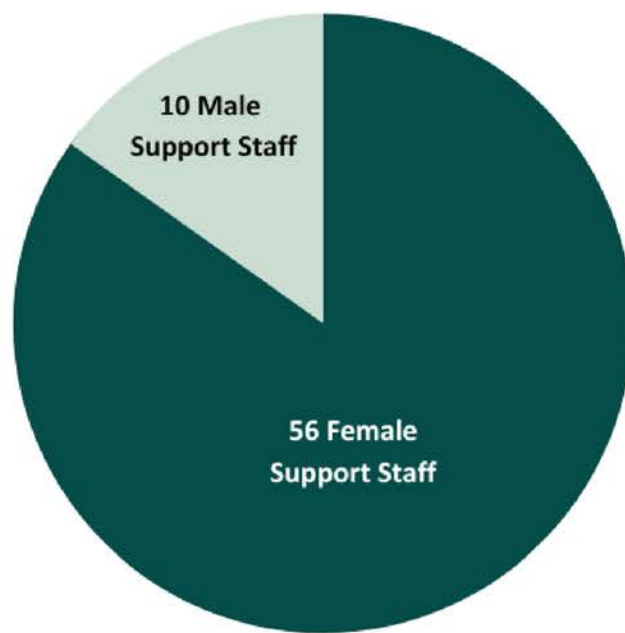
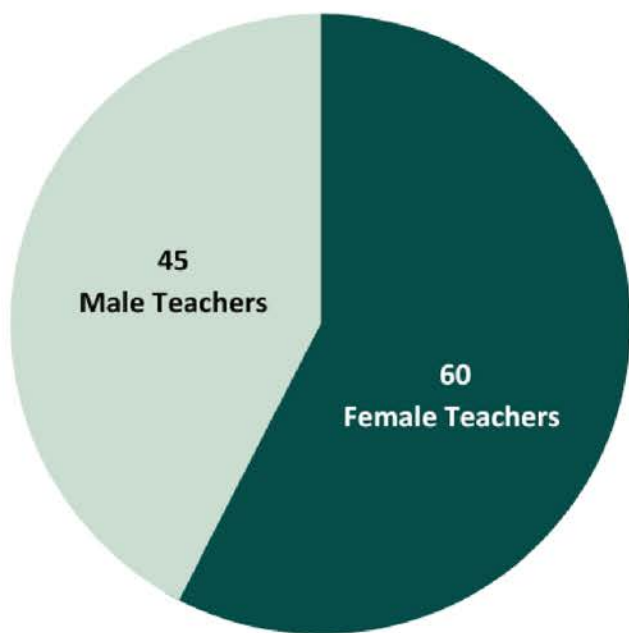
In 2022, La Salle College employed 105 teaching staff. The highest qualification of staff is quantified below.





# WORKFORCE COMPOSITION

According to our 2022 Census (August) La Salle College employed 105 teaching staff and 66 support staff.



Teaching staff

**105**

Support staff

**66**

Full-time Equivalent  
teaching staff

**95**

Part-time Teaching staff

**10**

Indigenous staff

**1**



87.99%

La Salle College student  
attendance record in 2022.



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# STUDENT ATTENDANCE

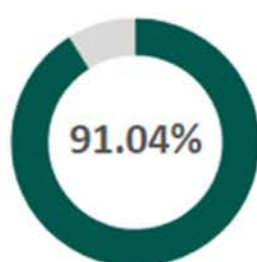
La Salle College had a student attendance record of 87.99% in 2022. Percentage attendance for each year group in 2022 is lower due to the second spike of the COVID-19 global pandemic in Terms 1 and 2. This also became a barrier for some La Salle College boarding students who were unable to attend school for lengthy periods of time. These factors have had an impact on the breakdown of attendance per year group as shown below.

Parents and guardians are requested to inform the College of any student absences. 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.

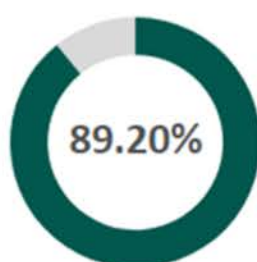
If no parent notification is received after the SMS, a follow up email is sent by Student Reception. Should confirmation of absence not be received, parents are emailed weekly, with a list of all unresolved absences that need to be verified.

Pastoral Care Advisors monitor and follow up all student absences within their Pastoral Care Group. Classroom teachers complete daily attendance electronically which are processed after each period by Student Reception. Student Reception staff send timely reminders to classroom teachers to ensure their attendance is completed accurately and there are no discrepancies. 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.

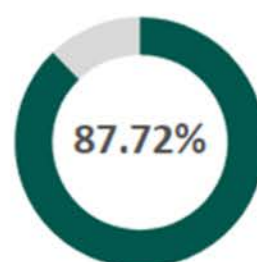
Each term, Leaders of Wellbeing check the percentage attendance rate for each student. If a student's attendance falls below 90% and there are no known factors such as extended illness, a letter is sent to parents or guardians explaining the importance of attending school regularly, in accordance with the School Education Act 1999.



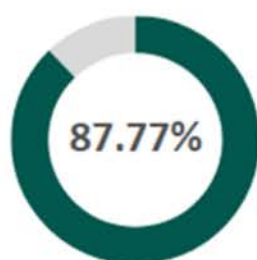
Year 7



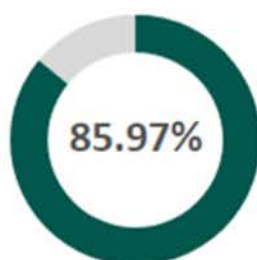
Year 8



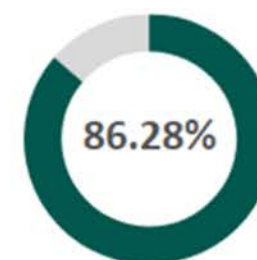
Year 9



Year 10



Year 11



Year 12

# NAPLAN ANNUAL ATTENDANCE

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



Table 1: Year 7 NAPLAN Results

Year 7	All Australian School's Mean	La Salle College Mean	% at or above National Minimum Standard
Numeracy	547	536	94.57%
Reading	543	539	96.35%
Spelling	548	552	95.45%
Grammar/Punctuation	534	530	94.49%
Writing	531	528	94.14%

Table 2: Year 9 NAPLAN Results

Year 9	All Australian School's Mean	La Salle College Mean	% at or above National Minimum Standard
Numeracy	585	583	97.39%
Reading	578	579	91.35%
Spelling	577	577	94.34%
Grammar/Punctuation	574	569	90.44%
Writing	561	567	91.77%





# PARENT, STUDENT AND TEACHER SATISFACTION

In 2022 La Salle College participated in the National School Improvement research-validated online surveys which gathered the views of students, staff and parents/caregivers. Parents/Caregivers were surveyed across the categories Catholic Identity, Child/Children' Experiences and Parent/Caregivers' Experience.

The respondents positively identified La Salle College as 'Welcoming School' and identified additional areas of strength as:

- There are clear signs of Catholic identity visible through rituals
- There are clear signs of Catholic identity visible through symbols, artwork and sacred spaces
- The staff treat their child/children with respect
- A safe environment is provided during break times
- They feel comfortable approaching school staff about their child/children's progress.

Teachers and Staff were surveyed across the categories Catholic Identity, Organisational Climate and Work Engagement, Efficacy and Satisfaction. La Salle College has cause to celebrate that both teachers (92 respondents) and support staff (47 respondents) have identified Teacher/Job Efficacy as a relative strength in its entirety and have reported a strong understanding of School Mission. Additional areas of strength identified by both teaching and support staff include:

- There are clear signs of Catholic identity visible through rituals and practices and symbols, artwork and sacred spaces
- They are committed to and set out to help achieve the school's Catholic identity as expressed in the school's mission, vision and practices
- They are able to approach middle leadership to discuss concerns
- They feel accepted and supported by colleagues at the school

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# PARENT, STUDENT AND TEACHER SATISFACTION

- They feel comfortable expressing ideas in front of colleagues
- If you make a mistake, others are forgiving of you
- It is easy to ask other staff members for help and staff treat each other with respect
- Their colleagues help students feel safe and secure in their class
- Feel proud of the work that they do at this school and are pleased that they chose to work at this school
- Sexual harassment is not tolerated at this school
- The school is inclusive of all people (e.g., different abilities, gender, sexual orientation, culture, and background).

## Areas of focus for the College:

- Include a greater involvement of staff in decision making.
- School staff are encouraged to improve, evaluate and refine their practice.
- The College needs to assess how systems support setting high expectations for the success of students and engaging parents or caregivers in their child's education.

Students were surveyed across the categories Catholic Identity, School Climate and Protective and Risk Factors. The 765 respondents positively identified Peer Connectedness and Expectations for Success as areas of strength at La Salle College. Risky Behaviours had low levels of self-report indicating this is a relative strength of the College environment.

## Student responses highlighted:

- How teachers support student learning through caring and respectful interactions.
- Feedback from teachers for learning is to be considered.
- Further investigation is required to help each student feel themselves a valued part of the school community acknowledging and valuing their differing cultural backgrounds and experiences.
- That the school promotes, develops and gives witness to the Catholic faith.
- Students need to be aware of procedures to, and are confident that they can, report incidents.

Whilst the data provided many areas of focus for the College, it also provided a considerable amount of positive feedback for community to acknowledge and celebrate.

**765 student respondents positively identified Peer Connectedness and Expectations for Success as areas of strength at La Salle College.**





# SENIOR SECONDARY OUTCOMES

School Curriculum & Standards Authority (SCSA) Western Australian Certificate of Education (WACE) La Salle students continued to achieve commendable results in 2022. Overall course and programme completions are detailed below.

## ATAR

### 27.8%

Number of eligible students  
(n=50)

### 43.1%

of eligible students scored  
70+ (n=22)

### 66.2%

Median ATAR score

### 180

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

### 97.8%

of students achieved the  
Western Australia Certificate of  
Education

### 8

students received  
SCSA awards

### 1

students received  
Certificates of Distinction

### 7

students received  
Certificates of Merit

### 113

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

### 100%

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

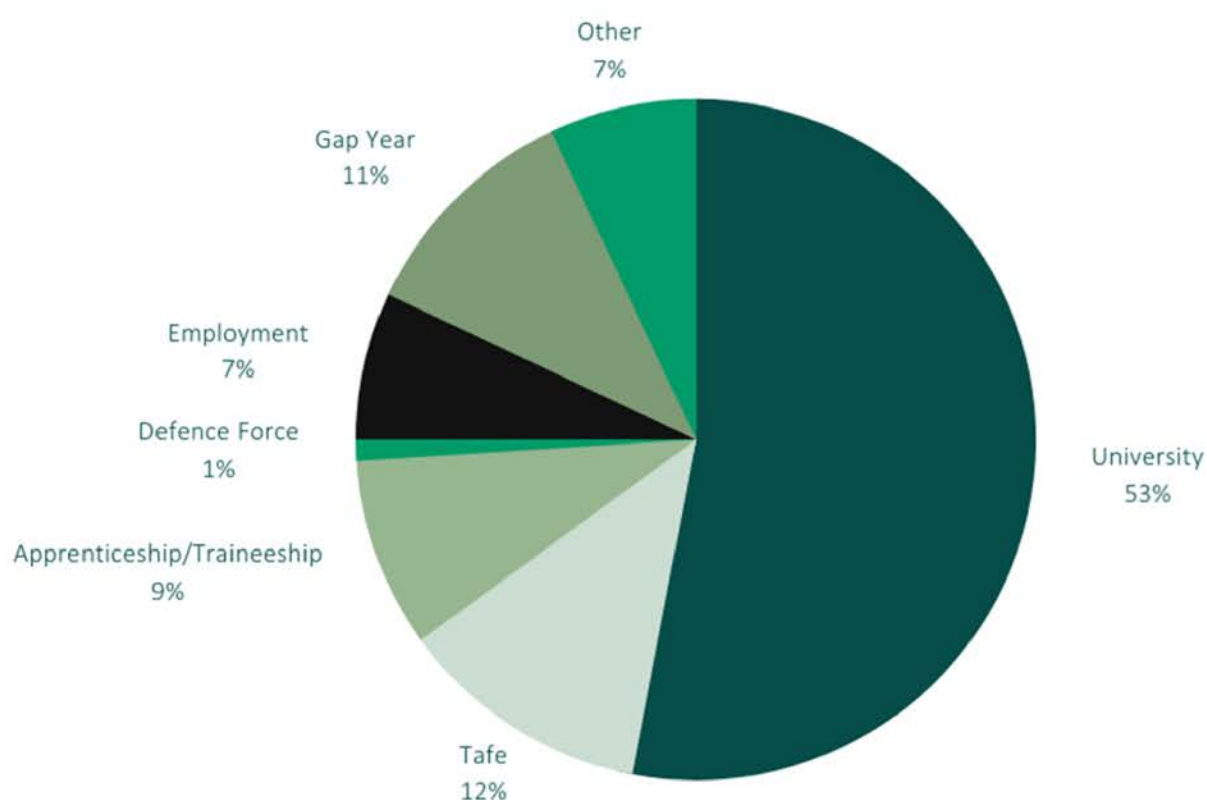
Table 3: ATAR Results

ATAR range	Number of students	Percentage
90+	5	9.8%
80-89.99	7	13.7%
70-79.99	10	19.6%
60-69.99	14	27.5%
< 59.99	1	1.9%

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# POST-SCHOOL DESTINATIONS

The data below provides a summary of the primary post-school destinations selected as desired by the 2022 cohort. This data is based on 122 students who completed the survey.



## SCHOOL INCOME

Financial information about La Salle College for 2022 is available on the My School website [www.myschool.edu.au](http://www.myschool.edu.au).



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# ANNUAL SCHOOL IMPROVEMENT

La Salle College's mission is to develop life-long learners who are Christ-centred, resilient and innovative contributors to our ever-changing world.

This led to four school improvement goals for 2022. These goals were formed under CECWA's Strategic Directions (2019-2023) intents of:

- Catholic Identity – Inspiring Christ Centred Leaders
- Education – Catholic Schools of Excellence
- Community – Catholic Pastoral Communities and
- Stewardship – Accessible, Affordable and Sustainable System of Schools.



Whilst the College's Strategic plan addressed other ongoing improvements to these intents, four key goals were planned, implemented and evaluated by the College Leadership team which comprised of Leaders of Learning and Leaders of Wellbeing working side by side with the Executive team.

One of these goals was 'Staff engage with different forms of prayer that develops a relationship with Jesus' which included a school wide focus on learning the new College prayer and development and refinement of House prayers. The process of enriching staffs' current and developing knowledge of prayer took many forms. In the same way that Pope Francis extolls "the Church community – inclusive of parishes, schools and families – is challenged to consider how it goes about this recognition and listening, that with the grace of God, it seeks, encounters and welcomes [young] people in their concrete life situations" (Pontifical Council for Promoting New Evangelisation (2020). Directory for Catechesis. Strathfield NSW: St Paul's Publications, n. 198.)

The same proposition was extended to staff at La Salle College throughout the year. Staff engaged in Professional Development of different forms of prayer through a "Prayer in the City" experience. Staff were given the opportunity to lead prayer for our community and were coached through the process by the Liturgy Coordinator. Staff then applied their knowledge and experience to work with students in Pastoral Care Groups (PCGs) to develop their prayer experience. Staff worked with students during Term 1 in PCGs and classroom lessons to learn the College prayer. This prayer had been recently reworked to include the Lasallian principles as well as our College values. The formality and structure of this prayer allowed students to witness a mode of prayer that could be used as community. This experience with the College prayer led to the collaboration between staff and students to develop and refine House prayers based on the charisms of House patrons.

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The process of gathering and sharing the history, qualities and character attributes of the House patrons took time. This process ensured staff and students had time to reflect and feedback the key elements they felt were important to include in the construction of the prayer for their House. This time was well spent as House Coordinators worked closely with both the Deputy Principal and Catholic Identity team to ensure clarity of purpose, appropriate content curation and commonality of language and length between Houses was achieved. Staff and students are proud of their creations, having them displayed in Pastoral Care Groups, regularly using the prayer in PCGs, House gatherings and during House Masses.

La Salle College has been working with staff, students and parents to create its unique Vision for Learning. 2022 saw the first year of implementation of this vision - 'Transforming tomorrow's hearts minds and lives' through the goal of 'Identify and articulate the College's Vision for Learning including the pedagogical principles.' The four Pedagogical Principles chosen by La Salle College are:

- Connection
- Courage
- Engagement
- Flexibility

This goal provided the College leadership team the opportunity to increase the visibility of the Vision and Pedagogical Principles amongst staff and student groups as well as a soft launch to the wider community. Leaders of Wellbeing include the Vision and principles as part of year level assemblies to increase student knowledge and understanding as well as their daily interactions with students and staff at the College.

The IDEAs (Innovative Designs for Enhancing Achievements in Schools) team developed, in consultation with staff and the student group, a series of posters that outline how a student can demonstrate their engagement with the pedagogical principles. The example of a student explicitly demonstrating the principles of Connection is when "I show respect, I expect respect, I am trustworthy, I value the opinions of others, Others are safe near me, and I make new connections in and out of school." Similar expressions are visible and articulated for all principles in every classroom in the College.







Students now use these principles and their elaborations in their learning journey daily and teachers encourage their continued usage, understanding and exploration. Staff have developed their understanding of the process used to create the Vision for Learning statement as well as the theoretical constructs and research that underpins the pedagogical principles.

The IDEAs team honed the narrative or history, of the Vision for Learning and this was published to all staff and supported with a video of the stages of development. Further to this, the principles are also published with a definition, educational rationale, core commitments (these make explicit the visibility of the principles) and supporting resources and theoretical constructs in the form of fact sheets published to all staff. This not only allowed for staff who had been previously involved in creating the vision to have a common understanding of the principles but also allowed new staff joining the College to develop their understanding without travelling the same road to creation.

The broadening of staff involved in promoting the Vision for Learning, from the IDEAs team to the College leadership team, allowed for the vision and principles to permeate into not only assemblies and classrooms at a student level but into the planning, programming and professional learning of Learning Areas (LA) within the College. Leaders of Learning began using the principles to set LA meeting agendas, have conversations with staff about professional learning opportunities that supported the principles as well as beginning to map where teaching and learning programmes and resources supported the vision.

As a stepping off point Leaders of Learning set their teams the challenge of identifying areas of strength as well as areas for improvement to focus on addressing into 2023. The time spent unpacking the principles within LAs also fostered further professional discussion and clarification of Principles and led to a deepening of the ability of all staff to identify and articulate the Vision for Learning and Pedagogical Principles throughout the College.



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The Community goal set by the College was “Develop an Aboriginal Education plan (AEP) that improves inclusion and educational outcomes.” This was an ambitious goal but one that was passionately pursued by the members of the Leadership team. The first step in the action plan was to identify the areas of focus using the CEWA Aboriginal Education Improvement Map (AEIM). The areas of focus were:

1. Develop staff cultural competence and knowledge
2. Plan, teach and assess culturally appropriate learning experiences.



An Aboriginal Education Plan was then developed to address these areas of focus across the College. Throughout 2022 staff and students engaged in cultural experiences to deepen their understanding of the history and story of local Aboriginal people. Such experiences included:

- NAIDOC Week Assembly on 13 September when Noongar Elder Vaughan McGuire spoke to the College about smoking ceremonies and performer Lilly Gogos worked with Aboriginal students on their traditional dance which was performed for the whole College.
- Mr Neil Coyne spoke to the staff about being taken from his family and put in a mission in the South West of Western Australia. He graciously shared his experiences, that of his family and the impact on him as a father in our community.
- Q&A session with our ATA Bethany Farmer was held where staff were encouraged to ask questions about the Aboriginal culture and answers were provided in a safe and respectful environment.
- A Working party formed in Term 1 to action the student led suggestion of building a Yarning Circle at the College. This project drew members of staff from the Director of Corporate Service, Head of Boarding and other interested teaching and non-teaching staff. This group was successful in having a Yarning Circle planned and under construction at the end of 2022.

The development of a student led NAIDOC week planning committee saw such an uptake, that their remit of helping to plan the NAIDOC Week Assembly was expanded to include regular and ongoing meetings of the committee following the successful completion of NAIDOC week. This committee proposed activities across the whole College such a recognition of Sorry Day and culminated with the student NAIDOC Committee addressing the College about the Yarning Circle, its significance and learning and healing opportunities that could be gained from its use.

Whilst many experiences during 2022 have started the journey towards cultural knowledge and competence, much work is required to address staff feeling appropriately skilled to plan, teach and assess culturally appropriate learning experiences across the whole College. This is an area that needs further development, and La Salle College is committed to following through to implement all aspects its AEP.





“Staff access and respond to feedback to develop their professional capacity” was the key project led by the College leadership team under the Stewardship intent. A process was designed by which staff could access feedback from a professional partner. A professional partnership involved making connection with another staff member, ideally from another department. Teachers were to observe each other’s lessons and provide specific feedback related to their Professional Growth Plan’s goals. Ideally, staff would go through this process at least twice a year and the written feedback form was to be uploaded to their Growth Plan as evidence of the process.

Through the development of comprehensive resources for staff to use to facilitate the process, staff had the opportunity to access feedback in a straightforward manner. The resource included links to professional learning opportunities through videos and documents from authoritative sources. Also included were forms and guidelines to accompany the observation and feedback process. This documentation formed a solid basis for moving forward with developing this strategic intent further. The group also presented a Professional Learning session to all staff to inform them of the process. At this session staff were given a takeaway flyer to remind them of the opportunity to access feedback.

As a result of the process implemented, staff were able to access feedback from colleagues not normally involved in the formal feedback process. Valuable insights were gained by staff observing and being observed in their teaching and professional growth goals set for the following year were influenced by this feedback. The training accessed by teaching staff allowed a greater appreciation for the value of clear, explicit feedback and a sense of safety to allow others into the teaching and learning space has removed barriers for some staff to invite others into their classrooms.

The goals set for 2022 encountered the same issues all WA educational institutions faced, the need to pivot and adapt to societal challenges beyond the control of any organisation. The opportunity this presented allowed La Salle College to demonstrate to the staff and students, supported by families in the community, that we live our Mission “to develop life-long learners who are Christ-centred, resilient and innovative contributors to our ever-changing world” more than a statement displayed on a website but demonstrated daily, authentically, and communally at every level.