Annual Review 2011
Contents

Contact Details 3

College Overview 4

College Board Report 5

Principal's Report 6

Education in Faith 8

Learning and Teaching 9

Student Wellbeing 13

Leadership and Management 14

Financial Performance 16

Future Directions 17
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College Overview

Founded in 1912, De La Salle is an independent Catholic College for boys from Years 4-12. De La Salle has educated boys for 100 years in the Lasallian tradition, enabling students in a community of faith and excellence to achieve their full potential with integrity and distinction.

At De La Salle, our students learn to live and lead. A simple philosophy, but very important as boys learn to take on leadership roles and become active members of the school community. School activities are designed to be engaging and challenging with the aim to value the individual, acknowledge differences in learning styles and reflect an emphasis on affirmation and encouragement.

Located on two adjacent campuses, the facilities include a large gymnasium, basketball courts, playing field, weight-lifting room, multi-purpose hall, performing arts centre, computer laboratories, several science laboratories (general and specialist), two libraries, a chapel and a creative arts complex encompassing design technology, art, graphics, photography and music studios. The College has a property at Jan Juc which is used for outdoor education camps, leadership courses and parent relaxation.

The curriculum reflects the Lasallian ethos and culture. It is designed to be engaging and challenging to foster a culture of excellence, with high expectations and aspirations across the school community in Learning and Teaching. Personal and communal excellence is expected, achieved and celebrated. The College has an innovative eLearning program with all students from Years 7-11 having personal use of a netbook, supported by the curriculum delivery through the College Learning Platform. This greatly increases student engagement, independence and self-initiated learning in students and extends their learning beyond the classroom. Sport and Physical Education are highly regarded components of the curriculum with emphasis on participation and skill development. All major sports are offered and the college competes in the Associated Catholic Colleges' competition. A variety of cultural, academic, community and social activities, drama productions, musical performances, jazz bands, string ensembles and community services are offered, as well as a varied outdoor education program for all classes.

De La Salle is renowned for its excellent pastoral care. The Pastoral Care Policy of the college is centred on affirmation and encouragement, whereby boys are given the opportunity to be part of the confidence-building exercises of leadership from an early age. Homeroom teachers and year-level co-ordinators are the key figures in exercising pastoral care for the boys, concerning themselves with individual welfare and maintaining the standards and expectations of the College. Support is provided by the two counsellors, staff members of the Mary MacKillop Enhancement Centre and the careers counsellor. The caring attitude of the staff is one of the college's strong characteristics.
College Board Report

At the end of 2011 De La Salle College completed 100 years of providing Catholic education in Melbourne. During this time the College has developed a proud tradition of Lasallian education, serving families residing in an extensive number of suburbs throughout Melbourne, representative of a wide socio-economic spectrum. While our tradition extends back to 1912, the College began a new chapter in its history when it became an incorporated entity from the commencement of 2009 and its governance became the responsibility of a Board of Directors. It is noteworthy that a number of the Directors have been past students who have maintained their close links with the College and have demonstrated their commitment by assuming the responsibilities of governance.

In exercising its responsibilities the Board has been very conscious of, and conscientious about, its fiduciary duty in ensuring the maintenance of the Catholic Lasallian ethos of the College, the delivery of a curriculum suited to the needs of a diverse student community, the ongoing financial health of the College and its role and status within the broader community.

During 2011 the College continued to develop strategies to implement planning based around the core principles of the School Improvement Framework, aligned with the principles and philosophy of a specifically Lasallian education, faithful to the heritage which we trace back to St John Baptist de La Salle.

Under the leadership of the Principal, Br Paul Rogers fsc, the College has continued the initiatives of 2010 in relation to assessing the extent to which our curriculum remains valid for the current generation of students, examining the most appropriate allocation of physical resources on both campuses, and formulating a master plan and a business plan to support the implementation of the strategic plan. Planning has ranged across a broad spectrum - from, for example, strategies designed to enhance effective teaching and improved learning outcomes, through to reexamining the question of the optimum size of the College in terms of total enrolment.

The Board commends the Principal, leadership team and all staff of the College for the dedication and professionalism which they have brought to the task of the human and Christian education of our students in 2011.
Principal's Report

The academic year 2011 was a developmental period for the College. Its provisions were enhanced significantly, facilities were upgraded to improve the school environment, plans were put in place for further site developments in 2012 and beyond, and, significant advances were made with our School Improvement Plan toward reaching our desired goals.

The completion of the library facility on the Tiverton (Junior) campus provided a much enhanced provision for the school to develop our boys with their reading and research environment. Primary boys now have a special learning area within the larger complex. The development was only possible because of the BER funds from the federal government. In 2011 also the College continued with our refurbishment of the Tiverton Technology facility, the fine arts facility and the Kinnoull Library where the movement of book stock and furniture created a totally renewed learning space. Some of the boundary fences were also replaced to improve the approaches to the school.

Teaching and Learning continues to be our major focus, and the area where most of our energies have been focused. Several year groups had their own Netbooks and our aim is to have each secondary student (Years 7–11) with their own netbook for the commencement of the 2012 academic year. Teachers have been working in larger and smaller groups throughout the year to grow their familiarity with Moodle – our learning platform of choice, and to also be able to upload their curriculum and work schedules for their students commencing in 2012. This curriculum had to be adapted to the new curriculum as we know it so that a minimum number of amendments would have to be made later.

This also led to a review and renewal of our Assessment and Reporting policy and initial moves toward common exams were begun. Parent-Teacher meetings were re-scheduled to better reflect the need to liaise with parents when a closer collaboration and attention from parents might improve the learning situation. A review of behaviour management was begun with in-service for all staff to help develop improved awareness of what a mutually agreeable behaviour might look like in the 21st century. Skeletal plans were laid out and should be concluded early in the 2012 school year.

A Centenary committee, representative of all the College stakeholders, was established to commence immediate planning for our Centennial year, 2012.

In the 2011 VCE, 22 (12.6%) students received ATAR scores above 90 with our top students scoring 99.35, 99.2, 98.85, 98.25 and 97.65. 44% of Yr 12 students received an ATAR score above 70, 65.9% a score above 60, and 97.1% a score above 40. The VCE median score for 2011 was 31, an improvement over 2010. The College continues to develop its programs for students with specific learning difficulties.
De La Salle conducts an annual survey through Insight as part of our ongoing commitment to the School Improvement Framework. The data gleaned from student, staff and parent feedback is used to inform our decision making for our overall School Improvement Plan.

Cocurricular involvement by students in all areas: sport, music and the performing arts, drama, debating and chess were significant. The College were once again Premiers in Cricket (First X1) and the Golf Open Championship. The spiritual development of each student is also important and we have developed a strong sacramental program and continuing improvements in the religious and moral education program.

Social justice initiatives have always been a strong and vibrant characteristic of life in De La Salle. In 2011 we developed a Year 8 camp program through which all boys visited the Big Issue and Sacred Heart Mission. Year 9 have a Lasallian Service week and Year 10 complete an optional Philippines trip during which they work on a Gawad Kalinga program, Year 11 go to Papua New Guinea and Year 12 to India, after the completion of their VCE. In addition the boys raised $68,000.00 for the Lasallian missions through their annual Mission Action Day.

At De La Salle we provide a complete package in which students are exposed to many areas of learning during their early years and given wide exposure to develop their emotional, aesthetic, spiritual and physical person. An awareness of the needs of others, and having the initiative to do something about it, have become the characteristics of a strong Lasallian education in De La Salle College.

Brother Paul Rogers fsc
Principal
Education in Faith

De La Salle is a Christian community in the Catholic and Lasallian tradition. Central to our mission is the establishment of a strong Christian community with a special concern given to those who are poor, neglected or in need of special assistance.

Religious education is recognised as a key element of our education program. This is achieved through our structured lessons, a retreat program (Year 9 and Year 11/12 in 2012, conducted by the Lasallian Youth Ministry team), a Lasallian Youth Minister on campus, community service opportunities and the celebration of significant events through both liturgy and Eucharist.

The College Chaplain has an established program for inducting students into the sacraments, where required or requested. A team of teachers work with the Head – Religious and Moral Education to help prepare Liturgies and Masses that celebrate key events in the church’s year e.g Ash Wednesday, the Easter event, the feast of St John Baptist de La Salle, Anzac Day, year level graduations and Social Justice Mass.

Our religious education program is centred on the mandated text books: To Know, Worship and Love from Grade 4 to Year 10. All Year 11 students study Unit 1 of Texts and Traditions, whilst all Year 12 students study Unit 2 (Ethics) of Religion and Society. In 2012 we intend to introduce the Ethics program at Unit 1 to Year 11 students as a more relevant program for both our teachers and students.

A well developed community service program is in place for Year 7 to Year 12 students. They are engaged in many local service programs to the poor and needy: Year 8 (Big Issue and Sacred Heart Mission), Year 9 (Lasallian service to either disabled children or Aged care facilities), Year 10 (the Philippines) whilst senior students are given an opportunity to serve in either India (Yr 12 after graduation) or Papua New Guinea (Year 11). This program takes place for an extended period and takes place during their holidays. St Vincent de Paul Society is also conducted for senior students with the Collingwood soup kitchen being their main service area on a regular basis.

The Lasallian Youth Minister for 2011 was a former student. He identified and prepared Year 11 students for ministry with the younger students, especially their retreats. He was also the College liaison with the Lasallian Youth team in Sydney and with whom we are intending to work in 2012.

At De La Salle we attempt to instil religious education into daily life of every student, both Catholic and non-Catholic alike, so that they can come to understand and appreciate their life in terms of service, love and justice taught to them through the Gospel message.
Learning & Teaching

One measure of student achievement is to look at how our students have performed against the National Minimum Standard in the NAPLAN.

**Percentage of Students Achieving at or Above Minimum National Standards**

<table>
<thead>
<tr>
<th></th>
<th>Year 5</th>
<th></th>
<th>Year 7</th>
<th></th>
<th>Year 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.8%</td>
<td>100.0%</td>
<td>100%</td>
<td>96.9%</td>
<td>100.0%</td>
<td>98.4%</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7%</td>
<td>100.0%</td>
<td>95.8%</td>
<td>95.2%</td>
<td>96.6%</td>
<td>96.2%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100%</td>
<td>96.8%</td>
<td>96.1%</td>
<td>96.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.8%</td>
<td>100.0%</td>
<td>100%</td>
<td>96.3%</td>
<td>95.1%</td>
<td>97.8%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100%</td>
<td>97.9%</td>
<td>99.0%</td>
<td>99.5%</td>
</tr>
<tr>
<td>Reading</td>
<td>98.2%</td>
<td>97.5%</td>
<td>98.3%</td>
<td>98.2%</td>
<td>97.5%</td>
<td>98.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>97.1%</td>
<td>97.0%</td>
<td>95.1%</td>
<td>97.1%</td>
<td>97.0%</td>
<td>95.1%</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.1%</td>
<td>93.0%</td>
<td>95.6%</td>
<td>97.1%</td>
<td>93.0%</td>
<td>95.6%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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<td>97.5%</td>
<td>97.3%</td>
<td>94.2%</td>
<td>97.5%</td>
<td>97.3%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.9%</td>
<td>99.5%</td>
<td>99.4%</td>
<td>98.9%</td>
<td>99.5%</td>
<td>99.4%</td>
</tr>
</tbody>
</table>

**Change in Proportion of Students meeting National Minimum Standard**

<table>
<thead>
<tr>
<th></th>
<th>Year 5</th>
<th></th>
<th>Year 7</th>
<th></th>
<th>Year 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>-0.4%</td>
<td>4.2%</td>
<td>0%</td>
<td>-2.1%</td>
<td>3.1%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Writing</td>
<td>-8.3%</td>
<td>8.3%</td>
<td>-4.2%</td>
<td>-1.7%</td>
<td>1.3%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Spelling</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-1.1%</td>
<td>-0.8%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-0.4%</td>
<td>4.2%</td>
<td>0%</td>
<td>-1.1%</td>
<td>-1.3%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-2.1%</td>
<td>1.6%</td>
<td>0.0%</td>
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</tbody>
</table>
Change in Proportion of Students meeting National Minimum Standard continued..

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>Reading</td>
<td>0.9%</td>
</tr>
<tr>
<td>Writing</td>
<td>1.4%</td>
</tr>
<tr>
<td>Spelling</td>
<td>0.8%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>-0.6%</td>
</tr>
</tbody>
</table>

Average Standardised Results – Year 9

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>Reading</td>
<td>5.45</td>
</tr>
<tr>
<td>Writing</td>
<td>4.76</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.86</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>4.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>5.23</td>
</tr>
</tbody>
</table>

Naplan Data

Year 5, 2011
Valid statistical data is difficult to analyse due to the comparatively very small cohort of our Year 5 compared to the average Year 5 enrolment in most schools. However it is very pleasing to note that our Year 5 performance is, at minimum, equal to statewide performance as our means at Year 5 are higher than the state in all dimensions.

Year 7, 2011
At Year 7 our results are significantly above the state mean in all dimensions. In reading, writing and numeracy the margin above the state mean is extremely high in statistical terms. The school spread is consistent with the state spread.

Year 9, 2011
The mean performance of Year 9 was much higher than the statewide mean performance and this difference was statistically significant in all five areas. This is most noticeable in writing and numeracy.

Improvement from Years 7-9

The school comparison report for 2011 shows that De La Salle has had higher growth than the state in all areas.
Statistical Data

82% of the students in Year 9 at De La Salle College in 2008 went on to do Year 12 in 2011 at De La Salle.

182 students completed Year 12 in 2011. 174 students applied to VTAC for a tertiary place. 130 (84.96%) received a Higher Education offer after all rounds. The remainder chose TAFE offers with only 3 choosing full-fee paying colleges.

Of the 8 students who did not apply 6 have accepted apprenticeships and 2 were intending to find full-time work.

100% of VCAL students successfully completed their senior VCAL certificate and all are either working or have accepted a TAFE placement.

Interest has been strong in the Commerce, Engineering, Architecture and building fields. Other popular areas of interest were in Law, Psychology, Arts and Media. The most popular institutions were Monash, RMIT, Swinburne and Deakin University. The University of Melbourne attracted a number of our students with higher ATAR scores.
De La Salle College, Malvern

De La Salle College provides a range of activities, programs and camps, both inside and out of normal school hours, which enhance the education program offered to our students. In 2010 these activities included:

- ACC sporting competitions ACC public speaking, drama, music, debating and chess activities
- Australian Mathematics, Science, and English competitions
- Social Justice initiatives (local, India, Papua New Guinea, Philippines)
- Social Justice Mass (students collect canned foodstuffs for distribution to the needy locally)
- Work & Community Experience Program (Yr 9 & 10)
- Mission Action Day (Supports Lasallian Missions world wide)
- Student Leadership Development Programs (implemented across the College to provide opportunity and develop student leadership)
- After school study program (Maths SUM Aid Yrs 10-12)
- Formal dance classes and Social (Yr10) and the Blue & Gold Ball (Yrs 10-12), Social (Yr 9), Bush Dance (Yr 8)
- Private music tuition
- Music camp and tour (opportunity for students to share what they have learnt)
- Music concert nights and drama evenings/Musical Production
- Subject information evenings
- ‘Live Smart’ and ‘Keys Please’ Program
- Headstart Program (for students progressing Yr 10-12)
- Lasallian Service Program (Yr 9) to aged care and special schools
- Accelerated academic programs commencing at Yr10
- Miguel Class Initiative (enhanced learning for top performers in an identified Yr 9/10 classes)
- Old Collegians Association
- Founder’s Day (Celebration of our origins)
- Personal development programs e.g. cyber safety, bullying and alcohol and drug awareness
- Sacramental Program (providing Baptism, Reconciliation, First Communion and Confirmation to students requesting)
- Religious and Moral Education Classes for all students
- Interclass Sports Competition conducted across the year in all key sports
- Student overseas exchange programs (Italy, France Philippines)
- Debating and Chess inter-school competition
- Interschool snow sport competition
- Orientation Camps for Yrs 4 and 7
- Parents Network
- School Camp Program (for Yrs 4-6, 7, 8 and 9. Yr10 have optional camp/tour program)
Student Wellbeing

The whole school attendance rate for 2011 was 95.83%. The Primary classes achieved an attendance rate of 95.71% whilst the rate for the secondary students was 95.84%.

The College’s concern for the wellbeing of its students is reflected in the appointment of a Director of Student Wellbeing (counsellor/psychotherapist) located at the Tiverton Campus and a counsellor at the Kinnoull Campus.

With due regard to Victorian State Law, counselling is confidential and is offered free of charge. Support can be afforded parents through family counselling and consultancy, and advice is available to teachers. Referral to off-campus agencies is made where required. 248 students had availed of either individual or group counselling in 2011. The most common presenting issues were anxiety, social disability, family dysfunction, classroom behaviour management, peer relationships, anger, and motivation.

Through the Director of Student Wellbeing, the College provides a set of Parent Education Evenings which cover a broad range of issues relating to child and adolescent development and effective parenting. Members of the Student Wellbeing Team assist with these nights.
Leadership & Management

De La Salle College is blessed with a professional and highly committed staff; 90.91% of our teachers were retained by the College in 2011. The attendance rate in 2011 was 96.67%.

On average members of our teaching staff hold 2.5 post school qualifications each; a significant number of teaching staff, 13.2%, hold higher degrees including Masters Degrees and Doctorates, 96.38% of our teaching staff has at least one degree.

All members of our teaching staff are committed to continuing professional learning. The College is keen to support and encourage this high standard and provides financial and time release support. In 2011, 130 staff (including teaching and non-teaching) undertook some form of professional learning, either through internal staff training, staff meetings or externally provided training and conferences. During this period, the College spent just over $43,000 on professional learning.

Our Curriculum and Professional Learning focus for 2011 was multi-faceted and included the following issues:

(a) Preparation for the introduction of the National Curriculum
(b) Creation of individual staff Curriculum Action Plans in line with the College and Key Learning Area Action Plans
(c) Development of a Student Behaviour Management Policy
(d) The use of ICT in the curriculum
(e) Cyber safety
(f) Preparation for the Centenary Year in 2012

To address these issues, the following professional learning activities were organised:

- Whole Staff Professional Learning: (120+ participated) including:
  
  **Day 1 Term 1 2011**
  - Curriculum Action Planning
  - KLA Learning and Teaching Action Planning
  - The Use of ICT in the Classroom -“Interactive Activities I Can Use Tomorrow”
    Martin Jorgensen

  **Day 1 Term 2 2011**
  - Curriculum Action Planning
  - Cyber safety in Schools- Greg Gebhart

  **Day 1 Term 3 2011**
  - “Lasalle and Me: The Teacher”- Br John Cantwell
  - “Relationship to Excellence”- Pascal Rohan
  - “The Power of Me”- Br John Cantwell and Pascal Rohan
August Staff Professional Learning Day

- Development of a Student Behaviour Management Policy- Br Paul Rogers, Peter Riordan, Sally Buick and John McAlroy

- Individual Staff Professional Learning
  Individual Professional Learning was undertaken by over 130 staff and included workshops on the following: VCE, VCAL, ICT, Leadership, ESL, RE Accreditation, Boys’ Learning and Adolescent Health, Certificate 4 in Assessment and Training and Introduction to the National Curriculum. There were also specific KLA strategy and skill development workshops, Network meetings and training sessions for those preparing to assess Yr 12 exams.

  In addition to these, small groups of staff took part in:
  - A variety of Lasallian workshops conducted by the Lasallian Education Services including: Introduction to Lasallian Heritage and Lasallian Staff Induction.
  - Post- Graduate Studies in areas such as Educational Leadership, Mathematics and Lasallian Leadership.
Financial Performance

Financial Performance for the year ended 31 December 2011

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>7,604,414</td>
</tr>
<tr>
<td>Other fee income</td>
<td>310,298</td>
</tr>
<tr>
<td>Private income</td>
<td>353,753</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>2,091,659</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>6,805,198</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>17,165,322</td>
</tr>
</tbody>
</table>

| **Recurrent Expenditure** |                 |
| Salaries; allowances and related expenses | 12,322,473 |
| Non salary expenses          | 4,038,753      |
| **Total recurrent expenditure** | 16,361,226    |

| **Capital income and expenditure** | Tuition |
| Government capital grants        | 832,833 |
| Capital fees and levies          | 775,905 |
| Other capital income             | 634,784 |
| **Total capital income**         | 2,243,522 |
| **Total capital expenditure**    | 1,000,060 |

| **Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)** | Tuition |
| **Total opening balance**         | 4,076,178 |
| **Total closing balance**         | 3,689,514 |

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

De La Salle College celebrates its Centenary in 2012. Having been in various locations in the same street since 1912, considerable effort and planning has been put into ensuring that the College will be significantly placed for such a suitable milestone. A Centenary committee was formed in July and suitable events were quickly identified and included in the calendar. The Committee consisted of a range of De La personnel including two teachers, two Alumni, two parents and three former staff: Old Collegians liaison officer, a development manager and a former corporate comms officer.

By December the entire year’s events were planned and now the excitement will be in the execution of each event and the ability of the College community to reconnect with as many Alumni as possible who will share this great event.

Our focus will continue to be teaching and learning in 2012. With the continuing illness of the Assistant Principal – Curriculum, a temporary set of appointments will need to be made to ensure that teachers can continue to develop curriculum in line with National curriculum expectations, and engage students with the appropriate technologies as part of our regular learning schedules. In 2012 every student (Year 7 – 11) will have their own Netbook for personal and school use. Teachers will also be encouraged to migrate their email systems to Groupwise and a major upgrade of Maze and e-Maze will be completed.

2012 will see the completion of our Centenary room which will give us a room in which to demonstrate special memorabilia relating to the Centenary, and provide a room for special suppers and meetings, as and when appropriate. It should be completed in Term 1. During this year we also hope to develop both a sports facility on land at Kinnoull and a new canteen block which will provide the way forward for future internal development. Improvement work is also needed at the college camp facility at Jan Juc.

The on-going development of religious education will be a focus for some time. The syllabus for Year 11/12 has been changed to make the content more relevant for students and more manageable for teachers. It will be introduced in 2012. A retreat program has been calendarised and it is hoped that the first of these will be well under way by mid year. Year 11 will follow in the latter part of this year.

Staff Development remains a key to encouraging and enhancing the capacities of our teachers. We have planned programs for KLACs and year level Coordinators whilst all teachers will be encouraged to seek continuing access to the $300 which the school makes available to them each year for professional development.

As the College moves forward and aspires to reach its goals as laid out in the School Improvement Plan, we must continually be aware of where there are stumbling blocks and seek to respond to them. Realistically we are on target to meet almost all our goals. The year ahead should be exciting and promising as what is done opens up further possibilities for on-going growth and development.

Brother Paul Rogers, fsc
Principal