



Registered School Number 0956

DE LA SALLE
COLLEGE

Malvern



2015
ANNUAL
REPORT

To the School
Community

LEARNLIVELEAD

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Minimum Standards Attestation

I, Peter Houlihan, attest that De La Salle College is compliant with

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013(Cth)

20 May, 2016

Our College Vision

Mission

De La Salle Malvern is a Catholic boys College based on the teachings of Jesus Christ in the tradition of St John Baptist de La Salle. We are committed to inspiring a life of faith, learning, leadership and service.

Vision and Philosophy

To be an outstanding school striving for excellence and innovative academic achievement in a supportive community to best prepare young men for our world. A Lasallian school offers a human and Christian education which enables our students to discover their potential and their mission in a community of faith. A Lasallian education prioritises service to the poor and marginalised and emphasises respect for all.

Values

At De La Salle College, we are committed to our faith, our educational community and our spirit of service and compassion. Our Lasallian charism guides, nurtures, challenges and encourages all our endeavours. We value our role in the international Lasallian network and strive for meaning, relevance and creativity to deliver a quality education for our young men in a 21st century environment.



College Overview

Dear Members of the De La Salle College Community,

As mandated by the Australian Government, all schools are required to report to parents on various organisational and educational aspects of their school. This report is available to you via the school website or alternatively, if you prefer, you can request a hard copy by contacting the College Office. The information in this Annual Report relates to the 2015 school year, with 2016 data reported to you in 2017.

Founded in 1912, De La Salle is an independent Catholic College for boys from Years 4-12. De La Salle has educated boys at Malvern for 103 years in the Lasallian tradition, enabling students in a community of faith and excellence to achieve their full potential with integrity and distinction.

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, two small chapels and a creative arts complex encompassing Product Design Technology, Art, Visual Communication and Design, Studio Arts, Photography and Music studios. The College has completed construction of a hockey/soccer/all-purpose synthetic pitch on campus, as a suitable PE/training centre for our boys.

Our College motto is *Deo Duce* – With God as Leader. This encapsulates our identity as a Catholic school in the Lasallian tradition and provides a platform for all we do at the College. Our students are encouraged to *Learn. Live. Lead*. The College emphasises striving for excellence, innovation and creativity in a 21st Century contemporary learning community. Students learn independence, self-motivation and risk taking in a curriculum characterised by challenge, choice, rigour and relevance.

Learning at De La Salle learn 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. There exists a strong emphasis on the development of 21st century skills to send students into the world as active and informed citizens, capable of contributing to a global society. Personal and communal excellence is expected, achieved and celebrated.

Our young men are taught to “Live” via a broad social justice program and immersion in the Lasallian ethos, providing a strong moral compass and sense of compassion. Our Catholic faith is inspired by Gospel values and shapes our identity. The rich and diverse co-curricula program provides access to a variety of experiences. All major sports are offered and the College competes in the Associated Catholic Colleges competition. A range of cultural, academic, community and social activities, drama productions, musical performances, orchestras, bands, ensembles and community services are offered, as well as a varied outdoor education program for all Year 4 - 9 classes.

Leadership is a key theme as students are given opportunities to build their leadership capacity and learn to lead. A simple philosophy, but critical to students’ development as boys learn to take on leadership roles across all areas of the College. This emphasis on leadership assist our young men to become active members of the school community, to develop self-respect and respect for all – peers, staff and parents.

De La Salle continually strives to build on and improve the programs to enable our young men to be educated in a respectful and encouraging, contemporary learning environment where strong family values and academic achievement are reinforced. Our teachers know and understand boys. We encourage leadership, vision and innovation in teaching and learning and support students’ growth via a focused student wellbeing program.

We are also a community where the desire to achieve academically, and according to one's abilities, is fundamental. As a comprehensive school we attempt to tailor all our programs to provide the optimal learning environment for each and every student, where each can achieve personal excellence.

Social Justice is a significant component of life in the College. The College financially supports several programs abroad on an annual basis through our Mission Action Day Fund. Several students participate in those programs. Service Learning is established for all Year 9 students, whilst our junior boys are helped to become socially aware of the less fortunate in our community and their needs.

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 Coordinators 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 Advisor. The collegial and caring attitude of the staff is one of the college's strongest characteristics.

Most importantly, De La Salle is a Christian School in the Catholic tradition where prayer and the celebration of the sacraments are valued. We also have Reflection Days at Years 7 - 11 and a 3 day/2 night Retreat at Year 12. All students study Religious Education as part of their core curriculum and our senior students do VCE Units 1 and 2 Religion and Society. Nurturing one's faith is a core value for all members of the College Community.

Peter Houlihan
Principal

Tony Morwood
Chairman of the Board



Principal's Report

After the raft of changes brought in during 2014 the major direction for 2015 was to consolidate these changes and continue to build further along our theme of improvement and innovation. Having established the priorities, various teams in the College set about developing and implementing policies, programs, structures and opportunities to achieve the desired outcomes. In short, the College made significant progress in the following:

- improving the infrastructure and provision of ICT services as the 2014 ICT Strategic Plan rolled out;
- a new House system and leadership structure for Student Wellbeing and Faith & Mission was adopted;
- established Professional Learning Teams undertaking action research exploring critical learning themes;
- reviewed and implemented significant changes to the way we deliver and assess VCE studies, resulting in greater clarity, accountability and improved approach for students and staff alike;
- full implementation of the innovative and comprehensive Year 10 Elective program;
- improved curriculum design at Years 4 – 10, increased academic rigour and more contemporary pedagogical approaches to build students' skills and accountability are all critical aspects we are working on for 2015 and beyond. There exists a tremendous climate of collegiality and optimism around the College's future growth, which is very promising.

Among the most significant achievements and innovations for 2015 was a very successful pilot program whereby Year 9 students received notebook computers at the beginning of Semester 2. A comprehensive staff professional learning program underpinned the effective use of the digital learning to support student engagement and growth across the curriculum. The Year 9 Curriculum Review produced an Inquiry-based program including a City Experience and new pedagogies. Our work within the University of Melbourne Network of Schools focused on using data to identify, track and ensure students' academic growth.

To support student wellbeing and parent/community involvement the successful Year 7 and 8 Time and Space Program for parents and sons continued, the Mother's and Father's Day Breakfasts generated extraordinary support and our Community Masses at feeder Parishes were held each Term. Parent Network events were innovative, frequent and well patronised.

The direction of De La Salle College and key priorities for 2015 – 18 were formalised in our Strategic Plan, published to the community in Term 2. This is informing a range of growth areas in the College with particular reference to faith, learning, wellbeing, community and leadership. The priorities within have been used to appoint architects and a Project manager to develop a Master Plan.

Our high achieving VCE students produced excellent results in 2015. Overall, 17 students (10.56%) achieved an ATAR above 90, 45 students (27.95%) achieved an ATAR above 80 and four students achieved an ATAR over 95. In a pleasing example of growth, almost 50% of students achieved an ATAR over 70. The highlight was our College Dux achieving an ATAR of 98.35.

The religious life of the College remains a pivotal feature of De La Salle. A three day Year 12 Retreat was introduced and Year Level Reflection Days enhanced. In addition to the formal Religious Education curriculum our Catholic identity plays a significant part in the everyday activities. Daily prayer in Homeroom, staff prayer in meetings, a comprehensive Sacramental program and a strong emphasis on Gospel values and social justice are integral to our faith community.

The College's annual Mission Action Day walkathon leads our social justice program. In excess of \$103,000 was raised for the support of Lasallian Missionary and charitable works locally and internationally, primarily in India, Papua New Guinea, the Philippines, Pakistan and Sri Lanka. Students also travel to New Guinea, the Philippines, Balgo Hills in WA and India to work on building programs.

De La Salle students enjoy a wide range of co-curricula opportunities. The Associated Catholic Colleges competition dominates the program and in 2015 the College's best performances were in swimming, cricket, intermediate football and basketball. In addition, there are many other pursuits such as chess, debating, public speaking, music and drama. The outstanding success of our two major productions of "Grease the Musical" and "Letters to Gallipoli" is part of an increased emphasis on the Arts at the College.

Peter Houlihan
Principal

College Board Report

In 2015 our Principal, Mr Peter Houlihan, continued his drive to ensure the College was well attributed with resources (people and infrastructure) to enable students achieve their optimum.

We welcomed new Director of Finance and Administration, Ms Kerrie Jordan, to the College following the retirement of Ms Ann Corcoran. Kerrie has brought a wealth of CFO experience to the College and we are delighted to have her as part of our team.

The Board and College Executive have been busy working through the final stages of our Master Plan, whilst the key components were identified in 2015, we are confident by late 2016 we will be in a position to present to the school community the significant improvements and developments planned for the future.

We are extremely proud of how highly De La Salle is regarded in the community; we owe this to the outstanding staff and students who continue to do us proud.

I would like to congratulate all students who completed Year 12 in 2015, acknowledging specifically the 2015 Leaders, for being wonderful role models to the next generation.

On behalf of my fellow directors, I wish to thank Peter Houlihan, Sandy Wreford and Kerrie Jordan for the support and assistance they have provided to the Board.

Mr Tony Morwood
Chairman of the Board
De La Salle College Malvern



Front Row – Left to right: Maureen Salter, Peter Houlihan (Principal), Tony Morwood (Chair of the Board), Anne Arbon
Back Row – Left to right: Mark Parker, Br Peter Smyth, Michael Skerrett
Absent – Br Christopher Gorringe, Damien Nolan (Deputy Chair of the Board)

Education in Faith

Goals & Intended Outcomes

De La Salle is a Catholic community Lasallian tradition. Central to our mission is the establishment of strong Christian values with a special concern given to those who are poor, neglected or in need of special assistance. Each year it is the intention to broaden the faith dimension of the boys and staff through prayer and liturgical experiences.

Religious Education is recognised as a key element of our education program. The College conducted structured lessons (from Year 4 to Year 12), a retreat program for Years 7 and 8 (run by the Director of Faith and Mission), a retreat program run for Years 9, 10 and 11 (conducted by the Lasallian Youth Ministry team), a 3 day/ 2 night Retreat for Year 12 students, various community service opportunities and the celebration of significant events through both Liturgy and Eucharist.

Students continue studying the mandated text books: *To Know, Worship and Love* in the classroom from Year 4 to Year 9. In 2015, Year 10 and 11 students studied Unit 1 of Religion and Society, and all Year 12 students studied Unit 2 (Ethics) of *Religion and Society*.

Achievements

The College Chaplain has an established program for inducting students into the sacraments, (Baptism, Eucharist and Confirmation) where required or requested.

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. Of special note are: Year 9 involvement in Lasallian Service to either disabled children or aged care facilities, selected Year 10 students undertaking an exchange with a Lasallian school in the Philippines, whilst senior students are given an opportunity to serve in either India (Year 12 after graduation) or Papua New Guinea (Year 11). This program takes place for an extended period during the holidays. The St Vincent de Paul Society provides further opportunities for senior students with the Collingwood soup van being the main service area on a regular basis.

Religious Education is incorporated into the 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 and the charism of St John Baptist de La Salle. Our students have gained a deeper appreciation and respect for the Mass and various Liturgies throughout the school year. Opportunity for student involvement at school masses and liturgies have increased and the introduction of a Year 12 Retreat as well as Reflection days from Years 7 through to 11, further improved.

Value Added

1. Year 12 Retreat
2. Year Level Reflection Days at Years 7, 8, 9, 10 and 11
3. School Masses.
4. School Liturgies (Remembrance Day, Ash Wednesday).
5. Sacramental Program.
6. Focus within the Religious Education curriculum on deepening students' understanding of the Catholic faith as it informs their moral and ethical decision-making.
7. Social Justice and Community Service Programs.



Learning & Teaching

Goals & Intended Outcomes

Drawn from the College's School Improvement plan, the following intended outcomes drove the improvement agenda in learning & teaching:

1. That student outcomes will improve in VCE and in literacy and numeracy across all the stages of schooling;
Work in attending to this outcome included participation in two programs, the Catholic Education Melbourne Secondary Curriculum Literacies Network and the Monash University Encouraging Persistence, Maintaining Challenge program for middle years mathematics. Also, a new systems were implemented for setting and tracking levels of achievement at VCE, including procedures and templates for teachers.
2. That individual student learning progress will be tracked, measured and analysed in each year level, then used to inform improved practice:
Learners' needs, backgrounds, perspectives and interests are addressed in design of curriculum, modes of assessment and pedagogical approaches;
The College joined the University of Melbourne Network of Schools in 2015, a significant program, unfolded over three years. As a product of this work, a Progression Plan was developed, with implications for curriculum design and development as well as assessment and reporting.
3. That De La Salle College grows into a contemporary learning community that strives for excellence, innovation and creativity, engaging the individual learner in a global 21st Century context:
A group of staff participated in the Post-Graduate Certificate in Curriculum Leadership, through the University of Melbourne and sponsored by Catholic Education Melbourne, with the study informing large-scale curricula program review, detailed in the following section. In addition, stage 1 one of the Leading Languages Learning Plan was implemented, alongside stage 2 of the ICT Strategic plan.

Achievements

An annual curricula program review process saw a number of department-driven initiatives implemented in 2015. They are:

- The development of a new curriculum at Year 10, including substantially increased subject choices for students;
- Timetabling Year 7-9 Health and Physical Education in double periods.

Aligning with this process, a review committee was established for the Year 9 curricula program, drawing in extensive research of a variety of models from other schools. Recommendations from this group will lead to a new Year 9 structure, to be implemented over the following three years from 2016. Also, working parties were convened to review the impact of ACC Sport scheduling on the College's learning and teaching program, the College's Year 7-12 Personal Development Program, as well as Transition arrangements for Year 9 students.

The work of each of these groups was supported by the implementation of new leadership structures in the area of learning and teaching in 2015. New positions were taken up to drive a whole-school improvement agenda, arguably most prominently featured in the work of Professional Learning Teams.

The unfolding of the College's ICT Strategic Plan 2014 – 2017 included further development of infrastructure, geared to support the progressive implementation of a student notebook computer program. The successful pilot program for Year 9 students in Semester 2 was supported by a detailed professional learning expectation for teachers, Digital Learning Certification. Also, a detailed induction program for students was developed, as well as a carefully considered digital learning and teaching activities across the curriculum.

Senior Secondary Outcomes

The Year 7 to 10 apparent retention rate in 2015 was 93.2%. The Year 11 to 12 rate was 95.7%.

In the 2015 VCE, the percentage of 40+ Study Scores was 6.7%. **17** (10.6%) students received ATAR scores above 90 with our top students scoring 98.35, 98.20, 98.00, 96.85 and 94.80. 46.6% of Year 12 students received an ATAR score above 70 and 58.4% a score above 60. VCE median study scores over recent years are as follows:

2012	31
2013	30
2014	30
2015	30

The median ATAR was 66.3.

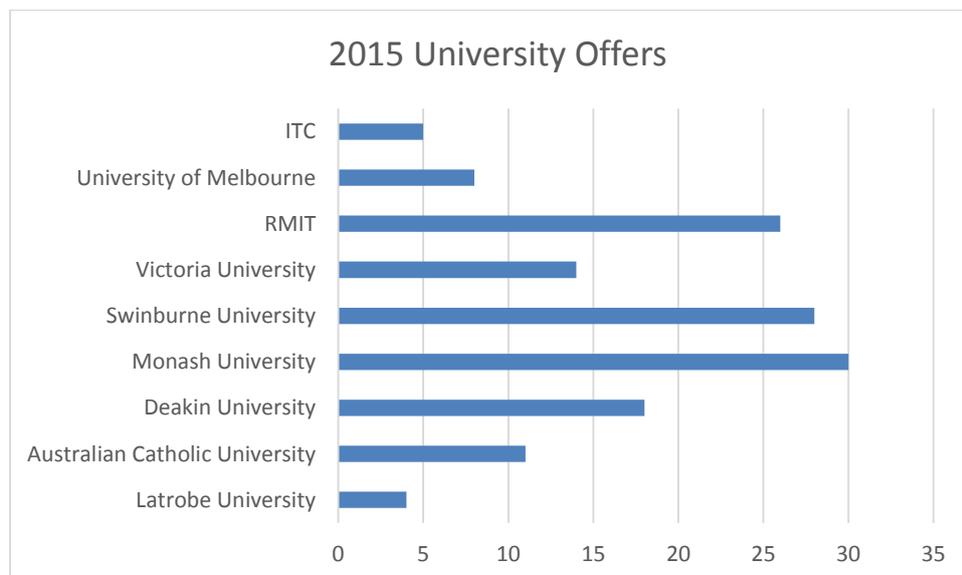
175 (98.9%) students completed Year 12 in 2015.

100% of VCAL students successfully completed their senior VCAL certificate and all were offered a place at TAFE. Many were able to successfully secure an Apprenticeship or Traineeships.

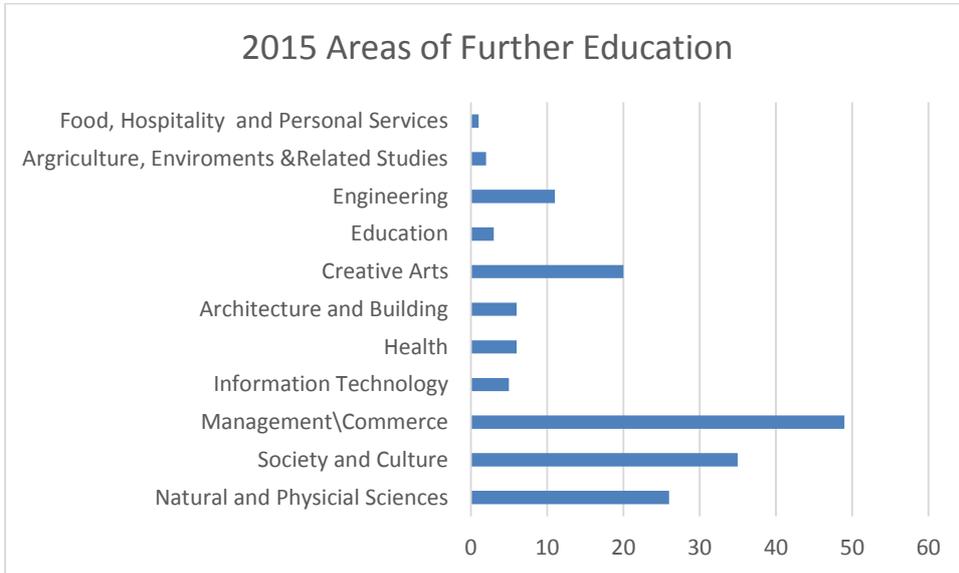
In 2015 we had three Senior VCAL Students signed as School Based Apprentices. Six Intermediate VCAL Students successfully progressed to Senior VCAL in 2016.

Student Destinations:

University destinations for 2015 students



Fields of Further Education – 2015



Post School Destinations	
TERTIARY STUDY	79.9%
TAFE / VET	7.9%
APPRENTICESHIP / TRAINEESHIP	6.7%
WORK/TRAVEL/DEFERRED	5.5%



Student Learning Outcomes

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

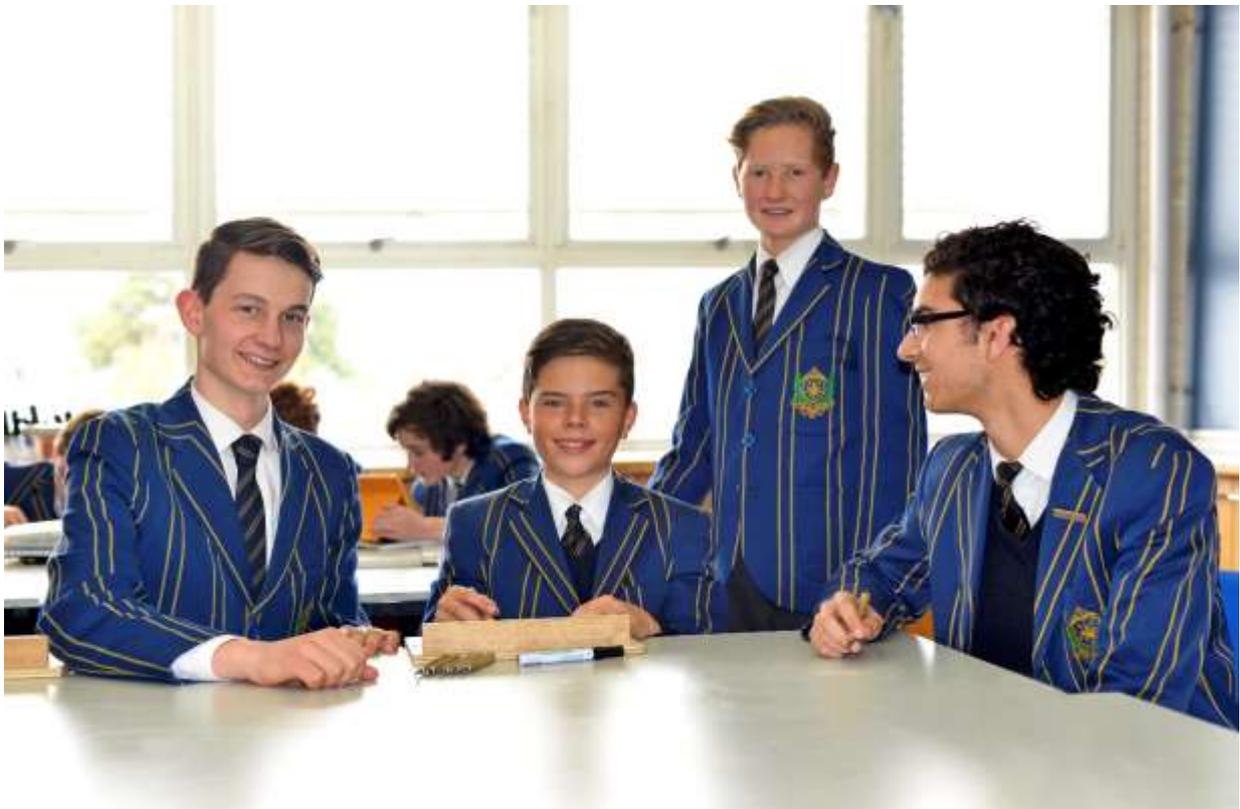
	Year 5		
	2013	2014	2015
Reading	100%	88%	92.3%
Writing	100%	84%	96%
Spelling	92.3%	96%	92.3%
Grammar & Punctuation	100%	96%	92.3%
Numeracy	100%	100%	100%
	Year 7		
	2013	2014	2015
Reading	99.5%	97.7%	98.4%
Writing	95.2%	94.3%	99%
Spelling	99.5%	97.2%	95.3%
Grammar & Punctuation	95.3%	95%	97.9%
Numeracy	100%	99.4%	100%
	Year 9		
	2013	2014	2015
Reading	97.6%	97.4%	98.4%
Writing	94.7%	90.5%	91.9%
Spelling	95.9%	98.8%	95.1%
Grammar & Punctuation	95.3%	96.9%	97.8%
Numeracy	97.1%	100%	99.5%

Change in Proportion of Students meeting National Minimum Standard

	Year 5		
	2013	2014	2015
Reading	8.3%	-12%	4.3%
Writing	0%	-16%	12%
Spelling	-7.7%	3.7%	-3.7%
Grammar & Punctuation	4.2%	-4%	-3.7%
Numeracy	0%	0%	0%

Change in Proportion of Students meeting National Minimum Standard continued

	Year 7		
	2013	2014	2015
Reading	0.1%	-1.8%	0.7%
Writing	-3%	-0.9%	4.7%
Spelling	1.9%	-2.3%	-1.9%
Grammar & Punctuation	-4.7%	-0.3%	2.9%
Numeracy	0%	-0.6%	0.6%
	Year 9		
	2013	2014	2015
Reading	0.8%	-0.2%	1.0%
Writing	3.6%	-4.2%	1.4%
Spelling	1.1%	2.9%	-3.7%
Grammar & Punctuation	-2.1%	1.6%	0.9%
Numeracy	-1.8%	2.9%	-0.5%



Student Wellbeing

De La Salle College plays a critical role in the social and emotional development of our students during their formative years. Student wellbeing encompasses all aspects of the physical, spiritual, emotional, social and academic needs of those in our care. De La Salle College prides itself in upholding Lasallian traditions modelled on the charism of St John Baptist de La Salle. This charism is underpinned by a community of faith, the dignity of the individual, promotion of respectful relationships and the opportunity for all students to strive for excellence across a broad range of endeavours. Students are encouraged to participate fully in the life of the College; enhancing their learning experience, building strong social networks, developing their talents and challenging themselves to reach their full potential.

The wellbeing of students involves authentic experiences in faith and spiritual development, participation in co-curricula activities, homerooms, fundraising activities and social gatherings. Our strong academic program supports individual learning needs across all year levels and is enhanced by a clearly defined discipline structure. Student leadership opportunities include the "Class Captain" program and the numerous other personal development programs which complement the area of student wellbeing.

Students are organised in a horizontal system of 47 Year Level Homerooms. There is one Homeroom at Years 4, 5 and 6. There are seven Homerooms at each Year Level 7 to 10 and students change Homeroom groups and Homeroom Teachers each year over this time. Eight Homerooms operate at Year 11 and Year 12. Students remain with the same Homeroom group of students and Homeroom Teacher for Years 11 and 12. From 2016, a vertical House system will be introduced on the Kinnoull Campus. This will mean that students are organised into Pastoral groups with all year levels represented. They will remain in these groups for their time at the Senior School.

The Homeroom Teacher plays an integral role in the pastoral care system and often is the first point of contact for parents when a concern arises. Each year level has its own Coordinator who works closely with each Homeroom Teacher to provide for the social/emotional needs and academic support of the students in their care. Each Campus Head oversees several year levels, ensuring that the pastoral care system has a sound framework and that programs implemented are tailored to meet the current needs of our students. A Student Wellbeing Action Group, comprising key pastoral staff, met on a regular basis to provide discuss the best means of supporting individual students.

Particular emphasis is placed on the development and nurturing of strong positive relationships between staff and students. This is demonstrated by a personal approach, which is gentle, firm and reasonable. These relationships are based on respect, communication, concern, tolerance and recognising the dignity of each member of the school community.

Co-curricula programs are numerous and devised especially to help develop our boys in a holistic way. These include

- Retreats, Liturgies and Sacramental program.
- Camps run from Years 4 – 9.
- Weekly sport in year levels and various ACC Representative Sport opportunities.
- Performing arts such as the choir, music bands and ensembles.
- The annual Music Tour and drama productions.

Extensive Personal Development programs are undertaken by boys across the College. These programs are intended to be current and educate students on the various pressures they may be exposed to. These include.

- "Rock and Water",
- "Resilience" – Beyond Blue",
- "Fit 2 Drive",
- Responsible driving,
- Manhood and relationships,
- Sexual health, drug and alcohol awareness,
- Cyber-safety and anti-bullying.

Extending across both campuses, the Mary MacKillop Enhancement Centre (MMEC) is our educational support unit. The staff in the MMEC assist students with special learning needs to access the curriculum to the best of their abilities, and to be integrated into our school community.

The MMEC consists of a Coordinator, Individual Needs Teachers and Integration Aides.

Students can be referred to the MMEC for assessment by either teachers or parents. The Individual Needs teachers are trained to assess students in their literacy and numeracy skills. Occasionally it is necessary to apply to external agencies for specific assessments such as cognitive assessments.

Counselling support is available to all students at De La Salle. A counsellor works on each campus of the College and students are given the opportunity to access either individual counselling support or participate in group counselling. Counsellors also provide support to parents through consultation and education. Counselling staff liaise with teachers, providing consultancy on sensitive matters concerning student behaviour and welfare. Referral to external agencies is made where required.

Issues that present to the counselling team include:

- Poor mental health;
- Suicidal ideation or intent;
- Depression/Anxiety;
- Family and relationship issues;
- Divorce/Separation;
- Violence;
- Excessive use of gaming;
- Cyberbullying;
- Sleep disruption;
- Bullying;
- Illicit drug or alcohol use/abuse;
- Peer relationship issues;
- Behavioural issues;
- Learning difficulties;
- Neurodevelopmental issues (ADD/ADHD/ASD etc.).

Student Satisfaction Survey

Data was collected from students through the School Improvement Framework process. Student morale is high as demonstrated by their positive, cheerful and cooperative manner and their high rankings in the Student Motivation and Connection to Peers sections within the survey. Students report positive relationships with their teachers who they believe to be providing stimulating and engaging learning opportunities and experiences. They feel a strong affiliation with the College and this is reflected in their willingness to work hard. Learning Confidence ranked highly, as did Teacher Empathy, indicating positive relationships and rapport built confidence in teachers and their work. Our students clearly care for each other and this is displayed via strong levels of respect for each other. A culture of mutual respect and a willingness to cooperate, support the school's expectations and standards and work in unison with staff and peers leads to an atmosphere of mutual respect where students feel valued and safe.

Students appreciate the opportunity to learn about our Catholic faith, be involved in Retreats and Reflection Days, contribute to Liturgies, celebrate Mass and participate in prayer. The data reveals students recognise that they are encouraged to be considerate and show compassion to others. Students feel staff are respectful and care about their wellbeing. Social justice is a high priority to students and there exists keen competition and a strong willingness to be involved in various social justice initiatives, projects, clubs and issues.

Student Attendance

The following student attendance data (listed in year levels) indicate the average daily attendance for 2015 as a percentage of the total year level enrolments. N.B. this data refers to Semester 1 only due to the transition to new student administration software during Semester 2.

Average student attendance rate by year level (primary)	
Year 4	95.54%
Year 5	95.41%
Year 6	95.25%
Overall average attendance	95.40%
Average student attendance rate by year level (secondary)	
Year 7	95.27%
Year 8	92.41%
Year 9	93.77%
Year 10	93.75%
Overall average attendance	93.8%

Each campus had its own record of absence, produced on a daily basis. Unexplained absence was followed up immediately with parents. Regular absence received attention from the Year Level Coordinator/Homeroom Teacher.

Value Added 2015

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 2015 these activities included:

- ACC sporting competitions/ACC public speaking, drama, music, debating and chess activities
- De La Salle Arts Week (Visual Art & Media)
- Australian Mathematics, Science, History, Geography and English competitions
- ACC Visual Arts Display at Heidelberg Arts Precinct
- Social Justice initiatives (local, India, Papua New Guinea, Philippines)
- Social Justice Mass (students collect canned foodstuffs for distribution to the needy locally)
- House Sports Competition conducted across the year in all key sports
- Parents' Network
- Mother's Day Breakfast
- Father's Day Breakfast
- Orientation Camp for Year 7
- School Camp Program (for Years 4, 5, 6, 7, 8 and 9. Year 10 have optional tour program)
- Music camp and tour
- 'Keys Please' Program
- Formal dance classes and Social (Year 10) and the Blue & Gold Ball (Year 11), Social (Year 9), Bush Dance (Year 8)
- Mission Action Day (Fundraising supports Lasallian Missions located overseas)
- Student Leadership Development Programs (implemented across the College to provide opportunity and develop student leadership in all classes and across all sports)
- After school study program (Maths; SUM Aid Years 7-12) Extra English & Science
- Work Experience Programs (Year 10)
- Headstart Program (for students progressing Year 10-12)
- Private music tuition for all who choose
- Accelerated academic programs commencing at Year 10
- Lasallian Service Program (Year 9) to aged care and special schools
- Sacramental Program (providing Baptism, Reconciliation, First Communion and Confirmation to students requesting) in partnership with St Anthony's Glenhuntly
- Personal Development Programs e.g. cyber-safety, bullying and alcohol and drug awareness
- Parish Community Mass program (4 per year)
- Tim and Space Program for Year 7 and 8 parents and students
- Year 7 Welcome Mass
- Founder's Day (Celebration as a community of our origins and what is common to all)
- Lasallian Youth Gathering
- St Vincent de Paul Society student group
- Royal Children's Hospital Appeal collections
- Red Cross Blood Bank donations
- Class Mass program (Years 7-10)
- Retreats (Years 9, 10 and 11)
- Year 12 three day Retreat at Rawson
- Year 9 Outdoor Education Camp at Howqua
- Hosted Mock United Nations Assembly (MUNA)
- Year 9 Hong Kong Lasallian Exchange
- Music concert nights and drama evenings. In 2015 the College presented a Theatrical Production 'Grease' with OLSH.
- Junior Production 'Letters for Gallipoli' with Sacre Coeur
- Student overseas exchange program (Philippines)
- Victorian Interschools Snow Sport Competition
- Old Collegians Association events and reunions
- ANZAC and Remembrance Day commemorations
- Subject information evenings for students and their parents
- Science Week
- Morrisby Testing and Careers advice

Leadership & Management

De La Salle College was blessed with a professional and highly committed staff. 87.27% of our teachers were retained by the College in 2015.

The attendance rate in 2015 was:

Teaching Staff	91.07%
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Staff Composition

Principal Class	6	(Principal, Deputies, Heads of Campus)
Teaching Staff (Head Count)	116	
FTE Teaching Staff	101.59	
Non-Teaching Staff (Head Count)	67	(includes Music Tutors)
FTE Non-Teaching Staff	50.35	
Indigenous Non-Teaching Staff	1	

Note: Above figures include staff on approved leave and staff employed in a temporary/contract capacity.

Achievements

Significant time was dedicated to strategic planning, with the College developing a document outlining the aspirations for the coming strategic period.

In addition, the College undertook a major review of leadership positions, with a new leadership model designed for implementation in 2016.

Expenditure and Teacher Participation in Professional Learning

To address the College's drive for improvement, professional learning of staff adopted an increasingly prominent profile. Our Professional Learning focus for 2015 was multi-faceted and included the following issues:

- Digital Learning
- Immersion Program preparation
- Personal Development Program preparation
- Vertical Pastoral Care System
- Assessment & Reporting
- Student data and progression
- VCE Data Analysis
- Synergetic Online Management System implementation
- Lasallian Faith Formation
- Year 9 Program Development

Professional Learning Teams were convened for the first time, with small teams of teachers working together over the course of the year, examining a specific area for improvement through the Action Research model. In addition, various department-based and year level initiatives were unfolded throughout the year, including VCE Data analysis, Preparation for the Year 9 Notebook Program Pilot, the new Year 9 Inquiry Program and First Aid.

Small groups of staff took part in Lasallian workshops conducted by the Lasallian Education Services, as well as Postgraduate Studies in areas such as Educational Leadership, Student Wellbeing, Curriculum Leadership, Literacy, Teaching/Librarianship, Gifted Education and Languages.

Individual Professional Learning was undertaken by over 130 staff and included attendance and participation in workshops in a variety of areas aligning with Department and College priorities.

Number of teachers who participated in PL	136
Average expenditure per teacher for PL	\$432

Staff Satisfaction

Staff surveys reflected positive results in areas such as: Individual and School Morale, Role Clarity, Teamwork, Ownership, Work Demands, School Distress and Respect for Students.

In a positive indicator for the College, the data drawn from the 2015 SIF Surveys indicated an improvement in a range of key domains, continuing the considerable increases of the previous year. The Staff is enthusiastic in its approach and take pride in the College. Staff reported they believed there were strong levels of Role Clarity, Empowerment and Ownership indicate that the staff believes they have increasing direction, input and consultation around their roles. This was evident in positive feedback around professional growth, teacher confidence and partnerships with parents. They are committed to the College's goals and values. Staff report that Work Demands are at a manageable level. Staff acknowledged that students are treated with respect and encouraged to succeed.

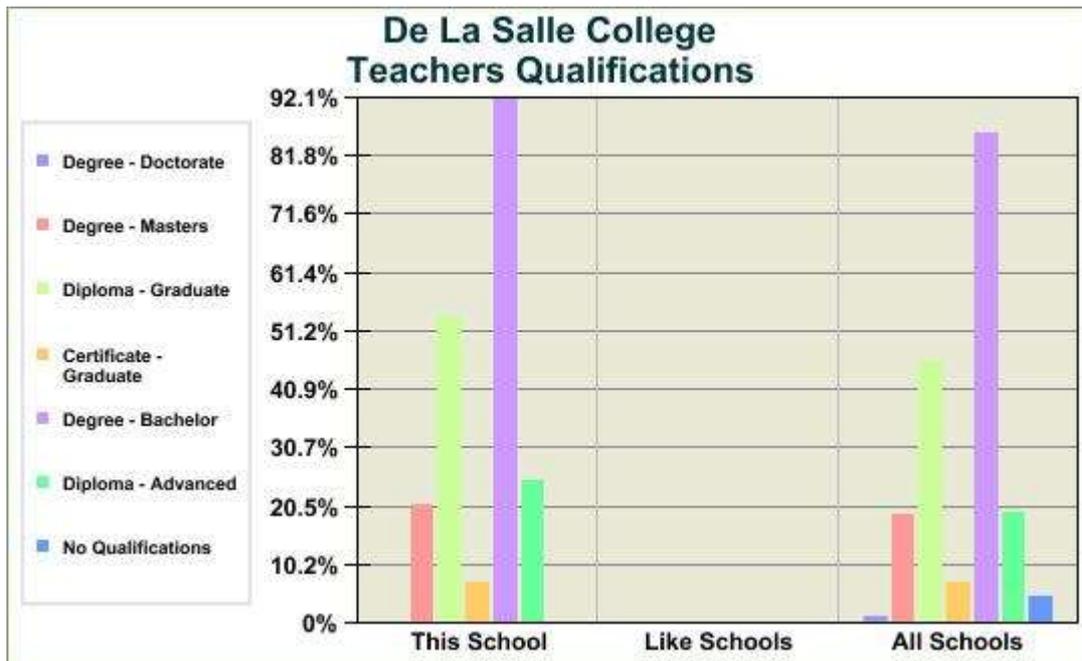
Staff are positive in their attitudes and approach to improvements in the Appraisal and Recognition process but there is margin for growth in this area. Their capacity to be involved in and make a contribution to decision-making processes is reported as high. They recognise that students are very well behaved and are positive about their motivation levels.



Teaching Staff Qualifications

All staff at De La Salle College are qualified to the required standard, as per the Victorian Institute of Teaching requirements. Data from the Catholic Education Office indicates that the following qualifications are held by teachers.

Teachers Qualifications – De La Salle College - 2015



Teachers' Qualifications

Level	This School	All Schools
Degree - Doctorate	0%	1.05%
Degree - Masters	20.79%	18.82%
Diploma - Graduate	53.47%	45.75%
Certificate - Graduate	6.93%	6.94%
Degree - Bachelor	92.08%	85.65%
Diploma - Advanced	24.75%	19.3%
No Qualifications Listed	0%	4.47%

Please note that many staff have multiple tertiary qualifications and the College actively promotes and assists staff who are willing to upgrade their qualifications.

This data indicates the diversity of qualifications amongst our teaching staff, the high level of professionalism and a commitment to lifelong learning.

College Community

Achievements

Parent Network

In 2015 the Parent Network continued the momentum and success of parent run events from the following year. Louisa Salmon and Cate Robertson continued as Co-Presidents, with Louisa resigning at the end of the year. Both the Mother's and Father's Day Breakfasts grew by over 100 guests to an attendance of 400. The major function for the year *Bring on the Spring (A day at the races)* was attended by 140 people, an increase of 37% from 2014.

Homeroom Representatives were replaced by Year Level Representatives to create more unity between year levels and more consistent processes. The transition was a success, with all year levels having at least three parent representatives. The Year Level Representatives organised a variety of functions for their year levels with the aim of strengthening relationships between parents, students and staff. Primary Year Level Representatives put together a contact list for the first time, facilitated by the College, so that they could contact each other when needed. This was done on an opt-in basis to comply with Privacy Policy standards.

Through their events, particularly the Race Day, the Parent Network raised a total of \$11,934.51 for the year, an increase of 30% from 2014.

Old Collegians Football Club

The Marketing and Development Department worked closely with multiple members of the Old Collegians Football Club during the year to promote games, club events, memberships and sponsorships. Support given by the College included: designing real estate boards for the club's use, featuring their literature in the newsletter, sharing their Facebook posts or posting in support of the club, photographing the team, featuring articles in Roll Call magazine, emailing promotional features to all Old Collegians, and sharing (non-sensitive) data as required.

The football club generously sponsored the ACC Football Award for each year level (total value \$1,500) and were notified of the recipients of these awards via an email to the president.

During 2015 the working relationship between the club and De La Salle was solidified and representatives from both communicated regularly.

Parent Satisfaction

One of the key goals for our school improvement is to take advantage of our very positive school community and continue to build on the parent body's reported improved levels of connection and engagement. Parents form a critical part of our annual survey process that helps inform the College strategies and planning. Their responses displayed very high levels of satisfaction in relation to the approachability of leaders and staff, including being happy with the level of communication. They also responded very positively in relation to the learning focus and the academic standards at the College, believing stimulating learning and classroom behaviour had improved.

Parents felt teachers motivated their sons and took appropriate measures to ensure the students maintain focus. They felt student management and the wellbeing of their sons was just and reasonable with high levels of satisfaction around the way classroom behaviour in particular is managed in the College. Homework once again ranked highly in relation to its importance in student learning. Parents indicated high levels of satisfaction with the reporting process' effectiveness in communicating their sons' progress across a range of areas. This ties in with positive perceptions of the school's aims and direction around trying to improve.

The co-curricula program and benefits it provides was seen as an asset, not least for very high levels of connectedness to peers and building relationships it provides. Parents reported overwhelmingly they feel their sons are safe, are accepted by peers and get on well with them. Parents felt strongly that their sons are developing a comprehensive set of social skills.

Parents have responded very positively to an increased emphasis on parent, staff and student community relationships. They value highly the opportunity to be involved as evidenced by the consistently high attendance levels at a range of social, family and wellbeing functions and activities organised by the College.

In relation to transition to various areas of the College, ranging from year to year to the next step in their education and welcomed the new initiative of a formal orientation program for Year 9s as they transition to Year 10 on the Senior Campus. Parents were very positive in acknowledging the opportunities in attending a Catholic school in relation to education about our Catholic faith and participate in Mass, liturgies and prayer.

Parents recognised high levels of morale and a supportive climate exists within the staff, who are perceived as energetic, dedicated and passionate. The school's commitment to social justice was proven to be popular with parents and they valued the opportunities students have to be immersed in social justice initiatives and programs and the school's commitment to raising awareness in this area.

Financial Performance

Financial report data derived from the Australian Government Department of Education and Training (Federal DET) Financial Questionnaire and external audited reports	
School name:	De La Salle College
Location address:	MALVERN
Reporting framework:	Accrual
Recurrent Income	
	Tuition (includes boarding)
School fees	8,274,176
Other fee income	212,982
Private income	962,424
State government recurrent grants	1,836,184
Australian government recurrent grants	7,842,332
Total recurrent income	19,128,098
Recurrent expenditure	
	Tuition (includes boarding)
Salaries, allowances and related expenses	14,293,059
Non salary expenses	4,808,560
Total recurrent expenditure	19,101,618
Capital income and expenditure	
	Tuition (includes boarding)
Government capital grants	-
Capital fees and levies	1,583,829
Other capital income	3,000
Total capital income	1,586,829
Total capital expenditure	1,200,165
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
	Tuition (includes boarding)
Total opening balance	2,142,858
Total closing balance	1,756,194

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

The main work of 2015 was to consolidate the many changes brought in during 2014's exciting period of change and innovation. Research, planning and change continues as we transform the College. In taking care to preserve the strongest components of our traditions, culture and Lasallian ethos and blending these with contemporary and progressive educational thinking, the whole community is striving to create the future of our choice.

All members of our College community are committed to their responsibility for religious and spiritual leadership and Catholic/Lasallian identity, which underpins all areas of the school. In an increasingly secular world students must be provided with the moral compass, knowledge, skills and experiences to enable them to pride respect and service, celebrate diversity and contribute effectively to a global society. In the proud tradition of Lasallian schools our vision provides rich, diverse and relevant spiritual, academic and social opportunities and pathways for all students.

De La Salle is moving steadily towards our goal of being a more creative learning environment which values, promotes and celebrates excellence. Through personalised learning and differentiation, students will focus on skills required to succeed in contemporary education and society. In the vein of a Lasallian educational vision respectful, positive and professional relationships between students and teachers are strengthened to support learning and promote student wellbeing in all features of College life. Boys must feel they are known and feel they are safe. A whole school approach to wellbeing through our updated Personal Development Program enables staff to know all students as learners.

The 2015-18 Strategic Plan provides clarity and direction for exactly what sort of school we aim to become. Many of the Strategic Plan's key initiatives are already being implemented and the goals therein are shaping a Master Plan as we look to renovate and build on both campuses. The broad aim is to create contemporary learning spaces capable of accommodating and promoting global citizenship and advanced learning in which De La Salle students build 21st Century skills.

We have established several key pillars for our College's immediate future in relation to learning. We have established a clear academic direction, with a focus on motivation, engagement and challenge to ensure improvement and progression. A creative approach to structures in leadership, administration and organisation of the way De La Salle designs and implements our learning programs is expected to build confidence and capacity in our leaders and teachers alike.

Much of our work focuses on improving student progress. The emphasis is on understanding students as learners and how to address their needs. The enhancement of quality teaching is central as we place increased emphasis on professional learning for all. Building leadership capacity among the staff and distributing this leadership across learning areas is already having significant and productive effects. We are moving to cross-curricula approaches in key areas such as enriching learning via ICT and whole-school approaches to literacy, data analysis, pedagogy, assessment and reporting.

The theme of teachers moving from working and teaching in isolation to preparing together to learn from each other and plan innovative improvements is central to our Performance and Development Culture. The ongoing implementation of our innovative ICT Strategic Plan provides renewed emphasis on the use of technology as a vehicle to drive improvements in pedagogy and learning outcomes. A focus on staff professional learning is central to this initiative.

