

De La Salle College Malvern

2020

Annual Report to the School Community



Table of Contents

Contact Details2

Minimum Standards Attestation2

Our College Vision.....3

College Overview4

Principal’s Report6

College Board Report8

Education in Faith.....9

Learning & Teaching12

Student Wellbeing16

Child Safe Standards.....22

Leadership & Management24

College Community27

Future Directions29

Contact Details

ADDRESS	1318 High Street Malvern VIC 3144
PRINCIPAL	Peter Houlihan
PARISH PRIEST	N/A
SCHOOL BOARD CHAIR	Richard Mullaly
TELEPHONE	03 9508 2100
EMAIL	principal@delasalle.vic.edu.au
WEBSITE	www.delasalle.vic.edu.au
E NUMBER	E1083

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 2017 (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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

11/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Vision

Mission

De La Salle is a Catholic Boys' College empowering students to LEARN to maximise their potential, LIVE the Lasallian values, and LEAD with passion and spirit.

Vision and Philosophy

Building on more than a century of tradition and innovation.

We are an outstanding Lasallian school continuing to pursue innovation and academic excellence in a supportive human and Christian community. Our positive school environment best prepares our young men for the future by enabling them to discover their potential and mission in a community of faith. A Lasallian education prioritises service to people who are marginalised and in need 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.

We practise the five core principles as set forth by St John Baptist de La Salle:

1. Respect for all people:

We honour and respect the dignity of all individuals.

2. Quality education:

Students and staff work together to develop curiosity, be creative, think critically and strive for personal best.

3. Inclusive community:

We celebrate diversity and welcome all members to our community.

4. Concern for the poor and social justice:

We are in solidarity with people experiencing social, economic and spiritual marginalisation and advocate for those without a voice.

5. Faith in the presence of God:

We believe in the living presence of God in our students, in our community and in our world.

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 2020 school year, with 2021 data reported to you in 2022.

Founded in 1912, De La Salle is an independent Catholic College for boys from Years 5-12. De La Salle has educated boys at Malvern for 108 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, plus a separate Year 9 Campus in Malvern East, our many facilities include a fully renovated specialist Science and Technology Centre, several science laboratories (general and specialist), computer laboratories, two libraries, two small chapels. We have a creative arts complex encompassing Product Design Technology, Art, Visual Communication and Design, Studio Arts, Photography and Music studios and our performing arts centre. The College sporting facilities include a large gymnasium, basketball courts, playing field, weights/cardio room, multi-purpose hall and a hockey/soccer/all-purpose synthetic pitch on campus, as suitable PE/training centres for our students.

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 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-curricular 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 5 - 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 our students learn to take on leadership roles across all areas of the College. This emphasis on leadership assists 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. Numerous students participate in those programs. Service Learning is established for all Year 9 and 12 students, whilst our junior students are helped to become socially aware of the less fortunate in our community and their needs.

Student Wellbeing Policies are centred on affirmation and encouragement, where students are given the opportunity to be part of the confidence-building exercises of leadership from an early age. Class/House Mentor Teachers and Year Level/House Coordinators are the key figures in exercising pastoral care for the students, concerning themselves with individual welfare and maintaining the standards and expectations of the College. Support is provided by the two College Psychologists, staff members in the Special Education 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 Catholic School in the Lasallian tradition where prayer and the celebration of the sacraments are valued. We also have Reflection Days at Years 7 - 11 and a three day/two-night Retreat at Year 12. All students study Religious Education as part of their core curriculum. Year 11 students select from VCE Units 1 and 2 Religion and Society with Year 12s engaged in a theme-based Seminar Program. Nurturing one's faith is a core value for all members of the College Community.

Peter Houlihan
Principal

Richard Mullaly
Chair of the Board

Principal's Report

As we returned to school for the beginning of 2020 all of us at the College were confident of another terrific year ahead. So much had been achieved in 2019 and staff, students and parents had worked closely together, as always to ensure all was in place for a repeat this year. While the devastating impact of Covid-19 on our education system is of course well documented, what I would like to focus on in my 2020 report is the amazing work of so many in the school community under trying circumstances. The way we adapted and coped, supported each other and dealt with the myriad challenges brought many positives. While Covid-19 has sadly been the dominant feature of 2020, De La Salle has continued to innovate and educate, developing fine young men, as we have for 108 years.

I have been tremendously proud of the way all in our community responded to the demands of school closures and remote learning. The situation certainly brought its challenges but also its triumphs, as the difficulties galvanised so many key members of the school to step up and ensure our students' learning and wellbeing would not suffer. Virtually overnight, teachers had to transform their skillsets and their pedagogical approach.

The next eight months were highlighted by a tremendous Lasallian spirit, visibly demonstrated though the core principles of quality education, inclusivity and respect for all persons. I must make special mention of the extraordinary work of the whole staff body, which did so much to support students and each other in true De La Salle fashion. This was the critical feature, the central highlight of 2020 - the manner in which all in the community stepped up to move well and truly out of their comfort zone and adapt to the new normal as required.

The capacity of people to respond to adversity, commit to embracing challenges and meet them head-on quickly became the dominant feature of remote learning and "Covid-coping." All teachers, Learning Support Officers and Education Support staff were forced to recalibrate their thinking and adjust the approach to all we were used to doing. Levels of student and staff wellbeing, anxiety and mental health fluctuated as the months wore on and the newly-formed OH & S Extended Covid Committee was kept very busy managing the required planning and adjustments.

The return to onsite learning, short-lived as it was, saw a wonderful welcome back for the students. Many students embraced the opportunity to improve their skills in time management and organisation, welcoming the freedom and flexibility to work more at their own pace. Others struggled with the disconnection from classmates, teachers and routines and were supported by staff in keeping them on track.

With most of our school routines forcibly abandoned, many positive examples of innovation emerged from these difficulties. Ironically, numerous new strategies forced upon us resulted in improved outcomes and improved practices, many of which will remain as the preferred options beyond this Covid period. Microsoft Teams went from a niche tool, rarely utilised in the school, to literally universal adoption almost overnight. Parent-Teacher Interviews moved online via Teams, as did all classes, all staff meetings, briefings and gatherings, wellbeing check-ins, psychologists' counselling, job interviews, interstate and international Lasallian gatherings, student leadership speeches, assemblies and concerts. The Year 12 Class of 2020 celebrated their graduation via a Virtual Valedictory.

Keeping our community united, informed, positive and safe was the dominant theme throughout 2020. Communication was critical; keeping staff, students and families aware with what they wanted and needed to know. Keeping things in perspective, developing trust and confidence, building meaning from potential chaos, mitigating risk and displaying plenty of empathy all assisted in supporting our College through the uncertainties of 2020.

I must also thank the College Board Chair, Tony Morwood, and the Directors for their vision, governance and leadership this year and acknowledge their ongoing support and direction. I am thrilled that all Directors have agreed to stay on for three more years.

The College Executive has been required to step up as never before and lead by example in turbulent times. Moving well beyond their normal stations, each gave so much and made many sacrifices to steer the College so ably and efficiently through the myriad demands of 2020. We are in their debt.

Peter Houlihan

Principal

College Board Report

As the new Chair, it is my pleasure to write a short report to the School Community, on behalf of the De La Salle Malvern Board of Directors.

As has been written countless times: 2020 was a unique year.

For a school, we found ourselves in an uncharted landscape; 2020 was a demanding, taxing and a challenging period for all.

The De La Salle community showed the depth of their capacity and dealt with the well described challenges, with seemingly limitless levels of good grace and humour.

On behalf of the De La Salle Malvern Board of Directors, I would like to recognise the efforts and sacrifices made by the students and families. It was a tough and often uncompromising academic year and the efforts made in accommodating the necessary changes, border on heroic. A clear demonstration of the students' and families' ability to learn, to live and to lead.

The Board would also like to acknowledge Peter Houlihan, his talented and dedicated Executive Team, and every De La Salle staff member for their efforts in the 2020 academic year. All were required to be agile and responsive. Staff were calm when changes were demanded - and, as noted - performed and taught with graciousness and enormous generosity. As always, the students' needs were to the fore.

My thanks to the Board of Directors and particularly the outgoing Chair, Tony Morwood. A well performing school succeeds in part, due to a stable and supportive governance group.

While 2021 will bring new tests and difficulties, I have much conviction that the staff, students and their families will adapt and succeed, drawing strength from the Lasallian ethos and identity.

Richard Mullaly

Board Chair

Education in Faith

Goals & Intended Outcomes

De La Salle is a Catholic community in the 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.

Formation is recognised as a key element of our Religious Education program. The College conducts Reflection Day programs for Years 7 through to 11 and all Year 12 students attend a three day/two-night Retreat. The Year 7 to 9 Reflection Days are focused on topic centred units completed in Religious Education classes and the Year 10 and 11 Reflection days are Lasallian focused and run by the Lasallian Youth Ministry Team. Alongside of this, the College runs a two session, after hours, Lasallian focused induction and formation program for its newly commencing staff which concludes in with a dinner.

Social justice opportunities play a central role in the life of the College, in line with Catholic Social Teaching Principles and the teachings of our Lasallian charism. Opportunities such as Lasallian Service which is imbedded in the Year 9 curriculum, Mission Action Day, the VCAL Applied Learning Social Justice Trip to Wilcannia NSW, the annual Year 12 Yaluwo trip to Sri Lanka (previously Coolies to India) or Papua New Guinea Immersion, the Social Justice charitable donations during Term Three, the Christmas charitable donations as well as the staff social justice activity of making Christmas hampers continue to be key events on the College Calendar.

The authentic experience of faith formation and spiritual development has been further enhanced by the ongoing dedication in supporting the nominated House Charities. Along with our commitment to the broader Lasallian works, each House is also aligned with an Archdiocesan approved charity selected from the Archdiocese Guidelines for Social Justice. This helps us to recognise that House Spirit is about being in communion with one another, the Church and some of the broader, local needs of our world. The charities presented in the guidelines meet the Catholic Social Teaching Principles and help students to recognise the broader works of the Catholic Church.

The celebration of significant prayer events through both Liturgy and Eucharist continued to increase for both staff and students. The College Opening and Welcome Mass was celebrated at St Patrick's Cathedral. Significant liturgical events also saw us as a Catholic community recognise and come together in prayer and celebrate whole school liturgies, the Feast of the Assumption and All Souls Day. After being forced to abandon them in 2020 the College plans to continue the Parish Community Masses as a means of finding links with the community and connecting students with their local parish.

The College conducted structured Religious Education lessons from Year 5 to Year 12. Students continue studying the mandated text books: *To Know, Worship and Love* in the classroom from Year 5 to Year 9.

Students in Year 10 currently study Unit 1 of Religion and Society and students in Year 11 currently study Unit 2 of Religion and Society. Year 12 students currently undertake a school based Seminar Program.

Achievements

- The development of an in-house induction and formation program specifically for our new staff to the College demonstrates that the College considers this an important and valuable aspect of the forming our staff in the Lasallian charism and welcoming them into the College community.
- The Lasallian Staff Service Award recognises and celebrates staff for their commitment to Lasallian Education and is awarded to staff (nominated by their colleagues), for demonstrating the Five Core Lasallian Principles throughout the various aspects of their work.
- The establishment of the College Prayer continues to indicate a commitment to our faith, being a Lasallian community and a connectedness to the College.
- The continuation of House-based charities continues to broaden student understanding of the work of the Church and supporting the local needs of our Church.
- Ongoing commitment to Social Justice and broader Lasallian works through Mission Action Day fundraising.
- Faith formation and 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.

VALUE ADDED

College Opening and Welcome Mass at St Patrick's Cathedral;

Year 12 Virtual Valedictory Ceremony;

Whole School Virtual Liturgies;

- Founder's Day Liturgy
- Social Justice Liturgy
- End of year whole College Mass
- Remembrance Day
- ANZAC Day
- Lenten Liturgy
- National Reconciliation Week Homeroom Reflections

End of Week Staff Reflections (email circulated & began during lock down one and continued for the year);

Staff End of Year Mass;

Year 12 Leaders Retreat Liturgy;

Year 12 Retreat Liturgy;

Staff Lasallian Service Award - Virtual Event;

Re-appointment of Lasallian Youth Minister;

Ongoing House charity links - events and advocacy where sustainable virtually;

- Caritas
- St Vincent de Paul
- Melbourne Catholic Migrant and Refugee Centre
- Aboriginal Catholic Ministry Melbourne

Ongoing support of Social Justice and Community Service Programs;

- Malvern Emergency Food Bank
- St Joseph's Outreach Centre
- Sacred Heart Mission
- Foundation House
- RUOK Day - Virtual Event

Year's 5 to 11 Religious Education Curriculum; Focuses on developing and deepening students' understanding of the Catholic faith as it informs their moral and ethical decision-making;

Year 12 Seminar Program: The Year 12 Seminar Program is an opportunity to develop, nurture and form the students' faith. As well as, allowing them to look critically at their own generation, the world and its meaning with the context of a Catholic, Lasallian perspective;

Term Three Charitable Donations; Links to local communities in need;

- St Joseph's Outreach South Yarra
- Sacred Heart Mission St Kilda
- Malvern Emergency Food Bank

Term Four Foundation House Dandenong; a donation was made to Foundation House who work to advance the health, wellbeing and human rights of people from refugee backgrounds who have experienced torture or other traumatic events;

Term Four St Joseph's Outreach Centre South Yarra: staff, students and families donating toys and placing them under the College Christmas Tree. These are then donated to SJORSY and distributed to children in need and Christmas time;

Lasallian Mission and charitable commitments - Ongoing;

Be Someone for Someone (1000 letters of friendship) - Year 9 Leaders and Year 10 and 11 Social Justice Committee Covid-lock down social justice, charitable commitment;

Lasallian Youth Ministers Prayer Videos based on Five Core Lasallian Virtues - Covid lock down community spirit project;

Lasallian Virtues Virtual Weekly staff "draw" recognising staff and how they demonstrate their Lasallian Virtues.

Learning & Teaching

Goals & Intended Outcomes

With a year characterised by disruption and change, the College's goals in relation to the improvement of student learning outcomes were unfolded quite differently to what we may have imagined prior. With the onset of a series of lockdowns and periods of extended remote learning for students, priority was placed on the systems for providing effective learning and teaching, assessment and reporting via digital delivery.

Achievements

Staff and students were quickly and effectively able to access learning through an already well-established set of integrated digital systems. This includes a highly developed online learning management system and 1:1 notebook computer arrangement. The establishment of protocols for all elements of virtual delivery of schooling, including the structure of the school day, posting of learning materials for each class, communication, attendance monitoring and many others were quickly set upon the onset of the first phase of remote learning. Soon after, provision of video conferencing for lesson delivery added an important dimension to the new environment for learning and teaching.

With so much sensitivity associated with the handling of the Year 12 cohort and maintaining means by which they may fairly express their abilities in the crucial final year of their secondary schooling, delivery of learning, support, authentication of work and assessment demanded significant attention. The College's methods for handling these issues is a point of pride in the wake of the challenges that were faced, with very satisfying VCE results affirming this sentiment.

The handling of practical and applied learning for students through remote learning required creative approaches from teachers, who contrived adaptations to the activities that would normally have been run onsite. The creation of an exquisite digital gallery of student work by the Visual Arts Learning Area is an example of the extraordinary work that was created in such unconventional conditions.

Teachers' overall levels of skill and comfort in the shift from face-to-face learning to online started from a high base prior to remote learning, however, quickly built through the year. Levels of engagement in learning were able to be maintained for the majority of students. This was monitored through the collection and analysis of data on learning task submission, assessments and student attendance.

STUDENT LEARNING OUTCOMES

Student learning through 2020 included periods of onsite learning and remote learning. This varied for different year levels, based upon government directives at the time. With the cancelling of NAPLAN in 2020, standardised test results for our Year 5, 7 and 9 cohorts were unable to be collected.

Internal systems for collecting student learning outcomes data included Allwell testing for some Year Levels, ongoing assessment of progress via the College's online learning management system and results of end of semester reporting processes.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

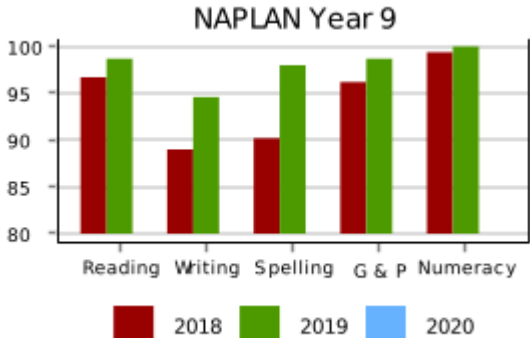
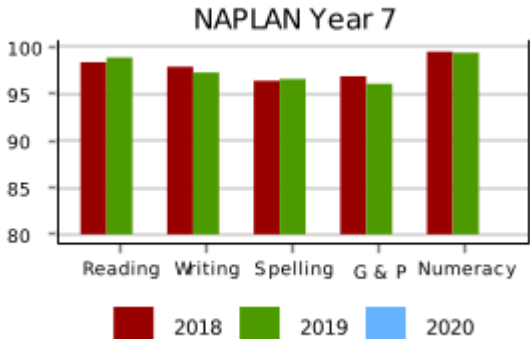
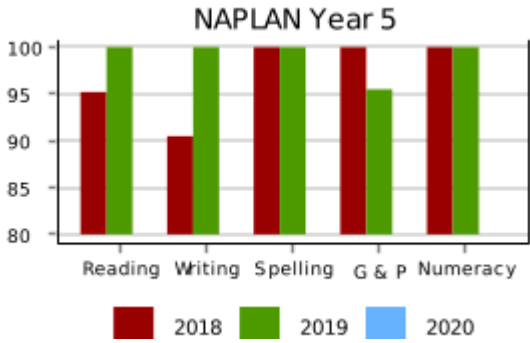
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 05 Grammar & Punctuation	100.0	95.5	-4.5		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	95.2	100.0	4.8		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	90.5	100.0	9.5		
YR 07 Grammar & Punctuation	96.9	96.1	-0.8		
YR 07 Numeracy	99.5	99.4	-0.1		
YR 07 Reading	98.4	98.9	0.5		
YR 07 Spelling	96.4	96.6	0.2		
YR 07 Writing	97.9	97.3	-0.6		
YR 09 Grammar & Punctuation	96.2	98.7	2.5		
YR 09 Numeracy	99.4	100.0	0.6		
YR 09 Reading	96.7	98.7	2.0		
YR 09 Spelling	90.2	98.0	7.8		
YR 09 Writing	89.0	94.6	5.6		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

The College worked to embed a culture of safety for all members of the College community, in a year that was characterised by challenge and change. De La Salle ensured that students were able to learn and connect in environments that were safe and supportive, both on College campuses and in the College's online spaces.

The College quickly adapted to the demands of online learning by creating protocols and processes that allowed all members of the community to access support if needed. These were positive, consistent and supported by College policy.

Students and their families were encouraged to contribute their views and opinions, and to shape the online experience and return on onsite learning in 2020. This showed the community that they were valued, and welcome to contribute to the shaping of life at the College.

We aimed to work in meaningful partnerships with families to create an environment in which students are able to challenge themselves, build resilience and develop respectful relationships.

Achievements

- Class and House Mentors worked during remote learning to create and develop positive and supportive relationships within the students in their mentor group, via email and Microsoft Teams. During this period they remained the first point of contact for parents when communicating with the College and provided a range of information and support to parents and students.
- The Year Level and House Coordinators and School Psychologists met fortnightly to conduct Student Support Meetings, including during the remote learning period. This communication between different members of the Wellbeing Team ensured that students were provided with wraparound support that was individual, targeted and designed to encourage the student to reach their full potential, and that their progress and wellbeing were tracked over the year. This was especially important during the remote learning period.
- The Student Wellbeing Strategic Planning Team met fortnightly to discuss, explore and embed ideas, innovations, policies and practices that are aimed at promoting and extending student wellbeing at the College, in line with best practice across the education sector, including through the demands of remote learning.
- The Tiverton Campus for Year 5 - 8 students provides an environment in which students connect with their peers and mentor teachers, and learn in a way that balances structure and the freedom to explore and experiment with learning styles and opportunities. Students are well supported in their wellbeing, through a team of teachers, a campus psychologist and the Health Centre.
- The Year 9 Holy Eucharist Campus provides a tailored learning experience for its students, with developmentally appropriate opportunities to embrace challenge, opportunity and experimentation with different ways of gaining knowledge and experience. Students learn in a collaborative manner, often through project-based learning. Students are supported by their mentor teachers, and the College psychologists.

- The Vertical House System at Kinnoull campus is an essential structure within College life, especially during remote learning. This included activities such as online House challenges - photo competitions, cooking challenges, and physical activity. The House system supported student connection and interaction across year levels, with a focus on mentoring and brotherhood. This system provides integration of learning, wellbeing, spiritual and student leadership opportunities across Years 10 - 12. Students at Kinnoull are supported through the campus psychologist and the Health Centre.
- De La Salle proudly supports community awareness events such as RUOK Day, with a range of activities and information being provided to staff, students, parents and guardians. These events are created and promoted by our College psychologists, who are a key part of our wellbeing team, and a visible presence across all three campuses. These events continued during remote learning, albeit in a different manner.
- There was strong attendance at a range of parent events, including those run in an online format, such as the Time and Space Nights.
- During remote learning, the Wellbeing Team was able to offer a range of innovative activities to engage and support students, such as 'Wellbeing Wednesdays'. These opportunities gave students a change to reflect, connect and recharge.
- During remote learning, student leaders were elected at all Year Levels and played a key role in creating a sense of connection and community across the College.
- De La Salle has embedded thorough child safe policies and practices across the College. Child Safety is now a visible component of school life and culture and is included on meeting agendas and in staff professional learning sessions as a matter of course. This work has led to the College's accreditation with the Australian Childhood Foundation, as a Safeguarding School. This collaborative partnership with the Australian Childhood Foundation has aided us in further developing our risk management processes and proved an important resource for the College community.
- Lasallian Zeal Awards have become an established part of student life at De La Salle. These awards are grounded in a policy that reflects the Lasallian Five Core Principles and affirms students who make a significant contribution to the life of the College. Lasallian Zeal Awards are now an important and visible source of recognition within the student community.

VALUE ADDED

The following is a list of the activities offered by the College, both in person and remotely during 2020:

- ACC Chess
- ACC Debating
- ACC Leadership Launch
- ACC Sports
- ACC Public Speaking
- After School Study Program (Maths; SUM Aid Years 7 - 12) Extra English and Science
- Accelerated academic programs commencing at Year 10
- Ballroom Dancing Classes (Year 10)
- Book Week Activities
- Careers Counselling 1:1
- College Choir
- College Opening Mass at St Patrick's Cathedral
- Duke of Edinburgh - Bronze Award (Year 9)
- Duce Articles, social media
- GATE
- Guitar Ensemble
- Headstart Program
- Higgins Community Service Award Nominees
- House Sports Competition conducted across the year in all key sports
- House Welcome and Liturgies
- Junior Concert Band
- Lasallian Youth Gatherings
- Lasallian Zeal Awards
- Library Study -After hours (Mon - Fri 3.30pm - 6.00pm)
- Lunchtime Activities Program
- Morrisby Testing
- Parent Information Nights
- Parent Network Committee
- Parent Portal on the College's on-line platform - OLLIE
- Percussion Ensemble

- Private music tuition including Voice lessons for all who choose
- Remembrance Day Ceremony
- RUOK Day - Health Promotion Activities
- Science Week
- Senior Concert Band
- Shape Your Destiny Career Workshop (Year 10)
- Social Justice Initiatives
- St Vincent de Paul Society
- Stage Band
- String Ensemble
- Student Leadership Development Programs (implemented across the College to provide opportunity and develop student leadership in all classes and across all sports)
- Student led assemblies
- Time and Space Program (Year 7 and 8 students and their parents)
- Transition Programs
- VCAL Information Evenings
- VCE Information Evening
- VCE Music Recitals
- Year 9 Futures Workshops
- Year 12 Celebration Day
- Year 12 Retreat
- Year 12 Valedictory Celebrations

STUDENT SATISFACTION

During 2020, the College surveyed its students and parents a number of times, particularly in response to COVID-19 and remote learning.

The data gained showed that both students and their families felt that they had been well informed by the College in regard to processes for accessing learning during the remote learning period, as well as about wellbeing supports.

Students and parents offered statements such as:

- 'Level and amount of communication has been excellent'
- 'Been fantastic, the teachers have been great. Good effort'.

- 'Dealing with it well. Teaching staff are doing an amazing job keeping students engaged. Fair with expectations. Within their restrictions, been approachable. Communication has been great with the school'.
- 'College has been tremendous in supporting the boys'.
- 'The level of communication from the college has been amazing. [Parent] feels that she's been extremely well informed throughout the last month with what changes have taken place and what the college is doing to support students and their online remote learning'.

Students were also surveyed about how well they were coping during the remote learning period, and Year Level and House coordinators used this data to indicate which students needed additional wellbeing support. This was then offered via email, phone call or Microsoft Teams, in line with Child Safety Standards and with parent permission.

STUDENT ATTENDANCE

The College has a clear Attendance Policy and Procedure. The Attendance Policy and Procedure helps maintain a high standard of education for all students, emphasising the importance of punctuality and regular school attendance, responsibility and developing an appropriate attitude to learning.

- When a student is absent, parents/guardians must notify the College and ensure that written verification is provided. When continued absence becomes a concern, parents/guardians are contacted by the Class/House Mentor or the Year Level/House Coordinator. If the student maintains a pattern of absenteeism, an Attendance Management Plan is developed in conjunction with the student and their family. Individual attendance records are available to parents via the Community portal on Synergetic;
- The Wellbeing Team ensured student absenteeism was supported by a written explanation from parents and a Medical Certificate when the absence coincided with School Assessed Coursework or whole school events;
- Daily attendance reports were maintained for the Class/House Mentors and Year Level/House Coordinators and followed up with students and their families/guardians;
- Ensured unexplained absences were followed up immediately with an SMS being sent to parents by 10:30am each day.

During remote learning, the Attendance Procedure remained much the same. Teachers used the College intranet and Microsoft Teams to ascertain which students were absent for timetabled lessons. They then used our existing attendance software, Synergetic, to mark the roll. Absent students had their parents notified by SMS by 10:30am each day and were followed up by mentor teachers and coordinators if they were absent for more than a day. Parents were still expected to contact the College in writing to notify us of student absences.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	81.8%
--------------------------------------	-------

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y05	99.7%
Y06	98.4%
Y07	99.3%
Y08	99.2%
Y09	100.0%
Y10	98.6%
Overall average attendance	99.2%

SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	99.0%
VCAL Completion Rate	96.0%

POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	72.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	9.0%
Deferred	3.0%
Employment	4.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

In 2020, De La Salle College was able to develop a range of processes and protocols to ensure Child Safety in a remote learning environment. The College has continued to refine its policies and procedures in line with Ministerial Order 870. The College worked with external agencies such as the Australian Childhood Foundation, as well as internal stakeholders, to ensure that our processes are current best practice. The College is committed to ensuring that child safety is an integral part of the school's culture and remains front of mind across the College community.

Achievements

In 2020, De La Salle College maintained accreditation as an Australian Childhood Foundation Safeguarding School.

The ACF's Safeguarding Children Services continue to help De La Salle build our capacity to keep children safe. The ACF were able to assist the College in ensuring that our processes and procedures were appropriate for online learning during the COVID-19 pandemic. The ACF have supported De La Salle College with evidence-based resources and processes that have helped the College meet its compliance obligations and strengthen our culture that embodies a commitment to the protection of children and young people.

The ACF offers the only Australian Competition and Consumer Commission (ACCC), endorsed Safeguarding Children Accreditation Program. It is a unique, voluntary accreditation scheme for organisations that have a duty of care to children and young people. Accreditation is granted through an independent panel of experts.

The College has a Child Protection - Child Safety Policy and Child Protection - Statement of Commitment to Child Safety that is easy to understand, describes the College, provides definitions of child abuse and indicates that all personnel are expected to act to safeguard children and young people by adopting appropriate practices and behaviour and reporting any abuse.

The College has a schedule for regular review of its policies and procedures and ensures these are updated in line with current government and industry standards.

All personnel within the College receive a copy of the College Child Protection - Child Safety Policy and Child Protection - Statement of Commitment to Child Safety as part of the induction process, and these documents are published on the College's website.

All personnel within the College have received briefings about the commitment to safeguarding children during induction and training. All personnel complete compulsory Mandatory Reporting training annually.

All personnel, including Board Directors go through an appropriate recruitment process and must sign the safeguarding commitment to the Child Safety -Code of Conduct at the commencement of their employment, and then annually thereafter.

De La Salle College ensures that all students have access to a child-friendly version of its Child Protection - Child Safety Policy including that they have a right to feel safe, tell someone if they are concerned about their safety and be taken seriously.

All students are regularly briefed about how they can access support within the College, and who they can report any matters of concern to.

Child and parent versions of the Policy are available on the College's internet and intranet sites. The College provides information to parents through various means including verbal and written formats.

The College has various means of receiving feedback from parents and children regarding their services and was able to act quickly and confidently in responding to these, particularly in regard to remote learning in 2020.

Child Safety Team

The Child Safety Team continued to oversee Child Safety at the College during 2020 and showed an ability to adapt current processes and practices to remote learning. The Team's core responsibility is to ensure the College's school environment is always child safe, and in 2020, this extended more than ever into the College's online environment. The Team also works to oversee, implement and review the College's safeguarding policies, strategies and processes by:

- Developing strategies to embed a culture of child safety at the College;
- Allocating roles and responsibilities for achieving the strategies;
- Informing the College community about the strategies;
- Putting the strategies into practice; and
- Periodically reviewing the effectiveness of the strategies put into practice.

Minutes from each Child Safety Team meeting were published on the College's OLLIE page. A brief report of each Child Safety Team meeting is forwarded by the Chair of the Child Safety Team for presentation to the College Board.

Leadership & Management

Goals & Intended Outcomes

Three key priorities for 2020 were established by the College Executive:

1. Timetable review with recommendations for developing a more efficient and economical timetable
2. Build trust and positive relationships between staff and parents via consistent communication and increased clarity around College processes and policies
3. Improve clarity of decision-making processes and communication; develop and implement a clearer and more transparent process in arriving at decisions and communicating to various parties

Achievements

During 2020 the College was able to achieve a great deal, COVID-19 circumstances notwithstanding. The following provides list provides a precis of the most significant achievements:

- develop and implement a new timetable structure
- smooth transition to remote learning
- adoption of MS Teams as platform for all classes and meetings
- development and successful, effective operation of a Covid-Safe OHS & S subcommittee to manage and direct regular operational updates
- creative and innovative approach to managing students' academic progression and wellbeing during remote learning and in the return to onsite learning
- strategic approach to managing and maintaining staff wellbeing, morale and effective practice while working from home and under stress/pressure
- development of greatly enhanced communication protocols and practices with parents to keep them informed, supported and comfortable in the face of pressures and concerns for their sons
- Virtual Valedictory for Year 12 families to replace traditional model
- clear and transparent decision-making processes, especially around all Covid-related issues
- effective leadership to manage and implement SACs and Trial Exams for VCE students so as to maintain assessment calendar and assist students' preparation for exams
- ongoing budgetary reviews and recalibrated processes to counter impact of COVID-19
- supporting many families through fee-relief
- a number of staff engaged in postgraduate studies

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Externally offered Professional Learning was significantly impacted by the long periods of lockdown and restrictions imposed in managing COVID-19. Traditionally, attendance by our staff at local, interstate and international conferences, workshops, lectures, seminars and other such forms of professional learning is a regular part of maintaining professional currency. In 2020, professional learning was largely restricted to online delivery. Some providers were unable to replicate their services in an online equivalent in 2020. Many staff had some involvement in online-based PL throughout the year.

Extensive training, learning and support for online systems of service were provided internally in 2020. Structured sessions run by College staff, delivered through three online and five onsite Professional Learning Days throughout the year, were accompanied with self-directed online materials for staff to access. Feedback gathered from staff indicated that this support was crucial for them in being able to effectively navigate the environment of remote learning.

Number of teachers who participated in PL in 2020	116
Average expenditure per teacher for PL	\$258

TEACHER SATISFACTION

Despite the many stresses impacting the work and personal lives of staff throughout the year, staff regularly reported a sense of deep pride and satisfaction about the extraordinary achievement of moving into and through the uncertainties of new ways to 'do school'. Some staff, particularly non-teaching staff, were re-deployed, taking on new duties due to their normal duties on-site being redundant and new needs emerging with online learning provision.

Staff wellbeing was carefully monitored throughout the year by all levels of leadership within the College. Conscious efforts to maintain a sense of community, connectedness and collegial support were reportedly appreciated as many struggled to balance home and work life through lockdown.

Qualification: Teaching Staff Retention Rate

Staff retention rate figures are based on August census information from 2019-2020 which allows for staff leave and staff on short term contracts.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.9%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	79.8%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	1.0%
Masters	28.6%
Graduate	52.0%
Graduate Certificate	4.1%
Bachelor Degree	88.8%
Advanced Diploma	15.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	110.0
Teaching Staff (FTE)	95.6
Non-Teaching Staff (Headcount)	56.0
Non-Teaching Staff (FTE)	51.8
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

Promote student, parent active involvement in the Catholic Lasallian community, its traditions and its future.

Achievements

In 2020 (despite two extended periods of COVID-19 lockdown) the College was able to:

- Successfully plan and implement on-line learning and teaching (using MS Teams) across all curriculum areas
- Efficiently deliver on-line parent-teacher interviews
- Principal's weekly video update to parents
- Consistent communication by teaching staff with students and parents
- Manage about 40 vulnerable students (Years 5 - 10) on-site every day.
- Continue with a vibrant Parent Network Association
- Wellbeing Wednesday Program during remote learning
- Extensive work done COVID OH&S Committee to prepare for the return of staff and students
- Priorities: Student health and wellbeing and academic performance and achievement
- Unit 4 SACs were held on site from 7/9 along with selected practical classes. GAT held 7/10. Trial Unit 3/4 exams 15/10 - 21/10
- Virtual Valedictory

VALUE ADDED

- Year 9 Rites of Passage
- Year 10 Dance Program with Star of the Sea College
- House Liturgies at Kinnoull Campus in Term 1
- Academic Awards (2019) + Investiture of 2020 College Leaders
- Holy Eucharist Campus Opening Mass and BBQ
- Ash Wednesday liturgies
- ACC Swimming Championships at MSAC
- Opening Mass Year 5, Year 7 and College Leaders at St Patricks Cathedral
- House Swimming Carnival at GSAC
- Senior Football Camp at Torquay
- Year 6 Camp at Beaufort

- Year 9 Bronze Duke of Edinburgh Award two day expeditions
- St Austin's House fundraiser to support The Melbourne Catholic Migrant and Refugee Office
- 2021 Subject Selection Process; - "Choices" Program (on-line)
- Year 12 VTAC Information Night ("live event")
- Books and Blokes Breakfast. 50 Year 5-8 students and their Dads involved
- ACC Junior Debating and Public Speaking (on-line)
- Time and Space Parents evenings with Bill Jennings: Year 7 Mother and Son; Year 8 Father and Son and Year 9-11 Parent and Son
- DLS competed in the State Open Chess Championships (on-line)
- Christmas Giving Tree Program to support St Joseph's Outreach Services

PARENT SATISFACTION

The level of parent satisfaction with the College was very high during the challenges of COVID-19 in 2020. Parents provided feedback to the College through monthly Parent Network meetings, parent surveys, parent-teacher (on-line) interviews and various interactive events throughout the year.

Parents were very impressed with the overall excellent response by the College and particularly high-lighted the following areas as worthy of high praise:

1. Communication from the College
2. Outstanding Principal Leadership
3. Effort by teachers
4. Concern for student mental health and wellbeing
5. Confidence and capability in using technology

The following were typical comments by parents:

"The school has been doing a very good job. They adapted immediately to the situation, have been giving very frequent updates, and the feedback from the teachers has been amazing. We are so thankful to all the teachers." DLS Parent

"Very Impressed and happy with communication, not only for xxxx but as a family. Incredible support and very thankful. Welcomed warmly onsite and supported both onsite and online." DLS Parent

"The school has been doing a very good job. They adapted immediately to the situation, have been giving very frequent updates, and the feedback from the teachers has been amazing. We are so thankful to all the teachers." DLS Parent

Future Directions

The College continues in its strategic direction established in the 2020-23 Strategic Plan. Key features of this includes:

- Encourage growth and challenge all leaders via professional learning, postgraduate study, coaching and mentoring
- Demonstrate collaborative Catholic and Lasallian leadership to emphasise our contemporary vision based upon respect, strength and support
- Empower our young people through dynamic feedback and reporting systems that emphasise ongoing growth in students' learning.
- Create a detailed Human Resource strategy to recruit, retain and develop staff who embody the mission and vision of the College.
- Continual evaluation of the design of contemporary learning spaces.
- Continue the whole school adoption and implementation of the Resilience, Rights and Respectful Relationships program
- Develop students to reflect on their own and others' behaviour and form positive and effective relationships to build community
- Develop a mentoring and coaching program