



De La Salle College Malvern

2021 Annual Report to the School Community



Registered School Number: 956

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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 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 2021 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 Schools.

30/03/2022

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 2021 school year, with 2022 data reported to you in 2023.

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 109 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 and 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 boutique, focused student wellbeing program written and implemented by our staff for our students.

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 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 2021, all of us at the College were confident the rigours of 2020's lockdowns and remote learning were behind us. Sadly, we spent many months of 2021 once again teaching, learning and working remote, over various periods of school closure. This was especially challenging for the Year 12s, who of course had spent most of the first year of their VCE in lockdown as well. I was humbled by 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 was once again the dominant feature of 2021, De La Salle has continued to innovate and educate, developing fine young men, as we have for 109 years.

I am 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. After so much experience in and out of remote learning, teachers were able to almost seamlessly transform their skillsets and their pedagogical approach.

The long months of isolation and remote learning were highlighted by a tremendous Lasallian spirit, visibly demonstrated through 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 2021 - 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. 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 key staff were kept very busy managing the required planning and adjustments.

We were all tremendously proud when the VCE results were released in December with our key data placing us as the fourth highest achieving Catholic boys' school in Victoria. This was a wonderful testament to the strength, durability, resilience and positive approach of students and staff. Outstanding support and encouragement from staff saw many students achieve great things.

Key developments in 2021 included the complete renovation of the Duffy Building on the Junior Campus, providing a Primary School hub - contemporary learning spaces for our Year 5 & 6 cohort, which grew from two classes to four for 2022. Various other beautification projects improved the appearance of the campuses and the Board Building Subcommittee began planning for delivering a building project and Master Plan for 2022. A High Performing Sports Program is being developed for 2022 implementation, creating exciting opportunities for students hoping to improve their skills in Australian Rules Football, Basketball, Soccer, Swimming, Cricket and Athletics.

Keeping our community united, informed, positive and safe was once again the dominant theme throughout 2021. 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 staff and families.

I must also thank the College Board Chair, Richard Mullaly and the Directors for their support vision, governance and leadership this year and acknowledge their ongoing support and direction.

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 2021. We are in their debt.

Peter Houlihan

Principal

Education in Faith

Goals & Intended Outcomes

De La Salle College 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 students 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 two after hours sessions including a Lasallian focused induction and formation program for its newly commencing staff which concludes with a dinner.

Despite overseas immersions to Papua New Guinea and Sri Lanka and the VCAL Applied Learning social justice immersion to Wilcannia, NSW not being able to take place due to the global impact of the COVID-19 pandemic, 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 embedded in the Year 9 curriculum, Mission Action Day, the St Vincent de Paul Winter Warmers collection in Term 2, the Social Justice charitable donations during Term 3, the Christmas Giving Tree 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 is celebrated each year, along with other significant liturgical events also saw us as a Catholic community recognise and come together in prayer and celebrate whole school liturgies, Ash Wednesday, Lenten Liturgy, Founder's Day, the Feast of the Assumption, Social Justice Mass and All Souls Day and the end of year, Christmas Mass. However, some of these had to be marked/celebrated virtually in 2021 due to remote learning structures.

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. Unfortunately, most Year 12 Seminar sessions were not able to proceed in 2021 due to COVID-19 restrictions.

Achievements

- The development of an in-house induction and formation program specifically for our new College staff, 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 connection 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.
- The link with St Vincent de Paul, Malvern and the launch of the Term 2 Winter Warmers Collection.

VALUE ADDED

- College Opening and Welcome Mass at St Patrick's Cathedral;
- Year 12 Virtual Valedictory Ceremony;
- Whole School Virtual Liturgies;
 - Ash Wednesday Liturgy
 - Lenten Liturgy
 - Founder's Day Liturgy
 - Social Justice Liturgy
 - Remembrance Day
 - ANZAC Day
 - National Reconciliation Week Homeroom Reflections

- End of year whole College Mass;
- Staff End of Year Mass;
- Year 12 Leaders Retreat Liturgy;
- Year 12 Retreat Liturgy;
- Staff Lasallian Service Award;
- Re-appointment of Lasallian Youth Minister;
- Ongoing House charity links - events and advocacy were mostly sustainable in 2021;
 - 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
 - St Vincent de Paul (Malvern Branch)

Year 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 1

Charitable Donations - Links to communities in need;

- Mission Action Day (whole College walkathon fundraiser for Lasallian Missions)

- Various House charity fundraisers throughout Term

Term 2

Charitable Donations - Links to the local community need;

- St Vincent de Paul Society "Winter Warmers" Collection (Malvern Branch)
- Various House charity fundraisers throughout Term

Term 3

Charitable Donations - Links to local communities in need;

Due to the lockdown in Term 3, 2021, and not being able to have students bring donations to school, a monetary donation was made to:

- St Joseph's Outreach South Yarra
- Sacred Heart Mission St Kilda
- Malvern Emergency Food Bank
- Various House charity fundraisers throughout Term

Term 4

- Foundation House Dandenong; a donation of 100 food hampers, made by the College staff, was donated 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;
- St Joseph's Outreach Centre South Yarra: staff, students and families donated toys and placed them under the College Christmas Tree. These are then donated to St Joseph's Outreach Centre South Yarra and distributed to children in need at Christmas time.

Learning & Teaching

Goals & Intended Outcomes

2021 became a second year heavily impacted by the COVID-19 pandemic. Following a period of on-site learning at the beginning of the year, a significant proportion of Terms 2 & 3 were delivered remotely. This scenario required the teaching staff to work hard at maintaining student engagement in learning and connection with the College community by keeping learning activities varied and interesting, as well as building and strengthening relationships.

Achievements

Tutor Learning Program

Supported by funding from the State Government, the College created a program utilising fully qualified and pre-service teachers to help to address the needs of students most adversely impacted in their learning over 2020. Students whose progression data indicated that they would benefit from further support were invited to participate in small group tutoring after school hours. Disappointingly, after only a few weeks of the program running, a lockdown was called. Whilst efforts were made to continue the tutoring remotely, establishing a routine and maintaining continuity for the students who struggled most with online learning arrangements became challenging for some. Despite this, there were several indicators, including assessment data, student, parent and teacher testimonial, that the program had been helpful in supporting the learning progress of the selected students.

Remote Learning

The systems created in 2020 to enable remote learning remained in place for 2021. The significant initial thinking and planning had ensured that the online learning and teaching platforms were robust enough to support a successful second year of online learning arrangements. Teacher skill and confidence in the use of online tools and systems was strengthened further.

As was the case in 2020, a great deal of additional time and energy was dedicated to the successful management of learning and assessment for Unit 3 & 4 students.

Uncertainty about the resumption of on-site learning in Term 3 necessitated the implementation of online assessment for Unit 3 & 4 students. In the previous year, this had not been required. In 2020, careful planning had allowed for SAC and SAT assessments to be undertaken in face-to-face conditions. This was not possible in 2021, requiring new protocols to be developed for online assessments. Teachers and students quickly and effectively adapted to the new assessment regimes. High levels of correlation between online assessment data and other data sources for students indicated that the new arrangements had ensured assessment of learning with a high degree of integrity.

STUDENT LEARNING OUTCOMES

Student learning through 2021 included periods of on-site learning and remote learning. This varied for different Year Levels, based upon government directives at the time.

NAPLAN results show variances across Year Levels and tested areas between 2019 and 2021. This is true in relation to the median results as well as the proportion of students reaching the national minimum standards. In many areas there was a decline in results, but this was not true in all areas. For example, there were several areas of growth in Year 7.

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

MEDIAN NAPLAN RESULTS FOR YEAR 9

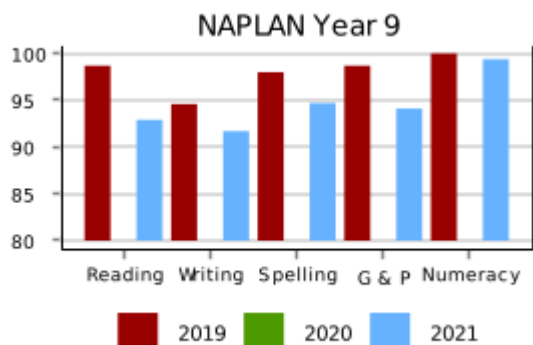
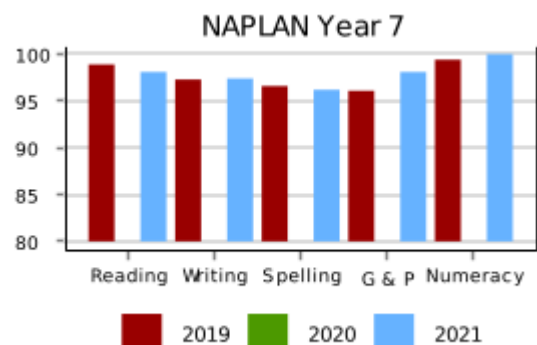
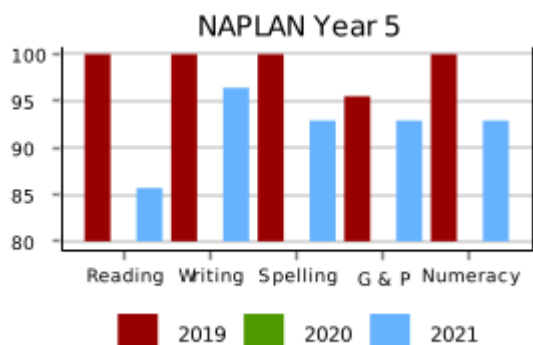
Year 9 Grammar & Punctuation	563.4
Year 9 Numeracy	598.1
Year 9 Reading	593.2
Year 9 Spelling	578.5
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 05 Grammar & Punctuation	95.5	-	-	92.9	-
YR 05 Numeracy	100.0	-	-	92.9	-
YR 05 Reading	100.0	-	-	85.7	-
YR 05 Spelling	100.0	-	-	92.9	-
YR 05 Writing	100.0	-	-	96.4	-
YR 07 Grammar & Punctuation	96.1	-	-	98.1	-
YR 07 Numeracy	99.4	-	-	100.0	-
YR 07 Reading	98.9	-	-	98.1	-
YR 07 Spelling	96.6	-	-	96.2	-
YR 07 Writing	97.3	-	-	97.4	-
YR 09 Grammar & Punctuation	98.7	-	-	94.1	-
YR 09 Numeracy	100.0	-	-	99.4	-
YR 09 Reading	98.7	-	-	92.9	-
YR 09 Spelling	98.0	-	-	94.7	-
YR 09 Writing	94.6	-	-	91.7	-

* 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

De La Salle College fosters an environment where students and parents are valued, wellbeing is prioritised, and feedback is welcomed. There are multiple spaces where student and community engagement takes place, including the Parent Network and Student Leaders providing representation at class, House and senior levels.

Feedback is collected through several formal methods, such as surveys of the school community, and - importantly - insights are used to inform school decisions and services.

This was particularly important during the shift to online learning during the COVID-19 pandemic, where surveys became a crucial tool to aid staff in supporting student wellbeing.

Students with additional and diverse learning needs are further supported by the Education Support Team.

In 2021, the establishment of the GROW Program (Growing Responsibility for my Own Wellbeing) has created a regular learning opportunity aimed to improve students' emotional, social and psychological development. Providing age-appropriate education on safeguarding, respectful relationships, cyber safety and mental health, the program was designed in response to student feedback and insights and is overseen by the Student Wellbeing Committee which includes ongoing student representation. Through the GROW program, external education providers have also been engaged to provide additional learning support, such as Elephant Ed who delivered consent training in 2021. These activities demonstrate the College's genuine ongoing commitment to student wellbeing.

The College worked to embed a culture of safety for all members of the College community, in a year that was again 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.

Students and their families were encouraged to contribute their views and opinions, and to shape the online experience and return on on-site learning in 2021. 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 continue to 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/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 the National Day of Action against Bullying and Violence and 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 chance 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 re-accreditation with the Australian Childhood Foundation, as a Safeguarding Organisation. 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 2021:

- 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 and Welcome Mass
- Consent Education for students and families
- Cyber Safety Education
- Duce articles, social media content
- GATE

- GROW Wellbeing Program
- Guitar Ensemble
- Guest speakers on careers, managing mental health, gambling, drugs and alcohol etc.
- 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 online platform - OLLIE
- Percussion Ensemble
- Private music tuition including Voice lessons for all who choose
- Remembrance Day Ceremony
- Respectful Relationships Programs
- 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
- Study skills webinars for students and parents/guardians
- 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 2021, 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.

The College also participated in the MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey).

The results of this survey indicated a general trend of improvement from the last survey conducted in 2019.

In particular, it was pleasing to see that student perceptions of safety rose from 50% in 2019 to 61% in 2021. Perceptions of the social and learning climate of the school rose from 41% to 53% over the two-year period.

These results show that students see the College as a safe and welcoming environment.

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	95.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y05	93.8%
Y06	94.5%
Y07	94.5%
Y08	93.7%
Y09	93.1%
Y10	90.8%
Overall average attendance	93.4%

SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	95.0%

POST-SCHOOL DESTINATIONS AS AT 2021

Tertiary Study	68.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	5.0%
Deferred	9.0%
Employment	5.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & Intended Outcomes

In 2021, De La Salle College refined and enhanced a range of processes and protocols to ensure Child Safety in a remote learning environment, as well as maintaining a focus on the safety of children and young people in more traditional school and home settings. The College has continued to refine its policies and procedures in line with Ministerial Order 870, as well as the Child Information Sharing Scheme, Family Violence Information Sharing Scheme and the Multi-Agency Risk Assessment and Management Framework (MARAM). 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

De La Salle College demonstrates a strong safeguarding culture in every part of the organisation. There is widespread awareness of safeguarding at all levels of staff, as well as extensive evidence of behaviours and values that reflect the safeguarding commitment. The commitment to safeguarding is driven by senior leadership, with the Principal, Board and Executive demonstrating a strong understanding of the importance of safeguarding and ensuring it maintains a strategic priority in all the school's activities.

Safeguarding governance has continued to strengthen, supported by a stronger flow of safeguarding information from all areas of the organisation, including between the Child Safety Officer, Principal and Board, ensuring that any incidents are managed and investigated appropriately. The Board has continued to deepen its approach to risk management, with the development of a Risk Framework and Risk Appetite Statement, and consideration of the establishment of an Audit and Risk Board subcommittee.

At an operational level, there has also been an increased focus on risk management, particularly around off-site excursions. Staff across all levels and services demonstrate a commitment to safeguarding children and young people in every part of their work. There is widespread understanding of the importance of safeguarding, as well as familiarity with core policies and procedures such as the recently revised Code of Conduct. Staff understanding extends to the external environment, with staff showing a familiarity with safeguarding frameworks such as the Victoria Child Safe Standards and the National Catholic Safeguarding Standards.

The College's recruitment approach is thorough and well-understood by all staff, with safeguarding incorporated into each part of the hiring process. For example, safeguarding related scenarios are incorporated into interviews to assess the candidates' understanding of expected behaviours in relation to keeping children and young people safe. Safeguarding induction is consistent and comprehensive, including a briefing from the Child Safety Officer, completion of the Australian Childhood Foundation's Safeguarding Online Training and other e-learning opportunities such as the Mandatory reporting and other obligations (PROTECT) online training provided by the Victorian Department of Education and Training. This is complemented by ongoing informal education for all staff - for example, safeguarding is an agenda item at all staff meetings, ensuring updates on policies and procedures and opportunities for staff discussion and questions on safeguarding. These processes are supported by the organisation's Human Resources and information management systems.

The College has also continued to promote the importance of safeguarding with the broader community, including provide safeguarding information on its website for parents and members of the public. The Dedication and Memorial Commemoration, held in 2021 to acknowledge the survivors of historic abuse and to advocate for transparency and child safety for all future generations of De La Salle students, shows the College's ongoing commitment to healing, continuous improvement and, ultimately, demonstrating a zero-tolerance culture of abuse of children and young people.

COVID-19 has had a significant impact on De La Salle College and Australia's education sector overall, impacting workforce numbers, service delivery and wellbeing. This has led to the cancellation or postponement of some activities due to social distancing and travel restrictions. It has also required the College to provide online learning options for students. De La Salle College has responded to the challenges of COVID-19 positively, applying a safeguarding lens throughout its shift to online learning and during the return to in-person classes. The College acknowledges that the ongoing challenges and uncertainty presented by COVID-19 will continue into the future, and that it is essential for safeguarding children and young people to continue to be a priority for the organisation throughout this.

As noted above, the COVID-19 pandemic has created a greater focus on digital learning delivery for children and young people. This presents new and ongoing safeguarding risks, which will continue to be relevant beyond the pandemic in our increasingly online world. De La Salle College's recent revisions of its Social Media Policy, coupled with the careful adaptation of learning during the pandemic to consider safeguarding risks, demonstrates its ongoing commitment to understanding emerging digital risks. The College acknowledges that, in this constantly evolving space, it is important to continue to stay up to date with best practice around managing online safety and privacy risks for children and young people, and to continue to apply vigilance to the selection of platforms and facilitation of digital activities.

De La Salle College has made significant efforts to improve reporting processes and maintain a culture of zero tolerance towards child abuse. Staff demonstrate familiarity with reporting processes, particularly those that involve mandatory reporting. De La Salle College should ensure that all teaching and non-teaching staff are provided with ongoing learning opportunities to understand and apply the recently revised Child Protection Reporting Obligations Policy.

The ongoing collaboration of the Board, Principal, Executive and Child Safety Team has supported strong safeguarding processes and governance. The increased level of detail in safeguarding reports to the Board, coupled with the visibility and accessibility of the organisation's Child Safety Officer, have helped to embed safeguarding further. A Child Safety Report is compiled by the Child Safety Officer and presented to the College Board at each board meeting.

Child Safety Team

The Child Safety Team continued to oversee Child Safety at the College during 2021 and showed an ability to continue to adapt and refine current processes and practices to the remote learning environment. The Team's core responsibility is to ensure the College's school environment is always child safe, and in 2021, 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.

Leadership & Management

Goals & Intended Outcomes

- Design coaching and leadership programs to build, support and enhance capacity of senior and middle leaders.
- To clarify and embed Student Progression processes across the College to improve student learning progression, in order to maximise outcomes.
- Develop and embed new approaches to staff appraisal to be developed with more emphasis on teacher reflection on practice, underpinned by evidence.
- Further develop as a learning community by providing opportunities for planning in teams, peer observation and learning walks.

Achievements

During 2021, 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:

- Smooth transition to in and out of remote learning
- Coaching and mentoring program research, planned and first sessions held
- All staff involved in increased awareness, understanding and application of the key principles underpinning student progression, with associated interventions to support students' development and progression
- Increased effectiveness and competence/confidence in all staff and students' use of Office 365 technology
- Creative and innovative approach to managing students' academic progression and wellbeing during remote learning and in the return to onsite learning
- Staff Appraisal / Professional Learning Plan processes enhanced
- Strategic approach to managing and maintaining staff wellbeing, morale and effective practice while working from home and under stress/pressure. Staff Wellbeing Committee established
- For second consecutive year, a 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 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 2021**

Externally offered Professional Learning was again 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. As was the case in 2020, in 2021 professional learning was largely restricted to online delivery. Some providers were unable to replicate their services in an online equivalent. Many staff members had some involvement in online-based PL throughout the year.

Extensive training, learning and support for online systems of service continued to be provided internally in 2021. Structured sessions run by College staff, delivered through three online and five on-site Professional Learning Days throughout the year, were accompanied by 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.

In 2021 the College engaged with a Leadership Development provider in order to design and implement a professional learning program for College personnel in positions of leadership. The intentions of the program are to enhance the leadership capacity of staff leaders, create shared understandings about effective school leadership and introduce a coaching culture within the College. The first day of the 12-month program took place online in 2021, with subsequent days to take place in 2022.

Number of teachers who participated in PL in 2021	85
Average expenditure per teacher for PL	\$159

TEACHER SATISFACTION

Despite the many challenges of 2021, levels of teacher satisfaction across the College remained high. The majority of staff felt very positive about being at school. In the MACSIS Survey of 2021, 88% of staff indicated a strong feeling of positive collegial relationships between fellow staff. A number of key elements contributed to teacher satisfaction. These included a supportive and constructive school climate, a strong sense of mutual respect between staff and students, affirming leadership and opportunities for professional growth.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.9%
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TEACHER QUALIFICATIONS

Doctorate	1.1%
Masters	25.3%
Graduate	51.6%
Graduate Certificate	4.4%
Bachelor Degree	87.9%
Advanced Diploma	14.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	112.0
Teaching Staff (FTE)	92.2
Non-Teaching Staff (Headcount)	61.0
Non-Teaching Staff (FTE)	55.5
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

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

Achievements

From a community engagement perspective, 2021 was another challenging year. The emergence of the COVID-19 Delta variant and the quick responses by the State Government brought immediate impact. Unfortunately, many events had to be re-scheduled, modified or cancelled. Uncertainty became the new norm for College operations. Constant re-planning and revision of event schedules and the constant communication with students, staff and parents became part of everyday College operations.

In 2021 (despite extended periods of COVID-19 lockdown) notable achievements were:

- Successful planning and implementation of online learning and teaching (using MS Teams) across all curriculum areas
- Efficient delivery of online parent-teacher interviews
- The Principal's weekly video update to parents
- Consistent communication by teaching staff with students and parents
- Management and support for vulnerable students (Years 5 - 10) on-site every day during lockdowns
- Continuation of a well-supported Parent Network Association
- Extensive Wellbeing Programs for students, families and staff during the lockdowns
- Extensive work done via COVID-19 OH&S Committee to prepare for the return of staff and students
- Prioritising student health and wellbeing as well as academic performance and achievement
- Unit 4 SACs were able to be successfully delivered online
- Celebration and Farewell to the Graduating Class of 2021

VALUE ADDED

- Primary Meet and Greet Morning
- Year 7 Parents Evening
- House Liturgies at Kinnoull Campus
- DLS House Athletics Carnival at Lakeside Stadium
- Year 10 Dance Program with Star of the Sea College
- Academic Awards and Investiture of Leaders Assembly

- Year 12 Retreat at Rawson
- ACC Athletics Carnival at Lakeside Stadium
- ACC Captains Dinner at the College
- College Tours
- Year 8 Rites of Passage
- Opening and Welcome Mass for Year 7 Parents
- DLS House Swimming Carnival at Oakleigh Recreation Centre
- Parent Network Social Evening
- Parent/Teacher (online) Interviews
- DLS Swimming Championships at GSAC
- The Dedication and Memorial Ceremony for Victims and Survivors of Abuse at DLS was held at Kinnoull Campus
- Year 8 Camp at Lord Somers Camp, Somers
- Lenten Liturgy
- ACC Swimming Carnival. Twilight event at MSAC
- Mission Action Day Walk to support Lasallian charities in the Asia-Pacific
- Year 7 Camp Week
- ANZAC Ceremony
- Year 7 Mother and Son "Time and Space" evening
- Autumn Ensemble Concert
- Mother's Day Breakfast
- Year 7 Cyber Safety Parent evening
- Founder's Day Mass and Activities
- ACC Art and Technology Exhibition at Federation Square
- ACC Term 2 Sport - Football and Soccer
- Year 9 Football and Soccer House Lightning Premiership
- Music Tour to Western Victoria
- "Books and Blokes Breakfast". Year 5 - 8 students with their fathers
- Online VCE/VCAL Information Night, VTAC Information Night, ACC Debating, Public Speaking and e-Sports and College Tours
- 2022 Subject Selection Program "Choices" online
- "Wellbeing Wednesday" introduced to help support students and staff
- VCE Unit 4 SAC assessments moved online
- Online ACC Intermediate Debating and Public Speaking and Senior eSports

- Year 12 Valedictory (online)
- Last day Year 12 Breakfast, farewells (within restrictions)
- Year 8 Father and Son Time and Space evening (online)
- DLS Christmas Music Concert
- Christmas Giving Tree Program to support St Joseph's Outreach Services Melbourne

PARENT SATISFACTION

The level of parent satisfaction with the College in 2021 was very high especially when so many changes had to be made to all programs offered by the College. De La Salle College sought and received regular parental feedback through monthly Parent Network meetings, surveys, parent-teacher (online) interviews and various interactive events throughout the year.

Parents were most complimentary of the way the College was able to engage with them throughout the year and particularly during the various lockdowns. Parents were particularly keen not only to work with the College to maintain the learning and overall wellbeing of their child, but also embraced whatever opportunity the College was able to provide for them to interact with other parents.

Parents demonstrated confidence and support for the College Principal and staff in managing the pandemic. Parents identified communication, the generosity and skill of staff, the leadership shown by the Principal and College Executive Team and the overall concern for student's health and wellbeing as elements of strength during the uncertainties and challenges of the year.

Future Directions

The College continues in its strategic direction established in the 2020-23 Strategic Plan. Progress on some of these objectives stalled in lockdown, but work continues on:

- 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
- Marketing Plan developed to attract enrolments
- Building Subcommittee of the Board reconvened to begin work on updating Master Plan
- Human Resources strategy has been developed to recruit, retain and develop staff who embody the mission and vision of the College
- Upgrading of older buildings to create more contemporary learning spaces
- Continue the whole school adoption and implementation of the GROW Wellbeing program
- Develop students to reflect on their own and others' behaviour and form positive and effective relationships to build community in the return from two years of remote learning / lockdown
- A mentoring and coaching program has been created and partially implemented