



DE LA SALLE  
COLLEGE

# De La Salle College Malvern

2022

Annual Report to the School Community



Registered School Number: 956

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## Contact Details

ADDRESS	1318 High Street Malvern VIC 3144
PRINCIPAL	Peter Houlihan
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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*;
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

**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](http://www.acnc.gov.au)

## Vision and Mission

### 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 2022 school year, with 2023 data reported to you in 2024.

Founded in 1912, De La Salle has been an independent Catholic College for boys from Years 5 - 12 up until October this year when ownership transferred from the Trustees of the De La Salle Brothers to Melbourne Archdiocese Catholic Schools. De La Salle has educated boys at Malvern for 110 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 centered 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 / School Advisory Council

## Principal's Report

As I reflect on 2022 my mind immediately returns to January 2021. No, not January 2022 as you might think, but why so? As this year got underway and we rolled into the first week or two, I was a little haunted by the optimism and positivity of the beginning of last year, when we thought being back onsite was permanent and lockdowns and remote learning were behind us. Sadly, that wasn't the case in 2021, so while we were all a little more cautious with our positivity and optimism, it was very exciting to return for 2022 with virtual surety we'd be here all year.

We certainly enjoyed the very positive start to the academic year. It was terrific to see students so happy to be back and from my principal's view, observe firsthand the tremendous amount of work staff put into supporting students in their learning, wellbeing, spirituality and co-curricular pursuits. Term 2 was very challenging as staff and student numbers were decimated by a combination of Covid and flu infections but through a school-wide spirit of resilience, collaboration and support we were able to largely maintain normal operations, with a minimum of activities reduced or cancelled.

This was the pattern we established generations ago as a Lasallian school, where positive staff – student relationships are at the core of how we operate so successfully. Supporting students as they returned from nearly two years offsite demanded a great deal of staff. The capacity to exercise creativity, care, resilience and strategic thinking in equal measure meant staff were able to recognise what their students needed and work on delivering solutions.

It was terrific to celebrate the academic achievements of our 2021 Year 12s onsite in a return to our traditional VCE Dux and Academic Awards Assembly in February, with proud parents in attendance after a gap of two years. Our 2021 VCE results placed us in the top four Catholic boys' schools in Victoria, a great testament to the efforts of staff and students during the rigours of remote learning.

The 2022 Mission Action Day was a major fundraising success, with the MAD Committee working on a fresh approach to marketing and launching the annual walkathon. Using an online fundraising platform for the first time a streamlined system yielded more than \$80,000 from students' sponsors. The bulk of this goes to support critical works at Lasallian schools in Pakistan, Papua New Guinea and Sri Lanka, with the balance distributed among local charities.

The whole De La Salle community was saddened by the tragic death of much-loved teacher Ken Stokes on 1 May. Over his 24 years at the College Ken proved himself as a wonderful teacher and valued friend and colleague to so many. We were honoured to host Ken's family for a moving whole school memorial service where we celebrated his life and legacy.

The most significant development for 2022 was the announcement that after several years of negotiations, the owners of the College, the Trustees of the De La Salle Brothers were transferring ownership to Melbourne Archdiocese Catholic Schools (MACS). The College Board has been working with the Trustees to ensure we continue building on our proud 110-year history of academic excellence.

This is indeed great news for our community, as our agreement with MACS secures a strong and long-term future for our growing community. With 2023 Year 7 enrolments increasing by 41% it is an ideal time to finalise our Master Plan in conjunction with MACS. This will deliver significant building works with new facilities planned for performing and visual arts and food technology, among others.

The co-curricular life of the College continued to grow and develop this year. We entered into a partnership with One on One Football to enhance our Australian Rules program with ex-AFL coaches, a junior development squad and online professional learning for our own coaches. The High-Performance Sports Program is slowly unfolding, with the first programs run for football, (the Kennedy Club) soccer and basketball in 2022. Plans are well underway for the Agar Academy for young cricketers, a De La Salle Swimming club and specialised athletics coaching.

The arts also expanded with High School Musical staged with Our Lady of the Sacred Heart after two years of planning and rehearsing. The VCE Drama students' outstanding production of Almost Maine was a highlight, as was the ACCent on Music concert at Hamer Hall. The second musical collaboration with Siena College was a great success and the regular scheduling of many music concerts demonstrated the amazing quality of our music program and the development of our musicians.

I am very proud of the way all in the De La Salle community bounced back in 2022, with staff and students achieving and contributing so very much. I am deeply appreciative of the efforts of all our wonderful staff; we are privileged to work with such tremendous young men and their families. Thank you to all our fantastic parents for your support and especially to the Parent Network for their community-minded work.

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. I look forward to working with all the Directors (with one exception) who have agreed to remain involved at the College as invaluable members of the School Advisory Council.

The College Executive has been required to demonstrate innovation and flexibility as never before and lead by example in the transition back to "normal" schooling. As we have come to expect, each gave so much and made many sacrifices to steer the College so ably and efficiently through the myriad demands of 2022. We are in their debt.

**Peter Houlihan**  
Principal



## Catholic Identity and Mission

### Goals and 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 community dinner.

The overseas immersions to Papua New Guinea and Sri Lanka and the VCAL Applied Learning social justice immersion to Wilcannia, NSW were put on hold once more due to the continued risk from the ongoing 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.

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 an active and enriching school-based Seminar Program.

## Achievements

- The ongoing induction and formation 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 Mission Action Day and Social Justice to support broader Lasallian works as well as local charities such as St Joseph's Outreach, Foundation House Dandenong, Malvern Emergency Food Program through fundraising and advocacy.
- 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 of Jesus and the charism of St John Baptist de La Salle.
- The link with St Vincent de Paul, Malvern in Term 2 for the Winter Warmers Collection.
- The link with Malvern Emergency Food Program in Term 3 for the charitable non-perishable donations
- The establishment of the connection with an Old Collegian (Paulie Stewart) and his work with the Alma nuns in East Timor. Their class visits and the commitment to support their work.

## Value Added

- College Opening and Welcome Mass at St Patrick's Cathedral
- Year Valedictory Ceremony at St Patrick's Cathedral
- Whole School Liturgies;
  - Ash Wednesday Liturgy Lenten Liturgy
  - Founder's Day Liturgy
  - Social Justice Liturgy Remembrance Day
  - ANZAC Day
  - National Reconciliation Week Homeroom Reflection
- National Reconciliation Week College Bulletin Prayer Reflections
- All Souls Day – Staff Liturgy
- National Child Protection Week Homeroom Liturgy
- 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 2022;
  - 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 1

### 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 2

### 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 3

### 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, well-being 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 and Teaching

### Goals and Intended Outcomes

2022 saw on-site learning return after two years of interrupted face to face learning. Drawn from the College's Strategic plan, the following intended outcomes drove the improvement agenda in learning and teaching:

1. Consolidate dynamic feedback and reporting systems that emphasise ongoing growth in students' learning.
2. Embedding College Learning & Teaching Protocols to ensure a high level of consistency across all classes.
3. Enunciate the connection between student wellbeing and supporting the learning process of all students.

### Achievements

A planned and structured curriculum has been established and visible for students and parents, available online via our College, Online Learning Management System titled OLLIE. This structured curriculum allows for students to engage with the curriculum at their point of need. De La Salle also has a well-equipped Education Support program, with nine staff members dedicated to supporting the learning needs of our students, including a significant number of funded students. This includes well-structured literacy and numeracy programs as well as individual support for students on modified courses where required.

The returned to continuity of face-to-face learning after two years of interrupted academic years allow for numerous benefits to being connected with school and learning, these including:

- **Acquisition of Knowledge:** Being connected with school and learning enables individuals to acquire knowledge and skills that are important for their personal and professional growth.
- **Improved Mental and Physical Health:** Studies have shown that being connected with school and learning can have a positive impact on both mental and physical health, improving cognitive function, reducing stress, and promoting overall wellbeing.
- **Enhanced Social Skills:** The College interact with people from diverse backgrounds, allowing individuals to develop social skills, such as communication, teamwork, and leadership.
- **Increased Confidence and Self-Esteem:** As individuals acquire knowledge and skills, they become more confident in their abilities, leading to improved self-esteem and a greater sense of personal empowerment.
- **Access to Resources:** The College provides access to a wide range of resources, including libraries, laboratories, specialist learning environments and technology, that can be utilised for research and learning.
- **Personal Growth:** De La Salle provides opportunities for personal growth and development, enabling individuals to explore their interests and passions, and develop new skills and talents.

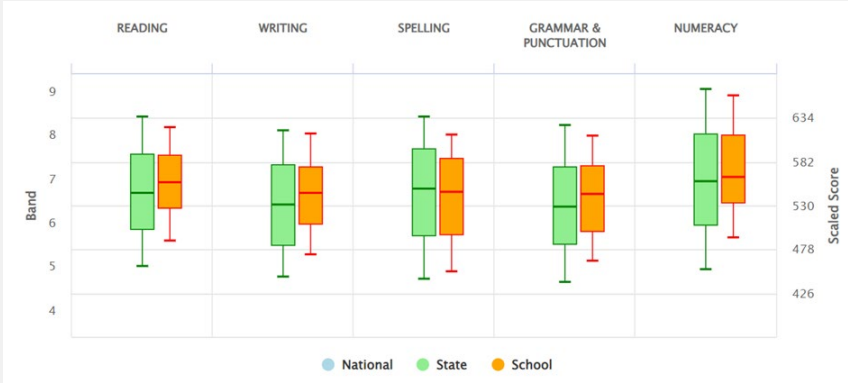
Student Learning Outcomes

There were 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. As such a comparison from Year 7 to Year 9 of the same cohort could not be derived for 2022.

De La Salle conduct Allwell testing for students in Years 6, 8 and 10 to provide alternative data to NAPLAN. Our bespoke data analysis software, The BASE was used to correlate Allwell data with previous years of NAPLAN data as well as College academic results from exams and assessment data to identify and support student growth.

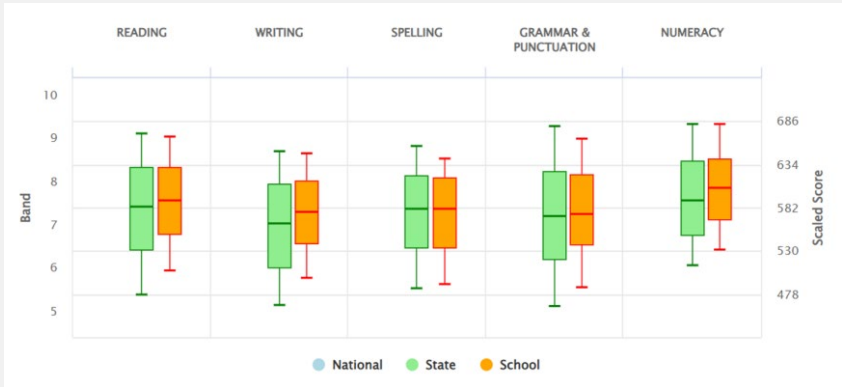
The Year 7 median (averages) are higher than the state in most areas, ie; our average student performs better than an average student across the state.

Median NAPLAN Results for Year 7	
Year 7 Grammar and Punctuation	544
Year 7 Numeracy	564
Year 7 Reading	557
Year 7 Spelling	547
Year 7 Writing	547



This is also consistent with the Year 9 data, while the results show a considerable variance the Year 9 median (average) indicates students are working above the state median.

Median NAPLAN Results for Year 9	
Year 9 Grammar & Punctuation	575
Year 9 Numeracy	605
Year 9 Reading	591
Year 9 Spelling	581
Year 9 Writing	573

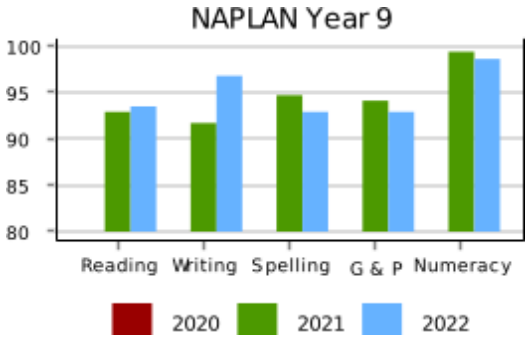
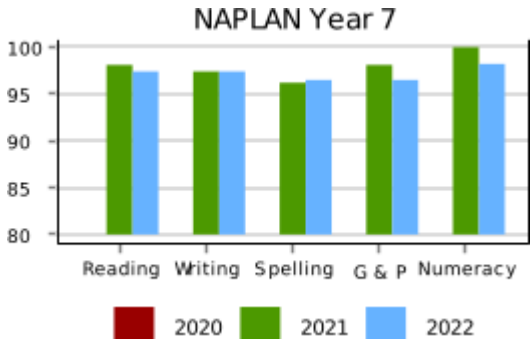
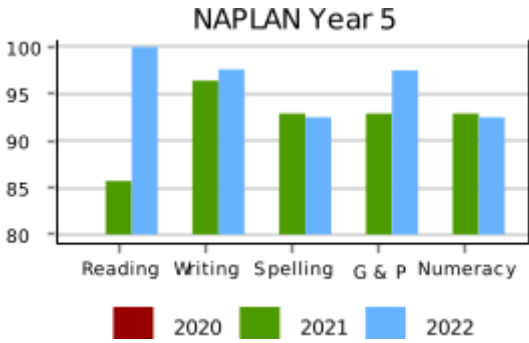


Proportion of Students Meeting the Minimum Standards					
NAPLAN TESTS	2020 %	2021	2020 – 2021 Changes	2022 %	2021 – 2022 Changes
	*		*		
YR 05 Grammar and Punctuation	-	92.9	-	97.5	4.6
YR 05 Numeracy	-	92.9	-	92.5	-0.4
YR 05 Reading	-	85.7	-	100.0	14.3
YR 05 Spelling	-	92.9	-	92.5	-0.4
YR 05 Writing	-	96.4	-	97.6	1.2
YR 07 Grammar and Punctuation	-	98.1	-	96.5	-1.6
YR 07 Numeracy	-	100.0	-	98.2	-1.8
YR 07 Reading	-	98.1	-	97.4	-0.7
YR 07 Spelling	-	96.2	-	96.5	0.3
YR 07 Writing	-	97.4	-	97.4	0.0
YR 09 Grammar and Punctuation	-	94.1	-	92.9	-1.2
YR 09 Numeracy	-	99.4	-	98.6	-0.8
YR 09 Reading	-	92.9	-	93.5	0.6
YR 09 Spelling	-	94.7	-	92.9	-1.8
YR 09 Writing	-	91.7	-	96.8	5.1

\* 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 five 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.





Our diverse Learning and Teaching program continues to allow students to achieve success. This can be demonstrated via the highest VCE study score for each subject.

### Highest VCE Study Score in Each Subject

SUBJECT	RESULT	SUBJECT	RESULT
Accounting	43	Italian	30
Applied Comp: Software Development	37	Legal Studies	42
Biology	49	Literature	38
Business Management	45	Maths: Further Mathematics	46
Chemistry	48	Maths: Mathematical Methods	50
Drama	33	Maths: Specialist Mathematics	40
English (EAL)	39	Media	48
Economics	41	Music Performance	37
English	42	Physical Education	45
French	34	Physics	47
Geography	38	Product Design & Technology	41
Global Politics	41	Psychology	41
Health & Human Development	36	Studio Arts	30
History: Revolutions	41	Visual Communication Design	35

## Student Wellbeing

### Goals and 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.

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

In 2022, the continued development of the GROW Program (Growing Responsibility for my Own Wellbeing) has ensured that students have a regular learning opportunity aimed at improving their 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 2022. 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 College 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.

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 College 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 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 College 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 College. 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 in 2022:

- 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
- ANZAC and Remembrance Day Ceremonies
- 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 (Gifted and Talented Education) Program
- GROW Wellbeing Program
- Guitar Ensemble
- Guest speakers on careers, managing mental health, gambling, drugs and alcohol etc.
- Headstart Program
- Higgins Community Service Award participation
- House Sports Competitions 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 to participate
- 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 involvement such as Winter Sleepout
- 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
- VM/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/carers must notify the College and ensure that written verification is provided. When continued absence becomes a concern, parents/guardians/carers 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	85.8%
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### Average Student Attendance Rate by Year Level

Y05	87.1%
Y06	89.1%
Y07	89.2%
Y08	88.4%
Y09	89.5%
Y10	87.8%
Overall average attendance	88.5%

### Senior Secondary Outcomes

VCE Median Score	29.0
VCE Completion Rate	99.0%
VCAL Completion Rate	98.0%

### Post-School Destinations as at 2022

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 and Intended Outcomes

In 2022, De La Salle College refined and enhanced a range of processes and protocols to ensure Child Safety in both physical and online environments. The College ensured that the community - staff, students and families - maintained a focus on the safety of children and young people through its communications, policies and practices. The College has continued to refine its policies and procedures in line with the introduction of Ministerial Order 1359, 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 continued to strengthen in 2022, supported by a stronger flow of safeguarding information from all areas of the organisation, including between the Child Safety Officer, Principal and Board/School Advisory Council. This ensured that any incidents were managed and investigated appropriately.

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 new Victorian Child Safe 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, and 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.



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/School Advisory Council (SAC), Principal, Executive and Child Safety Team has supported strong safeguarding processes and governance. The increased level of detail in safeguarding reports to the Board/SAC, 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/SAC at each meeting.

### **Child Safety Team**

The Child Safety Team continued to oversee Child Safety at the College during 2022 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 2022, 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

### Goals and 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

- The College continued to develop its coaching and leadership programs through the training of Senior and Middle Leaders as accredited coaches.
- Continued support of staff to attend and take part in a variety of MACS professional development opportunities for Emerging Leaders, Middle Leaders and Women in Leadership.
- Support for several staff to work towards their Accreditation to Teach in a Catholic School as well as Postgraduate qualifications in Religious Education.
- Support for staff to undertake formal postgraduate studies.
- The continued strengthening and streamlining of the College Staff Appraisal process through the development of Professional Learning Plans and their integration with the Annual Review Meetings (ARM).
- Increased staff awareness, understanding and application of the key principles underpinning student progression through the use of "The Base", with related adjustments to support individual students' development and progression.
- Strategic approach to managing and maintaining staff wellbeing, morale and effective practice while working from home and under stress/pressure.
- Supporting many families through fee-relief.

**Expenditure and Teacher Participation in Professional Learning**

**Description of Professional Learning undertaken in 2022**

Extensive professional learning continued to be provided internally in 2022. Structured sessions run by College staff, delivered through nine on-site Professional Learning Days throughout the year, were complemented by a range of external professional learning opportunities. With the easing of all COVID-19 restrictions, College staff were able to re-engage in professional learning through local and interstate conferences, workshops,

lectures, seminars and other such forms of professional learning to maintain professional currency. These external professional learning opportunities were a combination of in-person and online formats.

Throughout 2022 College staff participated in professional learning relating to: the current state of and future of education; child safety; staff and student well-being; respectful relationships, faith formation; Catholic Social Teaching; pedagogical practices; VCE Exam preparation and other subject specific content; diversity and learning support; the introduction and implementation of the new VCE Reforms; ICT in schools; and First Aid.

In 2022 the College continued the Elevating Leadership Program that began in 2021. This professional learning program, facilitated by an external Leadership Development provider, was undertaken by College personnel in positions of leadership with the intention to enhance the leadership capacity of staff leaders, create shared understandings about effective school leadership and introduce a coaching culture within the College. By the end of the 5-day program, 25 staff had successfully completed modules on leadership profiles, managing conflict and strategic leadership, and were accredited as Certified Coaches.

Number of teachers who participated in PL in 2022	101
Average expenditure per teacher for PL	\$911

**Teacher Satisfaction**

Levels of teacher satisfaction across the College remained high throughout 2022. The majority of staff felt very positive about being back at school. In the MACSIS Survey of 2022, 78% 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	89.7%
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**All Staff Retention Rate**

Staff Retention Rate	83.2%
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Teacher Qualifications	
Doctorate	1.0%
Masters	35.2%
Graduate	45.7%
Graduate Certificate	4.8%
Bachelor Degree	84.8%
Advanced Diploma	10.5%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	7.0
Teaching Staff (Headcount)	106.0
Teaching Staff (FTE)	89.0
Non-Teaching Staff (Headcount)	69.0
Non-Teaching Staff (FTE)	63.3
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals and Intended Outcomes

- Promote active student and parent involvement in the Catholic Lasallian community, its traditions and its future.
- Develop a caring environment to which all members of the College Community can belong.
- To enable our College Community to develop greater connections between campuses.

### Achievements

From a community engagement perspective, 2022 was another challenging year as students returned to full time onsite learning and families were permitted back on campus.

- Students continued to demonstrate a strong connection and commitment to a Lasallian Education.
- Efficient delivery of online parent-teacher-student interviews.
- Continuation of a well-supported Parent Network Association.
- Extensive Wellbeing Programs for students and staff.
- Developing further connections with feeder primary schools.
- Celebration and Farewell to the Graduating Class of 2022

### Value Added

- Primary Meet and Greet Morning
- Year 7 Parents Welcome Evening
- House Liturgies at Kinnoull Campus
- De La Salle College 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
- ACC Term 1 Sport - Cricket and Volleyball
- College Tours
- Opening and Welcome Mass for Year 5 and 7 Parents
- De La Salle College House Swimming Carnival at Oakleigh Recreation Centre
- Parent Network Social Evenings
- Parent/Teacher (online) Interviews
- Year 7 Camp at Lord Somers Camp, Somers

- Lenten Liturgy
- ACC Swimming Carnival at MSAC
- Mission Action Day Walk to support Lasallian charities in the Asia-Pacific
- Year 8 Activities Week
- ANZAC Day 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 Term 2 Sport - Football and Soccer
- Football and Soccer House Lightning Premiership
- Music Tour to Western Victoria
- VCE/VM Information Night
- VTAC Information Night
- ACC Debating
- 2023 Subject Selection Program "Choices"
- Year 12 Valedictory
- Last day Year 12 Breakfast
- De La Salle College Christmas Music Concert

## Parent Satisfaction

The level of parent satisfaction with the College in 2022 was very high. De La Salle College sought and received regular parental feedback through monthly Parent Network meetings, surveys, parent-teacher-student (online) interviews and various interactive events throughout the year. 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 their child's learning. Parents identified respect and a sense of belonging as well as the welcoming nature of the College, the generosity and skill of staff and the overall concern for student's health and wellbeing as elements of strength during the year.

## Future Directions

As the College returned to onsite learning we continued to pursue key objectives from the 2020- 23 Strategic Plan. Progress and direction altered slightly with the transition of the College's ownership, but this has had a positive effect and increased momentum for our key objectives.

- Encourage growth and challenge all leaders via professional learning, postgraduate study, coaching and mentoring
- This is best exemplified by 40 staff qualifying as coaches with a formal coaching program rolling out through 2022
- Contemporary interpretation and application of our Catholic faith, mission and identity through collaborative Lasallian leadership to emphasise our contemporary vision based upon respect, strength and support
- Master Plan - establishing preferred model of education and planning new buildings and facilities to support this model.
- Working with demographic mapping professionals to better understand where students do and may come from.
- Develop more comprehensive Marketing Plan and practices to focus on increasing enrolments
- Engaged, motivated, passionate, resilient students with a love of learning - Increased rigour in learning and teaching, aspirational learners dedicated to reaching their full potentials
- Enhancing the newly developed Human Resources strategy to recruit, retain and develop staff who embody the mission and vision of the College
- Expand the development and implementation of the GROW Wellbeing program
- Continue to build and improve the revamped Primary school offerings and curriculum
- Embed the High Performing Sports Program across all Year Levels.