

De La Salle College Malvern

2024 Annual Report to the School Community



1318 High Street, MALVERN 3144

Principal: Peter Houlihan

Web: www.delasalle.vic.edu.au

Registration: 956, E Number: E1083

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 06 Jun 2025

About this report

De La Salle College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Mission

De La Salle College Malvern 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.

Our foundation is built on over a century of tradition and innovation. We stand as a testament to Lasallian education, emphasising academic excellence, innovation, and a supportive Christian community. Here, young men are prepared for the future, discovering their potential and mission within a faith-filled environment. Our commitment extends to serving the marginalised and fostering respect for all.

Values

At De La Salle College Malvern, 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 practice 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

De La Salle College is a Catholic school in the Lasallian tradition for boys in Years 5 to 12, on three campuses, with a 2024 enrolment of 950. Located in Malvern since its inception in 1912, De La Salle College has undergone significant changes and occupies a unique position in the Catholic education landscape in south-east Melbourne. We draw (most) students from surrounding suburbs, but enrolments come from parishes significant distances from Malvern.

The breadth of suburbs from which we draw students is in itself a distinguishing feature. As a proudly open-entry, mixed ability school we attract a diverse range of students. While 40% of our students attain an ATAR of 80-plus each year, our Median Study Score for VCE sits above the state average most years and almost all university applicants are accepted into their first or second preference, we support a broad range of students. This is achieved on a platform of believing in access to success, personalised pathways and measurable progression for each student. Our emphasis is on an education for all and developing young men of terrific quality.

A Master Plan, Strategic Plan and Marketing Plans are to be introduced in 2025. This will see the Senior School and Middle School at Malvern swapping campus to allow for the commencement of Master Plan. Stage 1 of our Master Plan will revitalise both the Kinnoull and Tiverton campuses improving facilities to attract enrolments and build financial stability.

Principal's Report

Throughout our 112 years of operation in Malvern, our community has accomplished a great deal—and 2024 was no exception. A key focus was on the broad-ranging and meticulous work to finalise the College's Master Plan, a significant step forward as we prepare to rejuvenate key areas of the campus and continue strengthening our culture of performance and development. The first stages of the Master Plan include refurbishing an existing building to develop a specialist Year 9 Centre at Kinnoull, replacing the current Year 9 Campus at Malvern East. A remodelled carpark to improve pedestrian safety at Kinnoull will benefit the move of the junior years to this campus. A significant landscaping project at Tiverton will create more passive and active recreation spaces for the senior students. This will also dramatically overhaul the image and aesthetics of the High St campus and give the College much greater presence and visibility among the general public.

2024 was the final intake year for Year 5 at the College. In 2026 De La Salle will move to a Year 7 to 12 only model, ending a 113 year old tradition of delivering high quality primary school education. The Year 5 cohort were a very proud and tight knit bunch as they conclude their primary years in 2025 as our last ever primary class.

The College continues to grow under the governance of MACS whilst maintaining our close links with the Lasallian world via various conferences, professional learning days and staff formation activities. Our Lasallian identity remains strong, which has assisted in promoting and maintaining our Catholic identity. An ongoing emphasis on the Five Core Principles of a Lasallian Education enables all students, parents and staff to understand and embrace the significance and critical place of these values in everyday life at the College.

A central academic focus in 2024 was to increase building alignment to consistent learning and teaching practices across the school. Increased attention to the use of evidence and data to inform personalised teaching and more in-depth and collaborative work to design curriculum innovation and sequential learning was well lead by academic staff.

Students had the opportunity to travel to New Caledonia on the French Study Tour or Social Justice Immersions to Far North Queensland and Cambodia. Immersions enable our students to live out their Lasallian values of concern for the poor, giving back to struggling communities and walking in solidarity with those less fortunate to build awareness, share understanding develop resilience and compassion.

I would like to acknowledge the dedicated team on our Parent Network as they build a community within the parent body across the College. Their events are innovative and well patronised. The introduction of the Uniform Freecycle has allowed our parents to swap/

update their son's uniform at no cost which has been very well received in this economic climate.

I must also thank the Executive Team and School Advisory Council for their hard work, support and guidance.

Catholic Identity and Mission

Goals & Intended Outcomes

De La Salle College Malvern 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 8 Reflection Days are focused on topic centred units completed in Religious Education classes and the Year 9, 10 and 11 Reflection Days are Lasallian focused and run by the Lasallian Youth Ministry Team. Alongside of this, the College runs Lasallian focused induction and formation program for its newly commencing staff which concludes with a community dinner. In addition to this, a Lasallian formation evening is also held for new families to the college.

Local and overseas immersions play a central role in the life of the College, in line with Catholic Social Teaching Principles and the teachings of our Lasallian charism as do other social justice initiatives and opportunities 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.

Achievements

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 such as, Ash

Wednesday, Lenten Liturgy, Founder's Day, the Feast of the Assumption, Social Justice Mass, Remembrance Day, Valedictory Mass, All Souls Day and the end of year Christmas Mass.

The College conducted structured Religious Education lessons from Year 5 to Year 12. The textbooks: To Know, Worship and Love continues to be a rich resource in the Religious Education classroom from Year 5 to Year 9. Students in Year 10 study Unit 1 Religion and Society and students in Year 11 study Unit 2 Religion and Society. Year 12 students undertake an active and enriching school-based Seminar Program.

Value Added

The Seminar Days link in with the retreat experience and provides an opportunity for personal growth by developing activities which reflect the needs and interests of the students. They encourage students to look critically at their own generation, its world and its meaning within the context of a Catholic/Lasallian perspective.

The House and Year Level morning liturgies foster a sense of spirituality in time that is set aside for prayer, reflection, discernment and discussion. These sessions provide students an opportunity to find quiet time in the chapel and participate in student-led prayer that is meaningful and helps to nurture their faith journey.

Learning and Teaching

Goals & Intended Outcomes

Drawn from the College Strategic Plan and Annual Action Plan, the following intended outcomes have guided the 2024 improvement agenda in Learning and Teaching:

1. Strengthen leadership capacity across the College by empowering leaders to effectively implement, monitor and embed the key priorities outlined in the new Strategic Plan.
2. Introduce and embed a whole-school instructional model supported by evidence-based content pedagogies, aimed at deepening student engagement and accelerating learning growth.
3. Foster stronger communication and collaboration with parents and the wider community to support student learning and wellbeing.

Achievements

In 2024, De La Salle College continued to pursue excellence in learning and teaching through a targeted improvement agenda, ensuring every student is challenged and supported at their point of need. This agenda was deeply rooted in our Catholic identity and commitment to forming young men inspired to Learn, Live and Lead.

A cornerstone of this work was the development of leadership capacity across the College. Through targeted professional learning, coaching, and collaborative leadership structures, College Leaders were empowered to lead with clarity and confidence, ensuring the priorities of the new strategic plan were consistently implemented, monitored, and embedded into daily practice.

A significant milestone for the year was the introduction of the DE LA Instructional Model, a whole-school approach to teaching aligned with the MACS Vision for Instruction. Grounded in evidence-based practice, the model provides an explicit, shared language for teaching and learning across all subject areas. Staff engaged in Professional Learning Teams (PLTs) to refine pedagogy with a strong focus on student engagement, differentiation, and the use of feedback. The model fostered greater instructional consistency and contributed to measurable learning growth across year levels.

Recognising the crucial role of families and the broader community in student success, 2024 saw renewed efforts to enhance communication and collaboration. Parent information evenings, learning progress reports, and community engagement initiatives were enhanced to ensure families were active partners in the learning journey. The College's approach to

parent communication emphasised transparency, partnership, and support reflecting our belief in the shared responsibility of nurturing the potential of every young man in our care.

To ensure every student is both supported and extended, the College employed a multi-dimensional approach to data analysis. Drawing on a range of assessments—including internal data, NAPLAN, PAT and Academic Assessment Services testing—staff monitored progress with precision, identified trends, and responded to student learning needs in a timely and targeted way. This enabled tailored interventions, as well as enrichment and acceleration opportunities for students ready to be challenged further.

Student Learning Outcomes

The 2024 NAPLAN results affirm the College's continued commitment to academic excellence and targeted support for all learners. Across Years 5, 7 and 9, student performance has remained strong, with cohort medians in all domains falling within the (Strong) proficiency category. These results are a reflection of the College's ongoing emphasis on high-impact teaching practices, early intervention strategies, and personalised learning pathways.

Year 5 NAPLAN

Students demonstrated a solid foundation in literacy and numeracy, with particularly strong results in Reading and Writing. Spelling and Grammar & Punctuation were identified as areas for continued focus, with targeted literacy interventions in place for students not yet at standard. Students requiring additional support are engaged in Personalised Learning Plans, ensuring their learning needs are being met through individualised strategies.

Year 7 NAPLAN

Year 7 results indicate consistent and strong academic performance across all domains. Medians remained steady or improved in areas such as Reading and Numeracy, with a significant number of students achieving in the Exceeding category. Students from Language Backgrounds Other Than English (LBOTE) performed in line with or above their peers in several domains, highlighting inclusive and effective teaching practices. The College's Gifted and Talented Education Program (GATE) continues to provide enrichment opportunities for high-achieving students, while targeted literacy and numeracy support ensures that those Not at Standard are equipped with the tools to build confidence and core skills.

Year 9 NAPLAN

Year 9 outcomes reflect a strong academic profile, particularly in Reading and Numeracy, underscoring the College's success in preparing students for the demands of senior secondary studies. Most students remained within or above the Strong proficiency band. Students in the LBOTE category performed comparably with their peers, with slightly higher performance noted in Numeracy. The data highlights a continued need to focus on extending

students in the Exceeding category and supporting those Not at Standard, particularly in Writing and Grammar & Punctuation.

Across all year levels, the College's structured use of data, including individual student profiling and monitoring has enabled staff to identify students for both extension and support. The integration of these insights into our Literacy, Numeracy, and GATE programs reflects our holistic approach to student growth, one that is both inclusive and aspirational.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 5	470	52%
	Year 7	531	62%
	Year 9	563	60%
Numeracy	Year 5	495	91%
	Year 7	555	77%
	Year 9	602	84%
Reading	Year 5	483	71%
	Year 7	559	80%
	Year 9	584	77%
Spelling	Year 5	457	48%
	Year 7	526	72%
	Year 9	560	69%
Writing	Year 5	454	67%
	Year 7	552	74%
	Year 9	585	67%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	125
TAFE / VET	6
Apprenticeship / Traineeship	8
Deferred	9
Employment	1
Other - The category of Other includes both students Looking for Work and those classed as Other	0

Student Wellbeing

Goals & Intended Outcomes

De La Salle College Malvern fosters a culture deeply rooted in community, inclusivity and wellbeing, where open dialogue and feedback are both encouraged and valued. A variety of formal and informal channels, such as the Parent Network, Student Wellbeing Committee, structured forums and whole-school surveys, ensure that students, families and broader community members can meaningfully contribute to the life of the College. These mechanisms inform strategic decision-making and help shape programs and services that directly support student learning and wellbeing.

The College is unwavering in its commitment to ensuring every student feels safe, welcomed and valued.

A central component of our student support strategy is the continued development of the GROW Program (Growing Responsibility for my Own Wellbeing). This age-appropriate initiative engages students in a wide range of activities designed to promote emotional, social, and psychological resilience. The program covers essential areas such as respectful relationships, cyber safety, mental health, and personal safety. It is shaped by ongoing student feedback and delivered with the support of the College's Wellbeing Team and trusted external providers, such as Elephant Ed, who facilitated specialised consent education in 2024.

In parallel, De La Salle College remains resolute in upholding a comprehensive culture of safety, both on campus and in digital spaces. Through proactive policies, staff training, and student education, the College ensures that all learning environments are secure, respectful, and conducive to personal growth.

Furthermore, the College actively seeks to strengthen partnerships with families and community stakeholders, recognising that the development of confident, compassionate and resilient young people is most successful when it is a shared endeavour. These collaborative efforts aim to empower students to challenge themselves, engage meaningfully with others, and contribute positively to both their school and broader society.

Achievements

- Strategic Leadership in Wellbeing: The Student Wellbeing Strategic Planning Team met regularly to evaluate and implement evidence-based initiatives aligned with contemporary best practice. Their work continues to shape a holistic and responsive approach to student wellbeing across all year levels.

- Integrated Wellbeing Support Structures: Fortnightly Student Support Meetings, convened by Year Level and House Coordinators in collaboration with College Psychologists, ensured that each student's academic progress and wellbeing were closely monitored. This framework enabled timely, individualised interventions, particularly vital during periods of remote learning.
- Campus-Based Tailored Support: Each campus within the College provides targeted support reflective of student developmental needs. At Tiverton Campus (Years 5–8), a nurturing and structured environment fosters positive peer relationships and personal growth. Students benefit from accessible wellbeing services, including a dedicated campus psychologist and Health Centre.
- Purposeful Middle Years Learning at Holy Eucharist: The Year 9 Holy Eucharist Campus delivers a dynamic, student-centred program, underpinned by collaborative and project-based learning. Mentor teachers and psychologists work in tandem to provide both academic and pastoral care, promoting student agency and resilience.
- Student Leadership and Peer Engagement: Student leaders have remained actively engaged in fostering a culture of inclusion and connection, taking initiative to support peers and promote community values during both onsite and remote learning periods.
- Vertical House System at Kinnoull: At the senior Kinnoull Campus, the Vertical House System continues to enhance student connection and leadership through cross-year mentorship and shared activities. Even during remote learning, this structure successfully maintained a sense of belonging and brotherhood across the student body.
- Community Engagement and Advocacy: The College maintained a strong presence in key national wellbeing initiatives, including the National Day of Action Against Bullying and Violence and RUOK Day. These events were creatively adapted for online delivery during remote learning, reinforcing a consistent message of care and connectedness.
- Culture of Child Safety and Compliance: Comprehensive child safety practices are embedded throughout the College. Policies are not only compliant with legislation but are also consistently reinforced through staff meetings, induction processes and targeted training.
- Enhanced Transition and Orientation Programs: The College introduced enhanced orientation initiatives for Year 7 students in 2024, providing structured peer support, parent information sessions, and transition activities to ensure positive transitions and early relationship building.
- Expansion of External Partnerships: Strengthened collaboration with expert providers, including Elephant Ed and local mental health services, enabled the delivery of high-quality workshops and education on consent, digital safety, and adolescent wellbeing.
- Celebrating Values-Based Leadership: The Lasallian Zeal Awards, aligned with the Lasallian Five Core Principles, have grown into a meaningful and respected form of student recognition, celebrating leadership, service and commitment to the life of the College.

- Parent Involvement and Partnership: Robust engagement was observed in parent-focused events, including "Time and Space" evenings, demonstrating the College's commitment to fostering strong partnerships between families and educators.

Value Added

- 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

At De La Salle College Malvern, student satisfaction is carefully monitored through the annual MACSSIS 2024 (Melbourne Archdiocese Catholic Schools – School Improvement Survey), providing critical insights into student experiences and perceptions across a range of domains.

In 2024, students reported a strong sense of connection with their teachers, particularly within the Teacher–Student Relationships domain. Responses to prompts such as “When your teachers ask, ‘How are you?’ how many of them are really interested in your answer?” and “How many of your teachers would you be excited to have in the future?” were notably above the MACS average. These results affirm the College’s focus on nurturing authentic, supportive relationships between students and staff.

Students also reported high levels of classroom engagement, with a greater-than-average proportion expressing enthusiasm for participating in their lessons. This suggests that learning environments at the College are perceived as stimulating and meaningful, encouraging a strong commitment to academic growth.

In terms of student safety, the College performed well, particularly in the Cyber Safety domain. Responses showed a positive perception of how online bullying is managed, while

the Enabling Safety domain reflected students' belief that adults treat them fairly and respectfully. These results highlight the College's commitment to safeguarding student wellbeing, both in physical and digital contexts.

However, the survey also identified an important area for growth. In the Student Voice domain, students expressed a desire for greater involvement in shaping school policies and decision-making processes. In response, the College is actively exploring strategies to enhance student agency, ensuring that students feel empowered to contribute meaningfully to the direction and culture of their school.

A noteworthy development in 2024 was the introduction of a student committee for the Yearbook. While the initial group was small, its formation marked an encouraging step towards increasing student involvement in school life. Even in its first year, the committee demonstrated the potential of student-led initiatives to foster engagement, creativity, and collaboration.

Looking ahead, the College will continue to review and refine its approaches to student engagement, voice, and wellbeing. Strengthening these areas remains a strategic priority, as De La Salle seeks to ensure all students feel valued, heard, and supported throughout their educational journey.

Student Attendance

De La Salle College Malvern maintains a clear and consistently implemented Attendance Policy and Procedures, which underscores the importance of regular attendance, punctuality, personal responsibility and a commitment to learning. These measures are essential in supporting academic progress and fostering a culture of high expectations and engagement across the school community.

To uphold these standards, the College administration team generates daily attendance reports, which are promptly reviewed by Class/House Mentors and Year Level/House Coordinators. In cases of unexplained absences, an automated SMS notification is sent to parents/guardians/carers by 10:30am each day, ensuring swift communication and enabling timely follow-up.

Parents/guardians/carers are expected to notify the College of their son's absence and provide written verification. Where absence aligns with School Assessed Coursework or major school events, the Wellbeing Team supports the process by requiring medical certification or appropriate documentation.

In instances of repeated or prolonged absence, the Class/House Mentor or Year Level/House Coordinator will initiate direct contact with families. Should patterns of absenteeism persist, an Attendance Management Plan is collaboratively developed with the student and their family to address underlying issues and support re-engagement with school life.

Looking ahead, the College remains committed to proactive attendance monitoring as a foundation for student wellbeing and achievement. Efforts will continue to focus on early intervention strategies, data-informed practices and fostering a strong partnership between home and school to support consistent student attendance and engagement.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	88.3

Average Student Attendance Rate by Year Level	
Y05	89.5
Y06	89.0
Y07	89.8
Y08	91.6
Y09	93.1
Y10	91.8
Overall average attendance	90.8

Leadership

Goals & Intended Outcomes

- To build the collective capacity of College Leaders to confidently lead, implement, monitor, and embed the priorities outlined in the new strategic plan.
- The College adopts a well-defined and cohesive strategy for whole-school improvement, driven by collaborative, data-informed, and evidence-based practices that are co-designed to improve student learning outcomes.
- To embed a culture of collaboration across the College, grounded in professional accountability and characterised by meaningful dialogue, shared responsibility, and regular opportunities for both students and staff to give and receive feedback.
- The College promotes ongoing, inclusive dialogue among all members of the community—students, families, and staff—encouraging collective leadership and shaping a school culture informed by shared insights and experiences.
To define clear roles and responsibilities that reflect the strategic direction of the College, supported by a purposeful approach to professional learning aligned with strategic goals.
- Professional learning is intentionally designed to support continuous growth and performance, positioning all staff as active contributors within a dynamic and collaborative learning community.

Achievements

- Staff engagement in professional learning was actively promoted, with targeted participation in MACS-sponsored programs, including those designed for Emerging Leaders, Middle Leaders, and Women in Leadership, supporting the development of leadership capacity across all career stages.
- The College strengthened its coaching and leadership frameworks through the accreditation of Senior and Middle Leaders as qualified instructional coaches, fostering a culture of professional growth and reflective practice.
- Enhancements to the Staff Appraisal process were introduced through the integration of personalised Professional Learning Plans with the Annual Review Meeting (ARM) framework, enabling a more strategic alignment between individual development goals and broader institutional priorities.
- Mentoring structures were expanded to support early career educators, pairing them with experienced staff to promote capability development, pedagogical confidence, and long-term retention within the profession.
- The College endorsed and supported staff members pursuing Accreditation to Teach in a Catholic School, as well as those undertaking advanced studies in Religious Education, thereby enhancing theological and pedagogical expertise.

- Opportunities were also provided for staff to engage in formal postgraduate studies, reinforcing the College's commitment to continuous academic and professional development.
- A proactive and strategic approach was adopted to support staff wellbeing and sustain effective professional practice, particularly during periods of high operational demand, ensuring a resilient and engaged workforce.
- The College further established Professional Learning Communities (PLCs), designed to facilitate interdisciplinary collaboration, the sharing of best practice, and ongoing cycles of inquiry-driven improvement.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • The College continued to demonstrate its strong commitment to staff development through a broad and engaging range of professional learning initiatives. Notably, 90% of staff successfully completed their First Aid training, reflecting the College's clear prioritisation of student safety and wellbeing across all learning environments, including excursions and off-campus activities. • Professional learning opportunities were tailored to address individual staff needs, encompassing targeted areas such as positive behaviour management, the implementation of project-based learning methodologies, subject-specific pedagogy and leadership capability development for both emerging and experienced leaders. • These professional learning programs were delivered through a blended model of internally coordinated workshops scheduled on designated Professional Learning days and externally facilitated seminars and courses, ensuring access to both context-specific and sector-wide expertise. • Looking forward, the College is committed to embedding a College-wide coaching framework aimed at empowering staff through structured, collegial mentorship and performance enhancement, thereby strengthening a culture of continuous professional inquiry and growth. • Financial investment in staff development remains a strategic priority, with support and development through external Professional Development. The average annual expenditure per staff member amounting to approximately \$323—exclusive of the substantial contribution made through internally delivered programs in which all staff participate. • In addition to discipline-specific training, the College has increasingly aligned professional learning with institutional strategic goals, ensuring coherence between individual staff development and broader school improvement agendas. • Collaborative learning structures, such as faculty-led learning circles and peer observation cycles, are being introduced to cultivate professional dialogue, foster reflective practice and embed evidence-informed pedagogy within and across departments. 	
Number of teachers who participated in PL in 2024	174
Average expenditure per teacher for PL	\$114.00

Teacher Satisfaction

- In 2024, staff satisfaction at the College remained consistently high, as evidenced by results from the MACSIS Survey. Notably, 79% of staff reported a positive perception of the quality of relationships between teaching staff and the leadership team, reflecting a strong culture of collegiality and mutual trust.
- The College fostered a supportive and intellectually stimulating environment, characterised by respectful and productive relationships between staff and students, which contributed significantly to overall job satisfaction.
- Effective and visible leadership, combined with clear communication and inclusive decision-making processes, further enhanced staff morale and engagement.
- Targeted professional development opportunities and ongoing support for career progression played a critical role in reinforcing staff motivation and professional fulfilment.
- The College continued to prioritise staff wellbeing through structured wellbeing programs, timely workload management strategies, and the promotion of work-life balance, particularly during high-demand periods of the academic year.

Teacher Qualifications	
Doctorate	0
Masters	32
Graduate	38
Graduate Certificate	4
Bachelor Degree	78
Advanced Diploma	6
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	105
Teaching Staff (FTE)	95.63
Non-Teaching Staff (Headcount)	72
Non-Teaching Staff (FTE)	61.27
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To support the holistic development of students through sustained, values-driven collaboration between families and staff.
- To broaden opportunities for parent and community participation through initiatives that enrich the cultural, spiritual, and academic life of the College.
- To establish and sustain a compassionate, inclusive environment in which every member of the College community feels genuinely valued and connected.
- To deepen communication and strategic collaboration with parents and the wider community, fostering authentic partnerships across faith formation, learning and teaching, and wellbeing.
- To cultivate meaningful engagement of students and families in the life of the Catholic Lasallian tradition, encouraging a shared sense of identity and responsibility for its future.
- To enhance cross-campus cohesion by strengthening relationships, alignment, and shared experiences between different sites of the College.

Achievements

In 2024, the College achieved significant progress in community engagement, with strong participation from students and families across a diverse range of initiatives:

- Increased participation in College-wide events, such as liturgical celebrations and co-curricular activities, reflected growing family engagement and school pride.
- Targeted parent engagement initiatives, including workshops on adolescent wellbeing and digital safety, were well attended and positively evaluated.
- Students consistently exhibited a strong sense of identity and commitment to the Lasallian mission through active involvement in the College's retreat and faith formation programs.
- The College delivered online parent/teacher/student interviews with a high degree of efficiency and accessibility, ensuring effective communication and partnership in learning.
- Strategic outreach strengthened ties with key partners, including feeder primary schools, local parishes, and neighbouring girls' schools.
- The graduating class of 2024 was celebrated with a series of dignified and well-attended events that honoured their achievements and contribution to College life.
- The Parent Network continued to thrive, providing a structured and valued forum for parent voice and collaboration.

- A comprehensive suite of wellbeing programs for students and staff promoted a culture of care, resilience, and positive mental health.

Parent Satisfaction

In 2024, parent satisfaction remained consistently high, reflecting a strong partnership between home and school, and confidence in the College's leadership, learning culture, and pastoral care:

- Parents/guardians/carers actively collaborated with the College to support student achievement, wellbeing, and formation, demonstrating shared commitment to holistic education.
- Feedback highlighted trust in the leadership and staff, with appreciation for the communication and responsiveness to student needs.
- The College was commended for fostering a respectful, inclusive, and welcoming school environment that reflects Lasallian values in action.
- Termly Parent Network meetings, community events, and open communication channels facilitated a strong sense of belonging among families.
- Parents/guardians/carers expressed particular appreciation for the College's intentional focus on student wellbeing, pastoral care, and positive relationships.
- Initiatives that welcomed and supported new families during key transition points were especially valued for their warmth and effectiveness in fostering community connection.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.delasalle.vic.edu.au