

LA SALLE COLLEGE



2018 ANNUAL REPORT

PRINCIPAL'S REPORT

It is with great honour but tinged with significant sadness that I present my twelfth and final annual report as principal of La Salle College.

Upon signing my contract for the principalship of La Salle College with the Archbishop in September 2005, I knew that I would only be able to serve a maximum of 12 years in this role. This is a Catholic Education Western Australia system requirement that allows for both stability but also the opportunity for appropriate generational change in a school. I welcome Ms Giovanna Fiume as the incoming principal and wish her every success and God's blessings as she assumes the principalship of La Salle College in 2019.

It was been the greatest professional privilege of my career to have led the College community since 2006. In doing so I have become the longest serving principal in the College's history, hopefully building upon the firm foundations of my predecessors. I have witnessed many changes during this period; however, there have also been many important and fundamental constants. Two features that have permeated at the College have been our strong sense of community and the commitment to being an overtly and authentically Catholic school in the Lasallian tradition.

In delivering our College's Mission, a comprehensive suite of subjects and courses of study are available from Years 7 to 12. Our learning and teaching programme is complemented by very diverse and rich co-curricular opportunities, strongly supported by staff.

As an authentic Lasallian school, our Education Support Centre, Aboriginal Education Centre and Boarding House are at the core of our work. We seek to '*touch hearts, teach minds and transform lives*' for all of our students. I am especially delighted to report 2018 saw a record number of Aboriginal students graduate in Year 12.

Our pastoral care programme, developing the social and emotional needs of our students has been supported through the creation of College Colours (Student Recognition System). This framework allows students to be recognised in the areas of *Academic, Faith & Service, Culture, Leadership and Sport*. Students are able to apply for recognition of their contributions to the College and be appropriately recognised by the College community. Complementing our pastoral care initiatives is the College's 'Touching Hearts' Programme that provides students with the opportunity to be engaged with Christian service.

The College's spiritual dimension as a Catholic school in the Lasallian tradition continues to be developed by the Christian Ministry Team. The College is so very blessed to have Fr Richard Sadowski SDS working as our full-time Chaplain. I record my thanks to the Salvatorian Fathers for their ongoing support of the College. La Salle is so fortunate to be able to offer our students, staff and parents a range of liturgical and sacramental opportunities because of Fr Richard's presence in our community. I also acknowledge the long and outstanding service of Fr Richard's predecessor, Fr Leonard Macionczyk SDS as Chaplain of the College.

The Feast of Christ the King (25 November) this year commenced twelve months of celebrations for the Lasallian world, acknowledging the tercentenary of the death of St John Baptist de La Salle (1651 – 1719). To mark this occasion the College commissioned two tangible and enduring reminders of the contributions of our Founder – a portrait painted by Christopher Arnold (Class of 2017) and a bronze statue of St John Baptist de La Salle positioned at the entrance of the College. Thank you to the College Board, the Friends of La Salle, members of the alumni and the Class of 2018 for their generous financial support of this project.

We give thanks to the ongoing commitment of Br David Hawke (Br Visitor of the District of Australia, New Zealand, Pakistan and Papua New Guinea), the De La Salle Brothers and the Lasallian Mission Council in supporting the continued development of the Lasallian charism here in Middle Swan. While there have been no Brothers on staff at the College since 1971, the Brothers' presence and interest in the College further consolidates Middle Swan as a Lasallian school in every aspect of its operation.

I pay tribute to the College staff, led by the members of the College's Senior Leadership Team, in their continuing support of our students. Their willingness to '*go the extra mile*' is characteristic of their commitment to assist each child at La Salle to reach the fullness of his or her God given potential.

The most important strength of our College are, without question, our staff. While not all staff members are teachers, all staff are educators and each person, whether it is a gardener, house parent, canteen assistant, Aboriginal teacher assistant, IT technician or teacher, has an important role to play in the formation of our students.

Our staff have consistently committed themselves to the education of the whole person. Catholic schools must be more than being about academics. While the delivery of the formal curriculum and student progress is very important, La Salle College focuses not only on the intellectual dimensions of the child. Our students' spiritual, physical and emotional development must also be the highest of priorities. The Mission of the De La Salle Brothers is to provide a human and Christian education. La Salle College, Middle Swan, as a proud Lasallian school, seeks to realise this Mission in all areas of our endeavours.

In particular, I would like to acknowledge the wonderful leadership of the College's Vice Principal, Adrian Martino, Rachael Keenan who acted as both Acting Principal and Acting Vice Principal in 2018, and all members of the College's Senior Leadership Team past and present. This group of senior leaders have led the various sections of the College with professionalism, dedication and stewardship. Their personal support of me is impossible to measure.

The College Board, so capably led by Joe Marino (Chair), Nigel Harding (Deputy Chair and Chair of the Friends of La Salle) and Barbara Dimascio (Treasurer), have continued to ensure that the College's finances and strategic planning have been administered with careful stewardship. I acknowledge Neville Martino who completes his term on the College Board, having served as Deputy Chair and Treasurer. I also thank Br Mandy FSC who has travelled monthly from Melbourne to add a strong Lasallian voice to our deliberations.

Finally, I wish to record my thanks to all parents and guardians for their continued support of the College. Upon enrolment, each parent or guardian commits to working in collaboration with the College staff to assisting with the realisation of the school's Mission. There exists a tripartite relationship between home, school and child. Overwhelmingly this special and central association exists in a real and tangible manner at La Salle.

My greatest sadness is leaving the students of La Salle College. Our students are the sole reason that I have continued my principalship after the loss of my beautiful wife, Margaret. Their enthusiasm, honesty and friendliness have brought real joy to my heart. La Salle is about our students and it is because of them that we should be so optimistic about our future. Thank you to the approximately 2 500 students that have graduated from the College during my time as principal. I know that part of La Salle remains in their hearts and that they do *'touch hearts'* of others in so many different ways.

I leave the College with mixed emotions – sadness that my direct and day-to-day connection with the College community is concluding, but incredibly proud that I may have played a small part in the history of this wonderful school. I will be forever grateful for the opportunity to have been its principal. Thank you all for your support, friendship and encouragement.

I wish every member of the La Salle community God's blessings, now and into the future.

St John Baptist de La Salle

Pray for us

Mary Mother of God

Pray for us

Live Jesus in our hearts

Forever

Mr Wayne Bull
Principal

BOARD CHAIRPERSON'S REPORT

At the end of this year, after twelve years at La Salle College, Wayne Bull will conclude his service as Principal. Wayne's inspiration, commitment and dedication to the College has been outstanding. He has worked tirelessly in his capacity as Principal of the College to deliver a Catholic College of exceptional choice.

His compassion, understanding, patience, people management skills and incredible general knowledge are just a few of his admirable qualities. Wayne's dedication and love of La Salle College has been exemplified and lived out in all that he has undertaken as the leader of this school. As a former student and Head Boy (1972) his association with the College has been long held as is his commitment to keeping the Lasallian charism alive and flourishing.

Under Wayne's astute leadership, the College has flourished into one of the most unique educational institutions in Australia. Apart from our mainstream delivery of education, Wayne along with Br Rick Gaffney (the principal of Luurnpa Catholic School, Balgo at the time) introduced an Aboriginal Transition programme for a small number of students from the remote community of Balgo Hills. These students boarded at Swanleigh Residential College in 2009 and 2010. When Swanleigh Residential College ceased their Boarding operation, and with our Transition programme flourishing with a larger number of students, under Wayne's direction, the College commenced running our own boarding House out of Swanleigh for our remote community students in 2011. The old empty Design and Technology building was refurbished into a number of classrooms along with the very important Aboriginal Education Centre with a thriving celebration of Indigenous culture. Wayne's commitment to improving the lives of students and providing educational opportunities for all students is his trademark.

Students of all talents and abilities are provided with so many opportunities at La Salle College. Wayne's particular love of the Arts has seen an exponential growth in the number of students studying Drama, Music and Dance and experiencing success in those fields, especially in competition with other schools. This is never more evident than the success experienced by our students in the Catholic Performing Arts Festival. Those students gifted in sport have been well catered for with the building of the new gymnasium and the former gym then transformed into the Senior Learning Centre which allows for innovative and collaborative learning and teaching styles.

The conclusion of Wayne's contract at La Salle College will, undoubtedly, be met with great sadness.

On behalf of the College Board and the school community, I wish to thank Wayne most sincerely for his extraordinary contributions to La Salle College. He has truly 'touched hearts' and we wish him every happiness in his new endeavors.

The Senior Leadership Team, teachers and all support staff of the College are an outstanding group of people who have continually fostered and strengthened the values and traditions of St John Baptist de La Salle's teachings. I acknowledge and thank them for their commitment, hard work and devotion throughout the year.

To all students who have participated in all aspects of the College activities, well done and congratulations on your involvement which is fundamental to our school community. To the students graduating this year, all the best for your future undertakings and I hope you will look back fondly on your time spent at La Salle College.

I wish to acknowledge the College Bursar, Niamh Barnden for her expertise in all financial matters and Rachael Langdon, the Principal's Personal Assistant, for her continued professional support to the Board throughout the year.

I also thank Fr Richard Sadowski SDS for his pastoral care and spiritual guidance to the La Salle Community.

To the volunteers, throughout 2018 who continually supported and contributed to the many events and activities at the College, I thank you all.

To our Hospitality students and staff who demonstrated their skills in providing delightful meals for Board meetings and functions throughout the year, thank you it was very much appreciated.

The College Board plays an important role in assisting in the management of the school. The Board's role is primarily to act as a sounding mechanism for the Principal on matters of a financial and commercial nature. Throughout the year the Board has assisted the Principal and the leadership team to deliver three major projects:

- The new Science laboratory
- The ICT Support Centre room
- Tercentenary statue

The Board is continuing to pursue the possible acquisition of part of the Swan Districts Hospital site.

I would like to acknowledge the support I have received during 2018 from Wayne Bull, Adrian Martino, Rachael Keenan, Nigel Harding – Deputy Chair, Barbara Dimascio – Treasurer and members, Alan Barnett, Ruth Charles, Sandro Coniglio, Stacey Jackson, Neville Martino, Catherine Muraszko, Valerie Stopp, Fred Vitulano and Br Mandy Dujunco. On behalf of our College community, I thank you for your time and support, for your valued contributions and expertise in planning for the future of the College.

I wish you all a prosperous 2019.

God bless.

Mr Joe Marino
Board Chairperson

STUDENT SERVICES

The Student Services Team (SST) is an integral part of life at the College and functions as the very core business of La Salle College. It is composed of Year Coordinators, House Coordinators, the Student Representative Council Coordinator, the Counselling Team and the Senior Leadership Team. This team is dedicated to the wellbeing, safety and sense of belonging of students in our care. By dealing with students as individual young people, we aim to deliver the best possible pastoral care for our students. This team ensures that pastoral care of the highest order can be offered to students through procedures and policies that are relevant, appropriate and in keeping with the College's mission.

The baseline from which this Team operates is always about 'what is best for the student'. La Salle College prides itself on the excellent standard of pastoral care – a holistic paradigm that seeks to ensure students' needs are met academically, physically, socially, culturally and spiritually. To this end, the Year Coordinators and the House Coordinators have the most overt impact on students.

Year Coordinators are responsible for a particular year group and focus their attention, expertise and experience solely on that group of students. The vertical timetabling of Pastoral Care Groups also ensures that students are cared for through the House system by which students are appropriately challenged to participate, attend, donate, become aware, develop pride and model leadership for other students. A healthy sense of rivalry and competition.

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

A greater awareness, knowledge and promotion of the House patron saints has been encouraged and this will continue into 2019. Each of the eight Houses is named after a patron saint and a greater focus has been placed on educating our students via House activities about the saints' lives and how they modelled their faith.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

A student wellness programme was developed and implemented for the first time this year. It focussed on building mental resilience and mental health awareness across the year groups. Guest presenters, activities and an overnight camp for Year 9 students were embedded into the programme. The programme integrates components of Health Education and Religious Education.

Quality Catholic Schooling Component #303 – A Culture that Promotes Learning

Year and House Coordinators have worked industriously to continue to foster a strong sense of community and belonging as this encourages an environment conducive to learning.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- The Inter-House Quiz took place in 2018, which involved over 200 students across the eight Houses. The atmosphere was very positive and energetic and expectations are high to continue the momentum for 2019.
- Inter-House Cross Country, Athletics and Swim Carnivals had high levels of participation and competition.
- The Act-Belong-Commit Mentally Healthy Fair, provided an excellent opportunity for the senior students to liaise with outside agencies and educational institutes and to raise their awareness on the importance of good mental health.
- The Student Wellness Programme occurred for this first time.
- The review of the Student Recognition System and the introduction of 'Colours'.
- A healthy competitive House spirit is very evident.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

Staff have attended a number of professional development presentations this year with a variety of focuses such as mental health, wellbeing, dealing with trauma and tools that equip staff to do their job. This encompassed events such as the Generation Next Expo at UWA and two staff who attended a Cyber Safety Expo in Sydney during the year.

STUDENT ATTENDANCE

The College had a student attendance record of 90.47% in 2018.

Year Group	Attendance Rate
7	93.07%
8	90.14%
9	90.38%
10	88.96%
11	89.15%
12	91.15%

MANAGEMENT OF ATTENDANCE

Parents/Guardians are requested to inform the College of any student absences by contacting the College's direct absentee line, either by leaving a message or speaking with Student Reception staff. When students have been marked absent and no notification has been received, a follow up SMS is sent to parents in the morning on the day of absence. If no parent notification is received after the SMS, a follow up email is sent by Student Reception. Should confirmation of absence not be received, parents are emailed at the end of every week with a list of all unresolved absences to date, that need to be verified.

Pastoral Care Advisors monitor and follow up all student absences within their Pastoral Care Group. Classroom teachers complete daily attendance electronically which are processed each afternoon by Student Reception. On return to school after an absence, students are required to provide written confirmation of the absence or lateness to school from the parent/guardian. This is then registered in the Student Information System (i.e. SEQTA).

Each term, Year Coordinators check the percentage attendance rate for each student. If a student's attendance falls below 80% and there are no known factors such as extended illness, a letter is sent to parents explaining the need for students to attend school regularly, in accordance with the Education Act.

ACADEMIC EXCELLENCE

The Academic Excellence and Support Programme strives to implement a strong and advantageous environment for all students to optimise results across all curriculum areas. The mission of our Academic Excellence and Support Programme is to provide cross-curricular academic extension that stretches beyond the customary core subject areas. In this quest to nurture creative, collaborative and critical thinking skills, the College aims to shape our students as learners for life who will be prepared to tackle the challenges of our future. Students involved in our programmes are encouraged to develop their genuine love of learning through a broad range of multi-disciplinary academic experiences to captivate and enhance their true potential. Coordinators in the Fr Laurence Murphy SDS Senior Learning Centre, where our after-school study club operates, seek to promote an environment where students can be inspired through working with their peers in collaborative areas and/or individually in the silent areas optimising and accommodating a range of study styles.

The Academic Excellence and Support Programme provides the opportunity for our students to consolidate daily tasks, complete assignments or prepare for assessments with the assistance of staff and tutors. We encourage club members to set key goals and expectations for their future. Staff are available before and after school, as well as during lunchtime for tutoring. Additionally, students can utilise the services of former students via the 'Ex-Student Tutoring Programme' run during Prometheus Study Club session times. The programme has proven to be a wonderful success as demonstrated by the achievements of many students.

PROGRAMMES AND ACTIVITIES OFFERED

- Year 7 and 8 Study Skills Programme
- Year 7 – 10 UWA Girls in Engineering Programme
- Year 7 – 10 Philosophy Club
- Year 7 – 10 Chess Club
- Year 8 – 11 UWA Aspire Advocates Programme
- Year 9 UWA Aspire Race Around the Campus
- Year 7, 8 & 10 Aspire UWA School Incursions
- Year 10 Prometheus Study Club
- Year 10 Woodside Exploring Engineering Incursion
- Year 10 & 11 Big Ideas for Bright Minds Academic Conference
- Year 11 UWA Aspire Camp and Campus Visit
- Year 11 & 12 Study Skills Programme
- Year 11 Prometheus Study Club
- Year 11 UWA Aspire Camp
- Year 12 WACE Revision Seminars
- Year 12 UWA WACE Revision Seminars
- Year 12 Prometheus Study Club
- Year 12 Mentor Programme
- Ex-Student Tutoring Programme

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

It is essential to maintain a strong drive towards integrating our Catholic Faith and Values. In 2018, Academic Excellence introduced a Philosophy Club in order for students to further develop several aspects of our Gospel vision. Topic discussions allow students to explore the dignity and rights of every human person; the spirit of solidarity and service to others; a fair and just society and a commitment to serve God by serving others. Students were encouraged to demonstrate these strategies within Prometheus Study Club and the wider College community by embodying the spirit of service in the natural technique of assisting each other.

Quality Catholic Schooling Component #402 – Pastoral Care of Students & #304 – Targeted use of School Resources

A high priority has been placed on the ongoing emphasis and desire to improve academic application and student well-being; thus, the College takes an inclusive approach to the delivery of academic extension. While we actively identify students, who have demonstrated outstanding academic capability, we also use baseline data to seek out students who have potential, but may not have manifested their abilities in conventional ways. Moreover, we aim to strike a balance between selective and inclusive extension experiences thus safeguarding those students who wish to broaden their education. For the well-being of all students this balanced approach ensures a range of experiences are offered through various internal and external providers, differentiating for all groups across all year levels both inside and outside of the classroom.

Continuing strategies include, more personalised and direct delivery of student study skills, study timetable planning and targeted tutoring sessions with staff and ex-student tutors across all year groups. This positive, enthusiastic, safe and supportive learning environment is fundamental to an effective Academic Excellence Programme.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

• Prometheus Study Club

This club recognises and encourages students to make a sustained and significant commitment to their studies. Students go through an application process to be members of the Club, entering their current grades and achievements as well as setting key goals and strategies to attain their aspiration/goal for the year. The total number of students for each year group in 2018:

Year 10 – 56 students

Year 11 – 54 students

Year 12 – 80 students

- In 2018, we continued an additional session, open only to Year 12 students for one on one tutoring; a more personalised approach to study skills and study planning and generally increased access to staff and tutors. Due to this proposal being favourably received by the Year 12 cohort and extremely well attended, we will continue the initiative into 2019.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Academic Excellence Network meeting at UWA.
- Camino de La Salle – Pilgrimage.
- Information and Communication Technology – Mathspace Website.
- OneNote Professional Development.
- ReSolve – Online Lesson Starter Tool.

CLASS OF 2018 – YEAR 12 RESULTS

SENIOR SECONDARY OUTCOMES

School Curriculum & Standards Authority (SCSA)

Western Australian Certificate of Education (WACE)

Vocational Education Training (VET)

Australian Tertiary Admissions Rank (ATAR)

WACE ACHIEVEMENT

- Number of full-time eligible Year 12 students (does not include students on a modified learning programme) = **205**
- WACE graduation = **89.75%**
- A total of **17** students received SCSA Awards:
Certificate of Excellence = **1**
Certificates of Distinction = **6**
Certificates of Merit = **10**

VET

- **127** students achieved an Australian Qualification framework VET Certificate II or higher in Year 12.
- **95%** of students who participated in VET, achieved Australian Qualifications Framework (AQF) Certificate II or higher.

ATAR

- Number of eligible students = **83 (39%)**
- Median ATAR = **78.8**
- Eligible students scored 70+ = **66%**
- Courses in which students performed above state average:
Dance, Drama, Human Biology, Mathematics: Applications, Mathematics: Methods, Modern History, Psychology, Visual Arts.
- Results:

ATAR range	Number of students	Percentage
90+	15	18%
80-89.99	24	29%
70-79.99	16	19%
60-69.99	14	17%
<59.99	14	17%

UNIVERSITY APPLICATION STATISTICS

Number of students with an ATAR who applied	77
Median ATAR of the students who applied	79.10

	Curtin	Edith Cowan	Murdoch	UWA	Total
Number of students with a first preference <i>(includes students without an ATAR)</i>	54	22	18	11	105
Number of students offered their first preference	26	19	15	10	70
Number of students offered any of their preferences	33	28	23	11	95
Number of students who enrolled	22	15	14	11	62
Number of students who deferred	3	2	2	0	7

POST SCHOOL DESTINATIONS

Eligible students were offered University places in these Fields of Education:	
Natural and Physical Sciences	15
Engineering	6
Architecture	1
Health	18
Management and Commerce	11
Society and Culture	23
Education	9
Creative Arts	8
Information technology	3
Agriculture environment	1

ASSESSMENTS

NATIONAL ASSESSMENT PROGRAMME – LITERACY & NUMERACY (NAPLAN) INFORMATION

NAPLAN results are reported using a scale that has an average score across all students of 500. The spread of scores has been set so that just over two thirds of students' scores lie between 400 and 600.

The table below shows state and school averages and the percentage of Years 7 and 9 students at La Salle College who achieved the National Reading, Persuasive Writing, Language Conventions (Spelling, Punctuation & Grammar) and Numeracy Benchmarks.

Year 7	All Australian Schools' Mean	La Salle College Mean	% at or above National Minimum Standard
Numeracy	548	544	98%
Reading	541	523	93%
Spelling	545	539	95%
Grammar/Punctuation	544	535	96%
Writing	505	502	92%

Year 9	All Australian Schools' Mean	La Salle College Mean	% at or above National Minimum Standard
Numeracy	596	589	95%
Reading	584	580	95%
Spelling	583	575	93%
Grammar/Punctuation	580	580	96%
Writing	542	552	83%

INFORMATION & COMMUNICATION TECHNOLOGIES

Information and Communication Technologies (ICT) encompasses all electronic devices and systems which are used to manipulate or communicate data. Examples (a non-exhaustive list) of devices and systems are:

- Devices: computers, smart watches, mobile phones, digital cameras, tablets and photocopiers.
- Systems: Internet, email, intranet, SEQTA and social media (eg Twitter, Facebook and Instagram).

The availability of such resources provides the opportunity for the College staff to help students develop to their full potential. ICT provides significant educational value but can pose a risk of exposure to inappropriate and offensive material and personal safety. In accordance with the teachings of the Catholic Church, the practice of communication must be totally honest and reflect the highest standard of accountability and sensitivity to human rights and relationships.

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

ICT encompasses many areas of school life from being a tool used for learning and teaching to supporting the Administration of the College. It plays a specific role in the Quality Catholic Schooling (QCS) objectives:

Quality Catholic Schooling Component #304 – Targeted use of School Resources

This was the sole focus of the College's ICT Strategic Plan for this year. Whilst we successfully rolled out our own Office 365 domain and trained teachers in the use of Teams and OneNote we could not move to the CEWA 365 domain as had been planned. Unfortunately, the Administration of Schools (AoS) is still under developed and our communications system (MS Skype) will not function within the CEWA domain.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda & #303 – A Culture that Promotes Learning

Professional Learning opportunities were used to train all staff in the use of OneNote as a tool to assist in the delivery of curriculum across the College.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

SEQTA was further developed as a tool for keeping track of the pastoral needs of students. A particular highlight was its use in awarding College Colours.

Quality Catholic Schooling Component #303 – A Culture that Promotes Learning

Supplying the tools (Office 365, SEQTA, Adobe Creative Cloud, etc) which allow teachers to use best practice within the classroom.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- 2018, has been a year of change, upskilling teaching staff so that we are ready for the movement to LEADing Lights and the joining of the CEWA domain.
- It has also been a year of planning with the development of a new ICT Strategic Plan (to be released in 2019) which focuses on the use of ICT to enhance a student's learning experience.
- LEADing Lights is a single digital ecosystem for all Catholic Education of Western Australia (CEWA) schools, as well as central and regional offices. Whilst it is intended to replace the school's current SIS (Student Information System) with a modern, simple and easy-to-use interface it has been long in development. All CEWA schools are expected to use the LEADing Lights system, which will connect students, teachers, principals, resources, support networks and parents. We continue to track its development and have positioned ourselves for its uptake once fully developed.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

Staff participated in a range of PD relating to LEADing Lights, Office 365, SEQTA, and Edval (a new timetabling system forming part of the LEADing Lights package).

RELIGIOUS EDUCATION

Religious Education is the first learning area in the curriculum of Catholic schools in Western Australia and therefore is integral to the education of all students within our College. Religious Education aims to share Catholic faith by promoting knowledge and understanding of the Gospel, as it is handed on by the Catholic Church, and of how those who follow Christ are called to live this Gospel in today's world' (Mandate 2009-2015, #62, p32).

The courses offered in Religious Education from Year 7 – 12 give students the opportunity to engage with the curriculum but also learn about the faith that was instituted by Christ.

COURSES OFFERED

Year 7

Students in Year 7 learn about the fundamentals of the Catholic faith that includes coming to know the person of Jesus and the importance of community in Catholicism. They will come to learn and develop an understanding of the Lasallian heritage, which will foster an appreciation of the mission of La Salle College.

- Lasallian Heritage
- Celebrating Jesus
- Living as Church
- Celebrating New Life
- Living in God's Love

Year 8

Students learn what people understand about God from creation and describe the relationship between people and the universe. They identify characteristics of community embodied in the Church. They learn that Catholics celebrate their relationship with God in the mass and the seven sacraments.

- Belonging and Acceptance in Catholic Communities
- The Universal Need for God
- Creation God's Original Plan
- Growing in the Image of God

Year 9

Students learn that people have common questions and yearnings known as human heart questions. These questions lead people to God. They learn that the Magisterium guides Catholics in living out the Gospel. They recognise that Christians are called to share in the mission of Jesus by following God's laws.

- The Human Search for Truth
- People Grow Stronger Spiritually
- People Can Achieve Emotional Peace
- Christian Love and Sexuality

Year 10

Students learn the Christian values that Jesus taught and how these values can be lived by Christians today. They investigate the Christian vocation and recognise the need to discover personal vocation. They outline the historical spread of the Catholic Church across the world.

- Vocation – Called to Be and Become

- The Search for Freedom
- The Holy Spirit's Action through Conscience and the Church
- Restoring God's Justice in the World

Year 11 and 12

The Religion and Life General course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals.

- Year 11: Religion and Life General Unit 1 and 2
- Year 12: Religion and Life General Unit 3 and 4

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. These students grapple with important contemporary issues facing the Church and society and will analyse the Catholic Church response to these issues. The Religion and Life ATAR courses encourage students to think critically about the place of religion in society past and present.

- Year 11: Religion and Life ATAR Unit 1 and 2
- Year 12: Religion and Life ATAR Unit 3 and 4

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

The Religious Education learning area is at the very forefront of ensuring that staff and students respect the dignity and rights of every human person. Gospel values are the priority of the curriculum and are integrated across all year levels. Year 7s are taught about the value of charity and that the pinnacle of Catholic Church teaching on social justice is that every human being was made 'in the image and likeness of God' (Genesis 1:27). This implies that all human beings are born with God-given dignity and need to be treated as such. This teaching develops through other year levels until students reach Year 11 and 12 where students are exposed to social justice issues where human lives are not respected. Through this, all students are taught about Catholic Social Teaching and the many efforts that the Catholic Church makes to ensure that the dignity of every person is met.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

Student wellbeing is the core of teaching in a Catholic school. At Religious Education meetings, effective methods for dealing with student behaviour are regularly discussed to equip teachers with effective ways for developing positive relationships with students and helping them promote positive student behaviour in a supportive manner.

Quality Catholic Schooling Component #304 – Targeted use of School Resources

Religious Education teachers regularly seek the opportunity to improve our resources. We do this through collaboration with other schools, but also other diocese in Australia to share resources. This past year, the learning area purchased a textbook that is used by a Victorian diocese and has been able to use sections of this to boost the Year 11 and 12 Religion and Life courses. Staff also attend professional development sessions to ensure we are kept up to date with the latest developments in curriculum.

In 2018, for the first time the learning area implemented a 'focus level' class in Year 10 to allow students at a similar ability to be able to learn at their own pace. This is an effective process that will continue into 2019.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda

We are constantly looking to improve. In previous years, source analysis was seen as an area for growth and this has now been implemented across all year levels. In 2018, the need for more extended writing was identified and, therefore, opportunities for students to develop these skills were introduced at Year 10 level and will be filtered down to lower levels next year.

Quality Catholic Schooling Component #303 – A Culture that Promotes Learning

Religious Education is the first and largest learning area in the school. In reflecting the Gospel values that we teach, positive and caring relationships between staff, students and parents are of vital importance. Regular parental contact and collaboration is encouraged and SEQTA gives us an effective means for doing this. In promoting Gospel values, every student of the College is enrolled in Religious Education in this respectful and inclusive environment.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- The implementation of the 'focus' class in Year 10 was a significant achievement in 2018. Through collaboration with Learning Support, this was seen to be a positive step in making the course accessible for all students.
- The large quantity of staff within the Religious Education learning area who attended and were able to contribute to the Year 11 and 12 Retreats in 2018, was significant. It provides students with an opportunity to witness their faith in a different light and is an effective way of fostering positive relationships.
- Year 12 student, our Deputy Head Boy won the shield for Bible Reading in the Catholic Performing Arts Festival.
- The participation of two Year 12 students in the annual Speak for Faith competition. The young ladies promoted the Catholic perspective on current social issues. This is a competition that students of the College has entered over the past three years.
- The growth of Religious Education staff has been a highlight. The forming and growth of a specialist learning area is seen as essential to the effective teaching of curriculum. In 2018, there are now eight specialist teachers based in Religious Education which is set to grow in 2019. This allows for the recognition of the importance of Religious Education as the number one learning area and sends a message to the wider community that it is a core subject of the curriculum within our College.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- The Learning Area Coordinator attended the Religious Education Coordinator Network Meetings.
- Christian Meditation at Catholic Education WA.
- Accreditation PD on Prayer in the Classroom, both the Old and New Testament and also the Influences of Vatican II.

CHRISTIAN MINISTRY

LITURGY

The Liturgy Coordinator organises and facilitates all liturgical experiences within the College. In this context, Catholic values and beliefs are strengthened and celebrated and students and staff are invited to actively participate in as many ways as possible, through the reading of scripture, singing, liturgical dance, playing musical instruments and the distribution of Holy Communion. Our liturgies are rich in ritual and spirituality as we endeavour to *'bring the Good News of Jesus Christ to all members of the College Community and provide them with every opportunity to identify and develop their own spirituality.* (Evangelisation Plan 2015).

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

Attendance at the weekly Masses is encouraged with students and staff participating in a variety of ways – reading, distribution of Holy Communion and singing. The weekly Mass has been an integral part of College life and as such enables the whole community to actively live as followers of Christ. House Masses reinforce the charism of each of the House Patrons and encourage students to look at the lives of saints as people who served God by serving others.

Quality Catholic Schooling Component #402 – Pastoral care of students

All Learning Areas are part of weekly community Masses. Community is enhanced by our Thursday Masses as they involve all Houses and all Pastoral Care Groups (PCGs) in each House. PCG participation is very important as it gives students an opportunity to be part of the Eucharistic community at Mass by reading, singing or both. Readers come from all PCGs and Pastoral Care Advisor's support and encourage this participation.

Every House has an opportunity to celebrate the charism of their particular House Patron with a Mass. These Masses again foster participation of as many students as possible, through proclamation of the Word, music, song and movement. The development of community with students having an active role in this community fosters student wellbeing and a feeling of belonging.

Make A Difference Day is a day to acknowledge our founder. The day begins with a liturgy based around the life and times of St John Baptist de La Salle. Student participation is encouraged and the understanding of being part of the wider Lasallian community is promoted.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Participation of three students in the Bible Reading section of Catholic Performing Arts Festival with one student awarded the Archbishop Hickey Award, for the Bible Reading. The other two students received Commendations.
- Ash Wednesday and the Easter Liturgy were again highlights.
- The Year 12 Graduation Mass was another wonderful celebration.

YOUTH MINISTRY

Youth Ministry in the College is in its third year and alongside the Christian Ministry Team, helps to encourage students to enhance their Lasallian values of Faith, Service and Community. The position of Youth Minister allows all students to feel open about these areas bringing to head their personalised vision of what it means to be Lasallian.

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

Throughout the year, there has been reflection days for a range of year levels. As Youth Minister, it involves facilitating the Year 7 Reflection days in Term 4 with the aim of promoting Catholic faith through prayer and reflection in students' everyday lives whilst they interact with peers and the wider community. Throughout the year while visiting Religious Education classes, it is clear that students of the College are open to expressing their feelings on their own faith and life with this opportunity allowing staff to support students as they continually develop their Catholic identity.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

Being a young Lasallian staff member, the Youth Minister is able to provide a positive environment that supports student wellbeing and a safe environment that encourages student learning and good behaviour. Being able to connect with students on a variety of levels, through reflection days, retreats and Friday Night Games has helped to foster pastoral care.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Ten students applied to participate in the Lasallian Youth Leader (LYL) Programme for 2018. The programme involved a training session, which prepared students for involvement in a variety of College activities. Students explored what it truly means to be Lasallian and how we can serve one another in our community.
- The LYLs led the Friday Night Games programme. The games night provides Year 7, 8 and 9 students the opportunity to socialise together whilst playing games and participating in various activities.

ENGLISH & LANGUAGES

Curriculum in the English and Languages area aligns with the Australian Curriculum. Teaching and Learning occurs in the context of Catholic values and beliefs. English and Literature courses offer opportunities to students of diverse interests and strengths, catering for specific individual needs. Courses aim to develop reading, writing, speaking, listening and collaborative skills, in addition to facilitating the development of critical comprehension and an understanding of texts in context. Programming occurs in line with differentiated needs of students and the cross-curricular priorities in the Australian Curriculum.

All students in Years 7 and 8 are required to study a second language, either Italian or Chinese (Mandarin). Learning a second language fosters cultural awareness and appreciation, in addition to providing students with an understanding of cultural diversity in a global world.

COURSES OFFERED

Year 7

- Allegro English
- English
- Enrichment English (offers learning support)
- Italian
- Chinese (Mandarin)

Year 8

- Extension English
- English
- Enrichment English (offers learning support)
- Focus English (offers learning support)
- Italian
- Chinese (Mandarin)

Year 9

- Extension English
- English
- Enrichment English (offers learning support)
- Focus English (offers learning support)

Year 10

- Extension English
- English
- General Certificate in Adult Education (English)

Year 11

- English ATAR
- English General
- Literature ATAR

Year 12

- English ATAR
- English General
- Literature ATAR

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture and #402 – Pastoral Care of Students

As a Lasallian school, we serve 'the least, lost and last,' and we do this by providing hope through excellent educational practices and sensitivity to the challenges faced by our students. This claim is only valid if we can demonstrate practical applications every day with individual students, parents, teachers and other leaders. In English and Languages, we aim to maintain a Catholic perspective in conversations about controversial issues and values embedded in texts. The approach is inclusive and Aboriginal content is embedded in courses under the guidance of the Aboriginal Education Coordinator.

The teaching of texts, particularly texts containing controversial themes, is supported with teaching resources that reflect authentic Catholic values.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda and #303 – A Culture that Promotes Learning

Teachers work in teams to programme, assess and monitor student achievement. Emphasis is on maintaining agreed standards in addition to providing differentiated learning to meet individual student needs. Teachers engage regularly with parents where appropriate. Because English involves adapting to and accommodating social and technological changes, the English Learning Area staff make decisions annually about how to best support students in their learning. Professional development forums foster a rigorous and dynamic approach that places the learning area at the cutting edge of technological integration and innovative ways of facilitating learning. Teams interpret the syllabus documents using processes to ensure reliability. Marking keys are standardised and consensus arrangements written into assessment outlines.

The after school tutoring programme provides students with short-term, intensive tutoring targeted at increasing confidence and addressing specific difficulties. Some remarkable success stories have emerged as a result of student engagement in this programme. This Learning Area works closely with staff in the Careers, VET and Learning Support areas to ensure that every student is on a meaningful and accessible learning pathway. Sometimes this involves considering how competencies can be met by drawing on cross-curricula skills. A common understanding of paragraph structure, essay writing and report writing frameworks are currently being used across some subject areas.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Literature results: correlation with the mean for the state cohort.
- Significant improvement in the number of students achieving A and B grades in English ATAR.
- Range of extra-curricular programmes to supplement learning and engender enthusiasm within subject areas: Chinese and Italian incursions and excursions; theatrical performances in Languages and Literature; Reading and Writing Club; Write-A-Book-In-A-Day Competition, Philosophy Club and publication in creative writing journals.
- After-school tutoring and revision seminars designed to support students in achieving higher results.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE TEAM

- Professional stage performances.
- Early Careers Teacher Programme.
- New or inexperienced teachers of WACE English courses (SCSA).
- ATAR English syllabus and work sample audits.
- SCSA panels.
- Workplace Units: ESL, TESOL, CELTA, IELTS.
- OneNote.
- ICT online collaborative forums.
- Western Australian Teachers of Italian (WAATI) State Conference.
- WAATI AGM and Networking Events.
- CEWA Language Pedagogies Years 3 – 10 Professional Learning.
- CEWA Sharing Best Practice in Languages and Network Day.

MATHEMATICS

The Mathematics curriculum is taught with the Australian Curriculum as a blueprint. Teaching and learning occurs with the traditions of St John Baptist de La Salle as our guide. Mathematics courses offer opportunities to students of diverse interests and strengths, catering for their specific individual needs. The courses offer an opportunity for students to perform to the best of their ability and achieve some success in Mathematics.

COURSES OFFERED

Year 7

- Mathematics
- Allegro Mathematics
- Getting Ready in Numeracy (GRIN – offers learning support)

Year 8

- Mathematics
- Mathematics Extension
- Focus Mathematics (offers numeracy support)

Year 9

- Mathematics
- Mathematics Extension
- Focus Mathematics (offers numeracy support)

Year 10

- Mathematics
- Mathematics Extension
- Mathematics for Life
- General Certificate Mathematics (Certificate I)

Year 11

- Mathematics ATAR: Applications
- Mathematics ATAR: Methods
- Mathematics ATAR: Specialist
- Mathematics General: Essential
- General Certificate Mathematics (Certificate II)

Year 12

- Mathematics ATAR: Applications
- Mathematics ATAR: Methods
- Mathematics ATAR: Specialist
- Mathematics General: Essential
- General Certificate Mathematics (Certificate II)

The College offers Inspiring Mathematical Minds as a Mathematics option in Year 8 and 9. The GRIN Program (Getting Ready in Numeracy) is offered to students in Year 7 who have been recognised as requiring at the commencement of their secondary schooling.

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture and #402 – Pastoral Care of Students

Staff are in regular contact with parents to help promote learning and the positive behaviours of our students. Teachers model the teachings of Jesus, which facilitates the student relationships with God. Our programmes reflect the Gospel teachings so that the idea of fostering a Catholic identity amongst students permeates through all we do.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda and #303 – A Culture that Promotes Learning

Staff participated in professional learning, readings and conversations, using meetings to upskill others and to share resources. The Learning Area has begun the process of developing projects and assessments that reflect Mathematics in a real-world context, trying to engage students in their own learning. Staff were involved in the observation of colleagues' class teaching providing feedback and the sharing of ideas.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- After school tutoring and study sessions continue to assist students in improving results.
- Student participation in the Australian Mathematics Competition with 17 Distinctions achieved.
- Year 7 Allegro participated in 'Code To Your Future' through the University of Western Australia.
- Year 8 Allegro participation in 'Megalodon'.
- Year 9 Allegro participation in 'Angry Parabolas'.
- Participation of Year 9 students in the Have Sum Fun online competition.
- OLN practice classes.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- SCSA moderation meetings for Year 12 Mathematics: Applications and Mathematics: Essential.
- Review of College NAPLAN results.
- Workshop for Mathspace.
- Audit of the syllabus for Year 12 Mathematics: Methods and Mathematics: Specialist.
- Sharing of best practice and understandings in Mathematics meetings.
- A representative on the SCSA Mathematics Courses Advisory Committee.
- Workshop on judging standards in lower school.
- Engaging students in the Mathematical Classroom.
- Mathematics related ICT PD – use of technology in the classroom.
- CEWA Mathematics Network meetings.
- WACE marking.
- Extended Set Task marking.
- Attendance at the Mathematics Conference (MAWA).

SCIENCE

The goal of science education is to prepare students to be responsible citizens in an increasingly complex and dynamic world. The science curriculum provides students with the foundations to understand the inner workings of this world using scientific processes and concepts from all fields of endeavour: earth science, biology, chemistry, and physics. Students learn to respect the world they live in and to live up to Catholic values inspired by the teachings of our patron saint, St John Baptist de La Salle.

COURSES OFFERED

Year 7

- Allegro Science – Extension Programme
- Science Australian Curriculum
- Transition Science – Designed specifically for Aboriginal Education

Year 8

- Allegro Science – Extension Programme
- Science Australian Curriculum
- Science Focus
- Transition Science – Designed specifically for Aboriginal Education

Year 9

- Allegro Science – Extension Programme
- Science Australian Curriculum
- Science Focus
- Transition Science – Designed specifically for Aboriginal Education
- Electronics

Year 10

- Science Advanced
- Science Australian Curriculum
- Certificate I in General Education for Adults – Science

Year 11

- ATAR Biology
- ATAR Chemistry
- ATAR Earth and Environmental Science
- ATAR Human Biology
- ATAR Physics
- ATAR Psychology
- General – Integrated Science
- Certificate II Data, Sampling and Measurement

Year 12

- ATAR Biology
- ATAR Chemistry
- ATAR Earth and Environmental Science
- ATAR Human Biology
- ATAR Physics
- ATAR Psychology
- General – Integrated Science
- Certificate II Data, Sampling and Measurement

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

All Science classes where relevant to the Church's view in regards to Catholic moral teachings on contemporary issues including but not restricted to reproductive technologies, stem cell research, cloning and treatment of medical disorders.

The focus is on using our God given gifts for the betterment of humanity. This could include scientific research used for treating the sick, addressing climate change, improving outcomes for Indigenous Australians or solving any number of contemporary global problems.

All students are encouraged to see God in the natural and physical environment and teachers seek to foster a sense of wonder and awe in the environment they exist in.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

Staff are in constant communication with parents on student progress, achievement and behaviour via phone, email and the use of SEQTA.

Quality Catholic Schooling Component #304 – Targeted use of School Resources

The migration of all teaching resources, administration documents and the learning area filing system from our local network to the Teams proprietary network. Using SEQTA and Teams together with the Microsoft Office Suite and 365 SharePoint.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda and #303 – A Culture that Promotes Learning

Subject specific tutorials outside of normal school hours are offered in all Science courses. The Year 7 Accelerate tutorial programme is to promote critical thinking and cognitive acceleration.

In order to maximise achievement, staff counsel students into areas they have shown most promise. The maintenance of academic rigour in terms of assessment administration and expectations. Participation in consensus moderation and subject audit across multiple courses.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- RACI Titration Stakes.
- Human Biological Science and Psychology above state average.
- Science Week.
- Kalgoorlie Geology and Mining Trip.
- Woman in Mining Seminar.

- Record number of students studying Science in Year 11 and 12.
- Success of the Certificate II course running in Year 12.
- Advancement of STEM into science teaching.
- Science Club.
- Introduction of the Accelerate Programme in Year 7.
- Adoption of Education Perfect Technology into lower school Science.
- Trial of STILE – Science and Technology Integrated Learning Environment.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Atomic Absorption Spectroscopy, High Performance Liquid Chromatography and Gas Chromatography.
- Practical Assessment in ATAR Biology.
- Assessment in Psychology.
- STILE – Use in the Classroom.
- ICT PD in a Science Context.
- Use of Teams and SharePoint.
- Logger Pro.
- WACE Marking and Assessment Design.
- Ongoing CEWA Accreditation.

HUMANITIES & SOCIAL SCIENCES

The Humanities and Social Sciences (HaSS) Learning Area focuses on delivering *'real world'* content that promotes a holistic education to our students across four key subject areas – History, Economics and Business, Geography, Civics and Citizenship.

COURSES OFFERED

Year 7, 8 & 9

- Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business)

Year 10

- Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business)
- Accounting and Finance

Year 11

- Accounting and Finance
- Business Management and Enterprise
- Economics
- Geography
- Modern History

Year 12

- Accounting and Finance
- Certificate II Business
- Economics

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic School Component #301 – An Explicit Improvement Agenda

In line with the College Improvement Agenda, members of the HaSS Learning Area discussed creating a 'HaSS vision for learning' and what we hope our students will gain from studying HaSS. Further consolidation of this will take place in 2019.

Quality Catholic School Component #302 – Analysis and Discussion of Data

HaSS staff regularly discuss student performance across all assessments throughout the year. Analysis of areas of strength and areas that need continued development will ensure teaching and learning is centred around what is best for our students. Upper school ATAR teachers along with members of the Senior Leadership Team discussed the results from the previous Class of 2017 to determine areas of strength and weakness to assist teachers in helping students into the future.

Quality Catholic School Component # 304 - Targeted use of School Resources

Staff use College resources in a sustainable and responsible manner to ensure the best possible learning outcomes are available for our students. All lower school classes are now using Pearson textbooks, with upper school classes having access to the most recent editions of subject specific textbooks and teaching aids for their course.

Quality Catholic School Component # 402 – Pastoral Care of Students

Pastoral care is of paramount importance and deemed critical within the HaSS Learning Area, where we provide a welcoming and friendly learning environment for all students to grow and develop their understanding of HaSS content. Staff recognise that teaching and learning is *truly relational* and the very nature of HaSS as a subject ensures that building a positive and healthy rapport with students helps them grow and achieve to the best of their ability.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Successful implementation of the full Australian Curriculum across all year levels resulting in increased uptake of upper school ATAR HaSS subjects.
- Pleasing ATAR results for Accounting & Finance, Economics and Geography. Excellent results for Modern History.
- Incursions for lower school students to enhance content understanding.
- Australian Geography Competition – pleasing overall results for lower school students.
- Continued student involvement in the Inter-School Mock Trial Competition run by the Law Society of WA.
- Simply Stationary – School Based Enterprise within the Certificate II Business and Year 10 Accounting and Finance classes.
- Successful excursions to support learning in the Certificate II Business, Business Management & Enterprise and Modern History courses.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- BEWA Conference.
- ETAWA Conference.
- Behaviour Management.
- VET Industry Currency.
- CEWA Accreditation.
- Climate Change Summit held by the National Trust of Western Australia.

HEALTH & PHYSICAL EDUCATION

Health and Physical Education (HPE) is a major learning area in the Western Australian Curriculum which helps students to develop a holistic approach to education, whilst enjoying themselves by engaging in a variety of physical activities. Our courses offer opportunities for all students of diverse interests and strengths, catering for their specific individual needs and wants. The courses offer an opportunity for students to perform to the best of their ability and achieve some success in a range of both practical and theoretical situations. HPE staff promote true Lasallian spirit by encouraging a nurturing environment, ensuring all students commit to excellence, pastorally looking after our students and by developing a sense of community.

COURSES OFFERED

Year 7

- Physical Education
- Health Education

Year 8

- Physical Education
- Health Education

Year 9

- Physical Education
- Health Education
- Outdoor Education
- Specialist Australian Rules Football
- Specialist Netball
- Specialist Sport

Year 10

- Physical Education
- Health Education
- Physical Education Studies General
- Physical Education Studies Specialist Australian Rules Football
- Outdoor Education

Year 11

- Physical Education Studies: General
- Physical Education Studies: ATAR
- Health Studies ATAR
- Certificate II Sport and Recreation

Year 12

- Certificate II Sport and Recreation
- Physical Education Studies: ATAR
- Health Studies: ATAR

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

In HPE we recognise the importance of providing links between the Catholic community and students within the framework of their school. The learning area has a strong belief that instilling a school's ethos within its students encourages pride and a place of belonging, therefore providing confidence to succeed. Likewise, supporting a student's faith can also give them the confidence to reach their full potential. Outdoor Education provides our students with such high-quality experiences and memories. In Year 9 and 10 we ensure that students understand what is involved in integrating faith with life and faith with our environment, by leaving no trace. Students develop team building and leadership skills with cooperative games which focus on relationships with each other, teaching them life skills such as resilience. The courses work to integrate Gospel values into the life and curriculum of the school so that students are actively educated to develop a spirit of solidarity with, and service to others. With physical education working with teams, students are continually serving others by seeking to establish and maintain a fair and just environment that cares for all and protects its most vulnerable members.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

Relationships are extremely important to the HPE Learning Area, with student wellbeing an important goal for all teachers. Staff know the importance of frequent contact with parents to inform them of situations where their child has achieved or struggled so that each individual can achieve their potential. Within the Curriculum, the HPE team have been in the decision-making process giving them greater ownership and responsibility in achieving positive learning area outcomes, constantly working with our students allowing them to achieve their best. Students and teachers continually foster a positive relationship with each other, either through a practical sense or that of theory. Feedback from parents, students and staff been very positive and rewarding throughout the year, especially from those that attended the Outdoor Education camps. Further developing the Certificate II in Sport and Recreation has enabled students to complete a variety of activities, including those with Inclusive Education. This has been extremely rewarding for students and it has been great to see them blossom in this programme.

Quality Catholic Schooling Component #304 – Targeted Use of School Resources

Staff use College resources to enhance student learning. Attending a variety of professional development courses, staff continually learn new skills which they use to improve programmes for our students. 2018 saw the climbing wall erected in the Patricia Rodrigues Centre, which brought more depth to the Year 10 Outdoor Education programme. For those students who found it difficult to abseil, they had another opportunity to be able to push themselves to their limit through climbing.

The facilities and equipment available in all areas of HPE allows students to engage and achieve their potential.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda

HPE staff aim to continually improve our resources and facilities which, in the long run will reduce costs associated with hiring external providers.

We aim to improve the Certificate II success rate to 100% and also improve our overall Health Studies and PE Studies ATAR grades.

Quality Catholic Schooling Component #303 – A Culture that Promotes Learning

HPE programmes consist of a variety of activities to allow students of all abilities from those who experience difficulties to those who are state and national representatives and all students in between. Our staff build strong relationships with students allowing them reach their goals.

Outdoor Education also promotes strong healthy relationships between not only students and staff but between all staff involved. Staff work with parents, especially those whose children may have fears, and promote a safe and healthy environment for them to succeed.

The Learning Area works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour in all aspects.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- The Sports Awards Night was successful again in 2018. Although focussed on the extra-curricular achievements of the College sporting teams, the work done within the curriculum has provided students with an excellent framework allowing them to scaffold the strategies and tactics taught in HPE and transfer skills learnt into sports that may not have been tried before.
- Physical Education Studies and Health Studies ATAR courses were successful with passionate staff driving courses that were received well by students. Courses align with many pathways and interests of our students and it is exciting to see the depth in which these courses develop our students and prepare them for the wider community.
- Year 11 and 12 practical Volleyball training sessions were held twice a week to prepare students for their WACE practical exam. Staff involved representatives from Volleyball WA with skill specific clinics to further develop student abilities. A lunch time competition helped students develop their game play skills and strategies.
- Staff have been upskilled in a variety of areas allowing them to transfer these skills to the students in a variety of areas, especially in Outdoor Education, where the precise skills are needed for certain activities, especially on camps.
- Within the Year 9 and 10 Outdoor Education courses, students are exposed to activities where they were challenged physically and mentally. These lifelong skills culminated in challenging camps to Rottnest and the Margaret River region.
- Within the Health Courses, students listened to a range of guest speakers and participated in various activities. These experiences allow students to be exposed to current and pertinent health issues.
- Specialist Sport excursions again helped link curriculum into the wider community. Attending the WA Institute of Sport, Optus Stadium, Domain Stadium and Matthews Netball Centre was a highlight for students. Seminars given by professionals in specialist industries allowed students to gain an insight into what life is like, not only physically but mentally, as a professional sports person.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Bronze Requalification.
- UWA ATAR Physical Education Workshop.
- College ICT.
- Keys for Life workshop.
- Physical Education Network Meetings.
- Roping and Abseiling staff upskilling.
- Health Studies Network Meetings.
- ACHPER – Junior Sport Development.
- Certificate II Sport and Recreation Currency development.
- Volleyball WA clinics level 1.
- Sexual Identity workshop.
- Catholic social teaching.
- Accreditation to Teach in a Catholic School.
- Accreditation to Lead in a Catholic School.
- First Aid Certificate requalification.
- Cyber Safety.
- RAC road safety.
- One Note workshop.

SPORT

Sport encompasses every student who attends our school with the aim to enhance the skill level of our students, but furthermore, strive to offer an addition to their learning and education by fostering an environment built on effort, attitude, acceptance, teamwork and commitment to excellence. We truly believe that success is based around the ability to commit and give great effort at all times. Sport is a vessel which brings communities together and allows us to continue to supplement our students learning by enhancing their spiritual, intellectual and gross motor patterns through a supportive and inclusive environment. Our intention is to give our students, a breadth of opportunity through a range of different sports offered by the College as well as outside sporting bodies. La Salle Sport upholds the values of the College in all that we do and will continue to constantly strive to be the best educators we can to enhance the 'whole' student.

SPORTS OFFERED

Associated & Catholic Colleges (ACC) of WA Carnivals

- Swimming
- Cross Country
- Athletics

North Eastern Associated Schools (NEAS)

Summer and winter competitions:

- Basketball
- Ultimate Frisbee
- Netball
- Soccer

ACC Lightning Competitions

- Australian Rules Football
- Netball

School Sports WA (SSWA)

- Cricket (WACA)
- Triathlon (SSWA)
- Australian Rules Football (School Districts competition)
- Rowing
- Orienteering (SSWA)
- Basketball (Hills Competition)
- Rugby (All Schools)

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

In sport, staff work to proclaim the Gospel effectively by ensuring that respect is shown for the dignity and rights of each and every person we compete against. Though we look to compete strongly for our College, our students will do so fairly and justly to harness our values of respect for each individual.

Component #302 – Analysis and Discussion of Data

We continue to seek and use data from previous sporting years to assist us in constantly working to offer improved programmes and to look at ways in which we can improve our standings within the school sporting fraternity. An example of this is to track school placings over a data range of five years to analyse improvements, dips or stagnation. This will allow us to track any possible trends which may be occurring in relation to our inter-school sport.

We track attendance at inter-house carnivals and look for trends across year groups with the aim of always increasing attendance and participation of students in all year groups.

Quality Catholic Schooling Component #303 – A Culture that Promotes Learning

La Salle Sport values and enhances the need to develop and foster positive, caring relationships between staff, students and parents. This relationship is developed, based on ensuring the best result for each individual student whilst giving them the chance to enhance their sporting prowess and to strive to excel in all that they do.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

It is a requirement that all students, whilst representing the College act in a manner which lives up to the expectations of the College Enrolment Agreement. Whilst in the public eye and being involved with the wider community, our students are expected to promote the College in a positive, safe and supportive manner.

Whilst competing in sport, it is a requirement that staff follow the same behavioural management plan that is associated with the pastoral care of our students. For any pastoral issues, staff are to report to the Director of Sport, who then liaises with the appropriate Year Coordinator. All issues are recorded on SEQTA.

Risk assessments are completed for all sports. Staff will have a team list and it is important that staff managing/coaching teams are familiar with their students and know how best to deal with students within their team. Staff are required to gather sensitive information on their team, from SEQTA, *for their use only*.

Quality Catholic Schooling Component #304 – Targeted use of School Resources

Resources allocated to sport were used in a manner that was best suited. Flexible budgeting within sport is a must and funds used for the sole purpose of getting the most out of what we have and to give the students every chance of succeeding in sport.

Staff are allocated to teams, wherever possible according to their expertise and capability. On occasions where staff are required to take teams they are not experienced with, we endeavour to organise parent/student helpers to assist. By having staff working in their area of expertise, it allows for strong links to best practice and quality teaching and learning within that particular sport.

ACHIEVEMENTS/HIGHLIGHTS

Finalist	Runner Up	Premiers/Champions
Year 7 Girls Football	Year 7 NEAS Boys Basketball	Year 8/9 NEAS Boys Basketball
Year 10 Football	Year 7 NEAS Girls Basketball	Year 7 NEAS Girls Netball
	Hills Basketball Boys B	Year 8/9 NEAS Girls Netball
	Hills Basketball Girls	Year 8/9 Boys Football
	Year 10 – 12 NEAS Girls Netball	SSWA Orienteering

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Smart Rugby.
- Little Athletics – Level 1.
- Level 1 Coach – Volleyball WA.
- Bronze Medallion.
- St John Ambulance First Aid.
- Level 1 AFL.
- Level 2 AFL.
- Netball Ambassador.
- AFL Ambassador.
- ACC Sport Coordinators Network Development Day.

THE ARTS

The Arts Learning Area provides students with an engaging and quality education within the framework of a Lasallian school. Within The Arts there are three disciplines; Dance, Drama and Visual Arts. Staff who work in these areas are specialised in their discipline and students across all year groups are taught only by these specialised teachers. In senior year groups the focus is set towards refining skills with students able to study Dance, Drama and Visual Arts as an ATAR course. Visual Arts also has a VET focus and we offer a Certificate II in Visual Arts for creative students who undertake a non-ATAR pathway. Courses are taught via classroom lessons, ICT, incursions, excursions, specialised co-curricular clubs, public performances and camps.

COURSES OFFERED

Year 7

- Dance
- Drama
- Visual Art

Year 8

- Dance
- Drama
- Photography
- Visual Art

Year 9

- Dance
- Drama
- Visual Art

Year 10

- Dance
- Drama
- Visual Art

Year 11

- Dance ATAR
- Drama ATAR
- Visual Art ATAR
- Certificate I in Visual Art

Year 12

- Dance ATAR
- Drama ATAR
- Visual Art ATAR
- Certificate II in Visual Art

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

Gospel values underpin all Arts curriculum both explicitly and implicitly in its choice of texts, exploration of society and pedagogy. Students are involved in liturgical events and celebrations as part of the Catholic Performing Arts Festival.

Quality Catholic Schooling Component #304 - Targeted Use of School Resources

There are many and varied co-curriculum programmes and opportunities in The Arts that allow students to immerse themselves in activities that are targeted to their needs and create a sense of belonging.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Catholic Performing Arts Festival: Record number of individual and student group entries.
- Catholic Performing Arts Festival: Record number of individual and students' groups awarded Certificates of Merit, Certificates of Excellence and Outstanding Awards.
- De La J (junior dance group) performance at the Catholic Performing Arts Festival Final Concert.
- Dance student in the Performing Arts Perspectives.
- Drama student in the Performing Arts Perspectives.
- Angelico Art Exhibition Award Winner.
- Youth Winner at the Bassendean Art Awards.
- Whole school production of *Mary Poppins*.
- Production Camp.
- Collaborative student Art and Design exhibition combined with the Design and Technology Learning Area.
- Above state average in ATAR Dance, Drama and Visual Art.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- CEWA Visual Arts Networking Days.
- CEWA Drama Networking Days.
- WAAPA Drama Practitioners Workshop x 2.
- VET training and requalification.
- Ausdance PD.
- Set Solo PD.
- ACHPER Dance.
- Notre Dame Drama.
- Contemporary Dance Workshops.

MUSIC

All students are invited to participate in the College's Music curriculum and award winning co-curricular programmes. A central part of the College's cultural identity, the programme's ensembles are involved in performances throughout the Perth metropolitan area in addition to biennial international and domestic tours.

COURSES OFFERED

Year 7

- Music
- Music (Transitional)

Year 8

- Music (Allegro)
- Music in Media
- Music (General)
- Music (Transitional)

Year 9

- Music (Allegro)
- Music (Performance)

Year 10

- Music (Allegro)
- Music (Performance)

Year 11

- Certificate II in Music Industry

Year 12

- Certificate II in Music Industry
- Certificate III in Music Industry

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

The Music Learning Area is actively involved in the College's liturgical services and evangelisation. Students and staff provide music at all liturgical events, and enthusiastically promote sacred music via performances both inside and outside of the College. Gospel values are incorporated within the curriculum with students regularly reflecting on the talents that have been bestowed on them.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda

Staff in the Music Learning Area utilise test results and current research to assist in the delivery of the curriculum. Streamed classes provide for those of differing skills the opportunity to learn at a more suitable pace. Close monitoring of student behaviour and satisfaction occurs to ensure all students involved in class receive the best possible education. Professional Music Tutors are employed by the College, who regularly report back to the Learning Area staff, in order to retain a focused and individual based progression on all student achievements.

Quality Catholic Schooling Component #303 – A Culture that Promotes Learning

There are no prerequisites to enrol in music with all students encouraged to join both classroom and co-curricular activities. Students are exposed to a large variety of genres and styles through performance and listening. Whilst students are mentored by staff in the classroom and externally, all are expected to develop self-guided practice routines to continually improve their theoretical and practical skills. Students wishing to further advance their learning are encouraged and fostered by staff in their pursuit of higher learning.

Quality Catholic Schooling Component #304 – Targeted use of School Resources

The College boasts a large inventory of music instruments and equipment, specially chosen by the Music staff to assist in the delivery of the curriculum. All equipment is regularly used for classroom and co-curricular activities. Specialised Music classrooms are designed for the many aspects of the curriculum and ensemble rehearsal. Large performance spaces within the College are utilised for larger events. Staff employed are all professional musicians who also specialise in the instruction of classroom Music, ensemble direction and private instrumental tuition.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

Excellence is actively promoted through all of the College's ensembles and classes, however, the delivery of teaching is aimed primarily at student enjoyment. Commitment and behavioural standards of the highest nature is expected of all Music students and is evident in the disciplined performances they continually produce. All students are given the same opportunities within the Music programme, regardless of previous experience. The College recognises that not all students will progress at the same rate and they are encouraged to speak to the many professional Music staff employed by the College for further individual and focused assistance.

ACHIEVEMENTS/HIGHLIGHTS BY THE LEARNING AREA/TEAM

• PERFORMING ARTS FESTIVAL FOR CATHOLIC SCHOOLS AND COLLEGES

▪ Outstanding:

- Secondary Instrumental Solo or Duet (13)
- La Salle College Concert Band – Concert Band
- La Salle College Show Band – Big Band
- La Salle College Brass Band – Instrumental Ensemble
- La Salle College Year 10 Music Class Jazz Ensemble – Instrumental Ensemble

▪ Excellence:

- Instrumental Solo or Duet (58)
- La Salle College Year 9 Band – Concert Band
- La Salle College Year 8 Band – Concert Band
- La Salle College Flute Ensemble – Instrumental Ensemble
- La Salle College Clarinet Ensemble – Instrumental Ensemble
- La Salle College Horn Ensemble – Instrumental Ensemble
- La Salle College Choir – Secondary Sacred Choral
- De La Dolce – Secondary Sacred Choral

- **Merit:**
 - Secondary Instrumental Solo or Duet (26)
 - La Salle College Year 7 Band – Concert Band
 - La Salle Smooth – Jazz Combo
 - La Salle College Classic Rock Band – Contemporary Band
 - La Salle College Choir – Secondary Choral Singing
 - De La Dolce – Secondary Choral Singing
 - La Salle College Saxophone Ensemble – Instrumental Ensemble
- **Shield Playoff Placement**
 - One student – Secondary Brass Solo
 - La Salle College Year 10 Music Class Jazz Ensemble – Instrumental Ensemble
- **UNIVERSITY ACCEPTANCE**
 - 100% audition and acceptance rate for students wishing to continue music at a tertiary level for the University of Western Australia and the Western Australian Academy of Performing Arts.

SPECIALIST PROGRAMMES

- College Concert Band, College Show Band, College Brass Band, Year 7 Band Programme, Year 8 Band Programme, Year 9 Band Programme and De La Dolce.

CO-CURRICULAR

- La Salle College Music Learning Area is open to all students wishing to learn an instrument, even without prior experience. Through private tuition, all students are invited to join the College's large and extensive selection of ensembles for further performance possibilities. Once a student has achieved a degree of competency on their selected instrument, they are invited to become a member of one or more of the following ensembles:
 - **College Ensembles**
 - La Salle College Concert Band
 - La Salle College Show Band
 - La Salle College Brass Band
 - La Salle College Choir
 - De La Dolce
 - **Year Level Ensembles**
 - La Salle College Year 7 Band
 - La Salle College Year 8 Band
 - La Salle College Year 9 Band
 - **Small Ensembles**
 - La Salle Smooth
 - La Salle College Classic Rock Band
 - La Salle College Flute Ensemble
 - La Salle College Clarinet Ensemble
 - La Salle College Saxophone Ensemble
 - La Salle College Horn Ensemble
 - La Salle College Trombone Ensemble

- La Salle College Percussion Ensemble
- La Salle College Guitar Ensemble
- **Special Ensembles**
 - La Salle College Liturgy Ensemble
 - Liturgical Dance Ensemble accompanying Choir
 - Musical Production – *‘Mary Poppins’* Orchestra

TOURS/CAMPS/WORKSHOPS

- Music Camp
- Feeder Primary School Tour
- Band Exchange with St Joseph’s Institute Junior and Stephen’s School Brass Band (Singapore)

PERFORMANCES & EXHIBITIONS

- Music Night
- Music Soiree
- An Evening of Voice
- VET Music Concert
- Year 7, 8 and 9 Band Show Case
- Presentation Evening
- Musical Production - *‘Mary Poppins’*
- Catholic Performing Arts Festival for Catholic Schools and Colleges
- Carnevale
- Carols by Candlelight
- Open Day
- Make A Difference Day
- Stomp
- Liturgical celebrations of the College
- Transitional Music class concert
- John Baptist de La Salle Statue Unveiling Ceremony
- St Marys Cathedral Services
- UWA High School Horn Day

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Australian Band and Orchestra Directors Association WA Committee
- Catholic Performing Arts Festival Committee
- UWA/Robert Childs Conducting Workshop
- CEWA Music Networking Day
- Yamaha Australia (Prof Rob McWilliams) Harmony Director Workshop
- TAEASS502 Design and develop assessment tools

- CEWA Accreditation
- ABODA Symphonic Wind Band
- A Capella Go Harmony Chorus
- Australian National Choral Association (WA) Committee
- St John's Anglican Church Fremantle Concert Series
- Meraki Saxophone Quartet
- The Ruby Quartet
- WA Band Association State Championships
- WA Charity Orchestra
- WA Wind Symphony
- Australian Youth Orchestra
- WA Youth Orchestra
- St George's College Consort
- St George's College Chapel Choir
- Faith Court Orchestra
- WAAPA Symphonic Wind Ensemble
- UWA Symphonic Orchestra
- UWA Wind Orchestra
- UWA Brass Ensemble
- UWA Horn Ensemble
- Winthrop Singers
- Trinity Uniting Church Orchestra
- AMEB Workshops
- Flute Maintenance Workshop (Jim Phelan)
- St Mary's Cathedral
- ASME Summer School
- Jazz Improvisation Workshop
- UWA Junior Saxophone School Spring Bootcamp
- Bangalow Music Festival
- XVIII World Saxophone Congress – Zagreb, Croatia

TECHNOLOGIES

The Technologies Learning Area aims to provide a practical and purposeful education that promotes the use of initiative and self-management, allowing students to strive for excellence. Content allows students to gain industry, enterprising and technological skills, exposing them to a sense of purpose in the school and wider community. Staff aim to create a safe educational environment, providing students with the pastoral care that allows them to be more engaged and involved in their learning, insisting students be reliable, responsible and respectful to staff, fellow students, resources and facilities.

COURSES OFFERED

Year 7

- Digital Technologies
- Food Technology
- Metalwork
- Woodwork

Year 8

- Digital Technologies
- Food Technology
- Metalwork
- Photography
- Technical Graphics
- Woodwork

Year 9

- Childcare and Development
- Digital Technologies
- Food Technology
- Metalwork
- Photography
- Technical Graphics
- Woodwork

Year 10

- Childcare and Development
- Digital Technologies
- Food Technology
- Metalwork
- Photography
- Technical Graphics
- Technology and Fashion
- Woodwork

Year 11

- Applied Information Technology (General)
- Certificate I in Engineering
- Certificate III in Hospitality
- Children Family and Community (General)
- Design: Technical Graphics (General)
- Foods Science and Technology (General)
- Materials Design and Technology: Wood (General)
- Materials Design and Technology
- Textiles (General)

Year 12

- Certificate II in Engineering
- Certificate II in Information, Digital Media and Technology
- Certificate III in Hospitality
- Children Family and Community (General)
- Design: Technical Graphics (General)
- Foods Science and Technology (General)
- Materials, Design and Technology: Wood (General)
- Materials, Design and Technology
- Textiles (General)

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture

The Technologies staff proclaim the Gospel effectively in our classrooms and workshops by modelling respect for the dignity and rights of each class member, providing opportunities for all students to learn and develop skills. Hospitality and Childcare students, particularly, provide service to others through school functions, fundraising activities to provide gift packs for community groups, and day care activities for visiting toddlers. The Metalworking students produced a shelter outside of the Br Fitzhardinge Trade Skills Centre and Photography students took photos at various College events including sports carnivals, assemblies and dragster racing.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

Technologies staff continue to promote student wellbeing and positive student behaviour in a safe and supportive learning environment. This is evident in the relationships teachers form with their students. Staff refer to the learning needs of each student, and provide extra time to students that need to catch up or better understand course content. Staff communicate with parents as needed, based on behaviour and results. Student safety is also evident by keeping the workshops and classrooms clean. Within the food courses, awareness of student allergies is paramount.

Quality Catholic Schooling Component #304 – Targeted use of School Resources

The Digital Technologies staff used Teams throughout 2018, engaging in communication and providing resources for other staff. Resources and other documentation were transferred to Teams, allowing access for relevant staff to add to, or use, for the purpose of students in their classroom. OneNote was also trialled by several staff within the Technologies Learning Area, to improve electronic communication between students and staff.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda

Explicit communication continues to develop in the Technologies Learning Area. Staff are developing explicit communication to parents so course expectations are clear. This is particularly evident with the introduction of the Certificate III in Hospitality Traineeship, which involves working with government departments, a Registered Training Authority and the College Human Resources team. The VET programmes within Technologies are clear in their expectations, timelines and targets.

Quality Catholic Schooling Component #303 – A Culture that Promotes Learning

The Technologies staff work with the Education Support and Learning Support teams to ensure all student needs are provided for through modified programmes and teacher assistants. Staff work with parents to promote the student learning and wellbeing required for student's success. Technologies staff also try different technologies and processes using the equipment available to them, particularly within Digital Technologies, and Design and Technologies.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

Design & Technology

- Inaugural Design and Technologies Week at the College with quizzes, design problems and photo competition for both students and staff.
- The continued use of technologies in the workshop including 3D printers, CNC routers, laser and plasma cutters to the Design and Technology workshops to expand the experiences of the students within the curriculum.
- Certificate II in Furniture run by North Metropolitan TAFE.
- Entries into the WA State CO2 Dragster competition designed and created by the Science Club.
- Contributors to the Student Art and Design Exhibition held in Term 4.
- Staff creating and making donations including meals, pencil cases, small tables and chairs for children, handmade quilts and photographs to the WANSLEA organisation.
- Structures designed by Year 12 students incorporating the Aboriginal culture into the Lasallian community.
- Community link with the Midland Shedmen.
- Continued community link with local business that continue to supply resources such as food, timbers, metals and machines including the donation from Tool Mart Midland for the Br Fitzhardinge Technology and Enterprise Award.

Home Economics

- Board Dinners, Italian exchange, Open Day, Grandparents Day and Onsite lunch, as well as take home orders and the Art and Design Exhibition were well catered for and serviced by our Hospitality students, and other successful catering events.
- Quilts made by textile and fashion students and donated to the Indian orphanage – Reaching the Unreached.
- Children, Family and Community students created educational packages for WANSLEA Gran Families Organisation.
- Children, Family and Community classes visit to Kings Park.
- Guest speakers including Hospitality, Chris Martin, delivering industry specific practical lessons; and Children, Family and Community, Susan Baile from Grancare Organisation.
- The partnership growth with the Australian Industry Trade College, the RTO for Certificate I and II Hospitality.
- Guest speakers being involved in a variety of subjects to improve student understanding.

Information Technology

- Two winning entries in the News in Education Design an Ad competition.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- DATTA WA Conference – implementing the WA curriculum 2018.
- DATTA WA meetings.
- ECU Design and Technology Open Day.
- School visits to Swan Christian College, John Forrest Senior High School, Mandurah Catholic College and St Mark’s Anglican Community School.
- Laser cutting in-service run by Trotech.
- Masters studies at ECU: Leading Community Engagement and Special Education.
- Pastry Foundations to Rock your World Seminar.
- Training for Catholic School Staff in Child Protection Procedures and Mandatory Reporting.
- CEWA Accreditation including The Year of Mercy Accreditation Renewal.
- Open Door Pilgrimage.
- Accreditation to Teach in a Catholic school.
- Certificate IV Training and update course.
- Hospitality Industry visit.
- VET Moderation – Certificate II in Information, Digital Media and Technology.
- Consensus Moderation seminars for Materials Design Technology: (Wood), Design (Technical Graphics and Photography).
- HEIAWA seminar for Children, Family and the Community.
- HEIAWA seminar for Food Science and Technology – Food Security and Product Development.
- HEIAWA Seminar for Textiles (Materials, Design and Technology) teachers.
- Digital Technologies 2018 Seminar.
- Australian Curriculum: Technologies and Coding in Schools.
- Unpacking Digital Technologies at Mercedes College.
- Children, Family and Community Seminar.
- Thailand Immersion.
- Digital Technologies – The Edison Robot.
- The global Lasallian picture.
- Secondary VET Network Day – RTO Expo.
- Accreditation to Teach Course - Prayer in the Classroom.

LEARNING SUPPORT

Learning Support provides a flexible yet structured programme aimed at providing for the needs of those students identified as having learning issues or needing extension. Teaching encompasses the whole child and focuses on the academic, social and spiritual development of the student. Programmes are tailored for individual student needs and reflect a strong emphasis on literacy development, student engagement and development of the whole person. Learning Support aims to provide assistance and guidance throughout the students' time at the College.

COURSES OFFERED

- Allegro Programme: is an extension programme for highly capable students. It is offered in Year 7 across the core areas of English and Mathematics.
- Focus Programme: is aimed at developing the literacy and numeracy skills of students with learning difficulties. Focus is offered in Years 8 and 9 across the main core areas of English, Mathematics, Science, Humanities and Social Science.
- Getting Ready in Numeracy (GRIN): is targeting at numeracy skills in Year 7 students identified as having gaps in their mathematical knowledge.
- Enrichment Programme: is developed to provide intensive remediation of students with significant reading difficulties. Enrichment is offered in lieu of learning a language in Years 7 and 8.
- Sounds-Write programme: is a small group intensive synthetic phonic programme aimed to develop the reading skills of students with learning disabilities.
- Certificate I in General Education for Adults and Certificate II in General Education for Adults offered in Year 10, 11 and 12 to provide an alternative pathway for students disengaged from school and/or with learning disabilities.

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture & #402 – Pastoral Care of Students

Catholic identity is central to our teaching and learning. Making Catholic teachings explicit within our programmes ensures the continual development of our own and our students' Catholic identity. Teaching and learning which incorporates the Gospel values within lessons allows students to develop a more tangible relationship with God and what it means to be Catholic. Staff have also been working on developing their own Catholic identity through activities focussed on reflection of their relationship with God.

Quality Catholic Schooling Component #304 – Targeted use of School Resources

Implementation of LEADing lights has progressed well throughout the year. The movement of files and records to the new system has been an ongoing process. The use of different ICT for teaching has had a positive impact on our students in Learning Support. Students have been able to access technology, which allows a range of teaching resources to be read to them, ensuring more autonomy within the classroom setting.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda & #303 – A Culture that Promotes Learning

The introduction of the Sounds-Write programme has been the focus for Learning Support. Sounds-Write has proven to be the gold standard of literacy instruction and has allowed Learning Support to provide successful and evidence-based reading instruction. The vision for learning continues to be one that is focussed on positive student outcomes and the development of programmes, which enables students with learning disabilities to experience success within the school environment. Students are tracked through base line data and tracking continues throughout the years, this data informs the teaching and learning processes and guides our decision-making processes in terms of strategic direction and vision.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Implementation of the Sounds-Write programme for students in Years 8 through to 12.
- Majority of students under Learning Support achieved OLNA.
- Continual positive increase in NAPLAN results for those students experiencing difficulties in literacy and numeracy.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Learning Support Network Meeting (CEWA).
- CEWA Accreditation to Teach in a Catholic School.
- CEWA Network meetings.
- College ICT.
- Creative Literacy Workshop SPELD Dyslexia.
- Understanding Autism Disorders.
- Education Support Network Meetings (CEWA).
- Skill Strategies International Develop and Design Assessment.

EDUCATION SUPPORT

The Education Support Centre programmes are aligned with the Australian Curriculum. The ethos of our Centre fully embraces the charism of St John Baptist de La Salle by catering for and embracing those students who would be considered 'the least, the last and the lost'. Our students have diverse needs as well as a range of strengths and talents. We offer a strong sense of pastoral care that supports and focuses on the whole person. The main focus of all Centre programmes is to develop a sense of independence through functional literacy, numeracy and life skills to empower students to be a contributing member of society.

The College has a strong partnership with outside agencies who are welcome to work with individual students on behavioural, social, language and emotional development within a safe learning environment. There is a strong bond of 'partnerships' with key stakeholders: parents, teachers, students and therapists.

COURSES OFFERED

Year 7, 8 & 9

- English
- Mathematics
- Humanities and Social Sciences
- Food Science Technology
- Business Management & Enterprise
- Social Skills

Year 10

- English
- Mathematics
- Food Science Technology
- Business Management & Enterprise
- Social Skills
- Environmental Science
- Work Based Learning

Year 11 & 12

Preliminary Units in:

- Religion & Life
- English
- Mathematics
- Food Science Technology
- Business Management & Enterprise
- Visual Art
- Health & Physical Education
- Work Based Learning

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #304 – Targeted use of School Resources

Throughout 2018, staff were involved in changes to College digital technology with the introduction to Office 365 and the impending migration to CEWA LEADing Lights. This initially involved middle management engaging in the setup of Teams to communicate with staff within their Learning Area. Within Education Support this communication was mainly between Centre teachers as they started embedding technology in their teaching. Teachers received professional development relating to Office 365 tools to enhance student learning. Teachers utilised knowledge of peers to familiarise themselves with OneNote to develop interactive lessons. The concept of LEADing Lights is exciting and will transform learning within the College. It enables connectivity amongst students, staff and families. As with all new concepts the platforms and portals are always developing and changing but the end product will enhance teaching and learning within all Catholic schools.

Quality Catholic Schooling Component #102 – Integrating Catholic Faith, Life and Culture & #402 – Pastoral Care of Students

2018 was another year of growth within the Centre with student numbers increasing. Christ and De La Salle are at the forefront of all of our teaching. Our aim is to nurture students along their faith journey and help them to achieve the very best possible. Students were supported in their Christian Service-Learning by staff engaging with parents providing suggestions of how students can serve others within the family and extended family. Caring for others is part of our social skills programme that empowers our students to become independent and valuable members of our community and society. The Education Support Centre assists students with disabilities to be part of the wider College community by attending mainstream classes and electives. The developmental, educational and emotional needs of students are addressed by working collaboratively with staff, parents and outside agencies to ensure they are in a safe learning environment.

Throughout 2018 the work on the Behaviour Support Plan from 2017 was continued. Teachers were supported in their implementation of the plan, so they were empowered to take ownership of student behaviour within the classroom. Expectations were explicit and consistent within each learning area and classroom and all students had a clear understanding of acceptable behaviour as per the Behaviour Support Plan.

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda & #303 – A Culture that Promotes Learning

Education Support Teachers and Teacher Assistants are encouraged to participate in professional development to enhance their participation in collaborative planning sessions to ensure implementation of best practice. Centre programmes are designed to target the development of independence for all students, to ensure they become valued members of the wider community.

With collection of data from standardised testing, student achievement can be tracked and programmes developed for the specific needs of our students. Ongoing professional reading relating to explicit teaching and best practice has empowered teachers to challenge students to achieve specific outcomes. Teachers and Teacher Assistants are encouraged to further their own learning as their passion for achieving goals and personal development is embraced by students.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Our College was host school for ACC Inclusive events during 2018. The beach carnival, swimming and athletics were run by Jason Caniglia (Director of Sport) and assisted by Year 11 and 12 certificate students.
- Our students won a large number of awards in ACC Inclusive Athletics and Swimming.
- Winners of Inclusive and No Limits Soccer Carnivals.
- Winner of inaugural No Limits Integrated Cricket Carnival.
- Two students secured assisted employment at Westcare after successful work placements.
- Open Day was an opportunity to showcase the talents of our students in Café De La Salle.
- We were involved in SCSA moderation of the English Preliminary Unit and received positive feedback that our students are achieving at a high standard.
- The continuation of 'standardised testing' to assess progress and achievement. Year 7 students participated in testing during Orientation and this will allow for tracking student achievement in the future.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- CEWA Accreditation to Teach in a Catholic School.
- Secondary Education Support Network Planning Days.
- Post school options – Education Support.
- ACC Inclusive Sport meetings.
- Growth Coaching.
- Appraisal of Established Teachers.
- Appraisal of New and Returning Teachers.
- Peer mentoring of Teachers for planning and personal development.
- Professional development through the Autism Association, individual and whole staff.
- Professional development by SSENS for a vision impaired student.
- Autism PD for the Education Support teachers.
- Teacher Assistants completing Certificate IV in Special Needs.
- Teacher Assistants completing units towards teaching qualifications.
- Mental Health First Aid.
- First Aid training for all staff.
- Dolly Bhargava PD- students with Anxiety and Behavioural Disorders.
- SEQTA PD – Focus on Individual Education Plan development using software.
- Accredited Christian Service-Learning programme for Education Support students.

BOARDING

2018, was the eighth year the College has operated its own boarding facility. We continued to consolidate on the work already achieved in meeting the residential needs and wellbeing of Indigenous students from the Kimberley and Pilbara. Once again, we aimed to keep numbers at around 40 students and this number remained reasonably consistent throughout the year reaching 47 during Semester 2. Changes in numbers are to be expected as remote students adjust to the challenges of living in a vastly different environment far from home and family. It was especially pleasing to see students returning with family members.

Boarding students continued to be drawn from three key relationships – students coming from Luurnpa Catholic School in Balgo Hills (Wirrumanu Aboriginal Community), associated remote communities of Mulan, Billiluna and Ringer Soak, other students connected by family members, especially from around the Dampier Peninsula and some students from town locations within the Pilbara region. We were also delighted to welcome a new community to our boarding facility, Kiwirrkurra. This community has close connections to the Balgo Hills region.

More specifically, boarding students came from the following communities:

Community	Number of Boarders
Balgo	22
Billiluna	4
Mulan	1
Ringer Soak	3
Djarindjin Lombadina	3
Kiwirrkurra	5
Kununurra	2
Port/South Hedland	2
Broome	2
Geraldton/Ajana	3
	47

In 2018, continuing emphasis was placed on strengthening school and home relations for our boarders. Programmes focused on promoting student wellbeing, particularly through engagement and participation in sporting and recreation activities. Programmes that look at the wellbeing of students' mental health were also introduced. Students were provided with great opportunities to develop a greater understanding of the workplace. We continued our association with other independent and Catholic boarding schools on the social scene.

Staffing remained relatively stable throughout the year with a group of key staff supported by several casual staff taking care of the administrative, house management, and health needs of students. Staff and students were also supported by Share the Mission volunteers who resided and worked at boarding throughout the year.

CAREERS

The mission of the Careers Department is to provide students with the opportunity to explore different learning areas through VET, Onsite, Careers Education and iConnect. Careers staff encourage a sense of belonging, teaching students the values of respect for themselves and others so they can be valuable, responsible and contributing members to society. The nature of the department sees contact with numerous students to ensure they are not the least, the last and the lost. Students are guided to discover and nurture their god given talents. "There are many different gifts but it is always the same spirit. There are many ways of serving, but it is always the same lord. There are many different forms of activity, but in everybody it is the same God who is at work in them all." (Corinthians-Chapter 12, Verses 4-6)

COURSES OFFERED

Year 8

- iConnect

Year 9

- iConnect

Year 10

- iConnect embedded into Humanities & Social Sciences
- Certificate I General Education for Adults
- Certificate I Conservation and Land Management

Year 11

- Career and Enterprise
- Certificate I Engineering (Metals)
- Certificate II Visual Arts
- Certificate II Applied Fashion Design & Technology
- Certificate II Automotive **
- Certificate II Automotive and Electrical technology **
- Certificate II Business (Aboriginal School Based Traineeship)
- Certificate II Construction Trade Pathways **
- Certificate II Furniture Making **
- Certificate II General Education for Adults
- Certificate II Hairdressing (Salon Assistant) **
- Certificate II Music Industry
- Certificate II Pre-App Plumbing and Gas Fitting **
- Certificate II Sampling and Measurement
- Certificate III Hospitality (School Based Traineeship)

Year 12

- Certificate II Automotive **
- Certificate II Automotive and Electrical technology **
- Certificate II Business
- Certificate II Business (Aboriginal School Based Traineeship)
- Certificate II Construction Trade Pathways **
- Certificate II Data and Voice Communication **
- Certificate II Engineering (Metals)
- Certificate II Furniture Making **
- Certificate II Information Digital Media & Technology
- Certificate II Music Industry
- Certificate II Pre-App Plumbing and Gas Fitting **
- Certificate II Skills for Work and Vocational Pathways
- Certificate II Sport and Recreation
- Certificate II Visual Arts
- Certificate III Health Services Assistance **
- Certificate III Health Support Services **
- Certificate III Music Industry

Profile Funded (PF)

- Certificate II Community Services
- Certificate III Population Health
- Certificate III Screen and Media

Fee for Service (FFS)

- Certificate II Civil Construction
- Certificate II Creative Industries
- Certificate II Screen and Media

*** Specialist course run through the Onsite Programme*

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #302 – Analysis and Discussion of Data

The Careers Centre utilises data to assist with counselling students through the subject selection process as well as general careers meetings. We reflect on the data to monitor that students are on track for WACE requirements, OLN and attendance records for Onsite. Pastoral care notes and liaising with the Student Services Team allows Careers staff to assist in supporting disengaged students and their overall performance.

Quality Catholic Schooling Component #304 – Targeted use of School Resources

The Careers Centre offers students a wide variety of learning opportunities to complete qualifications through a range of different avenues. Students have the option to enrol in profile funded courses, Fee for Service (FFS) courses, Onsite and School Based Traineeships to allow for the needs of the individual learner and their interests.

Our College has excellent facilities, which enables delivery of specialised courses and innovation of materials with the introduction of the i-Card.

Through the wider community, the staff maintain currency, strong connections and rapport with industry to allow for continued support and opportunities for our students.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

We have a strong sense of pastoral care within the Careers Centre. Students are always welcome to seek advice and support from all members of staff. Our primary aim is to seek out the best possible options for each individual, based on their own personal circumstances. We investigate a range of alternative pathways offering the opportunity to continue their studies to gain relevant qualifications and build their path to success. We liaise very closely with parents and guardians to support and maintain continuity for each student.

Quality Catholic Schooling Component #301 – An Explicit Improvement of Agenda

The Careers Centre regularly review current practices to reflect and seek improvements to student outcomes. Students are encouraged to fully complete Certificate courses in their entirety adhering to deadlines and authenticity requirements.

Students are encouraged to maintain positive networks within industry to promote and support apprenticeship and trainee opportunities. We promote to our students the importance of employability skills. Making sure students have done their best to complete OLNA, update and maintain resumes and complete all relevant qualifications undertaken at the College.

Quality Catholic Schooling Component #303 – A Culture that Promotes Learning

We strive to provide a quality service that supports the individual needs of each student. Students are well supported across all areas in the Careers Centre to make sure they are given every opportunity to learn and be successful. The Careers Centre is a place where students can come to seek advice, assistance and support.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Australian Super Awards for Excellence in VET 2018.
- Increased numbers in Onsite. Year 11 – 74 students and Year 12 – 80 students.
- Increased enrolments in Certificate courses in VET.
- Increased number of one-on-one Careers counselling meetings.
- Subject selection interviews to target correct student pathways.
- Increased student productivity in accessing work experience opportunities.
- 168 work places visited and over 250 workplaces accessed in 2018.
- Increased number of students securing apprenticeships/traineeships/full time employment (22 students).
- HGT Taste the Future Competition – 2nd place.
- Supporting Year 10 – 12 GCE Work Experience Programme.
- Supporting Year 10 – 12 Education Support Work Experience Programme.
- Supporting Year 10 – 12 Aboriginal Education Work Experience Programme.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Careers Expo.
- CDAA Network meeting.
- Curtin University Teachers' Big Day Out.
- Notre Dame Network meeting.
- ACS Careers Seminar.
- Bronze Medallion requalification.
- Sports Medicine Australia First Aid requalification.
- Certificate IV Training and Assessment – unit upgrade.
- Moderation, Validation and Auspicing with TAFE and Registered Training Organisations.
- Industry visits to maintain currency.
- Workplace visits to maintain strong client rapport and meet CCI requirements.
- Onsite Networking with TAFE lecturers.
- Design and Develop E-Learning resources.
- VET Network meeting.
- Commencement of Graduate Certificate in Career Development.

iCENTRE

The role of the iCentre is to provide a vibrant, inclusive and responsive facility to the College. Our primary focus is on literacy in all its diverse forms. We offer a safe and supportive environment. We provide a range of quality resources to support teaching and learning across the curriculum with a focus on academic achievement and reading for leisure.

SERVICES OFFERED

- Provision of a range of high quality, appropriate and relevant resources (print and digital) to support teaching and learning aligned with the Australian Curriculum requirements.
- Qualified Teacher Librarian personnel to support students and staff.
- A fortnightly reading programme with a qualified Teacher Librarian for students in Years 7 – 9.
- Support and expertise to assist staff and students in the selection and use of resources chosen to support programmes for teaching and learning.
- Instruction and assistance for students on how to access, evaluate and effectively use relevant, reliable and current information for assignments. This includes using correct methods of citing resources used in reference lists and bibliographies that acknowledge intellectual property.
- Support for staff and students in curriculum use of ClickView – an online, educational video service.
- After school study with teachers providing assistance and tutoring for students in a number of learning areas through the co-curricular programme.
- Promotion of the iCentre's resources and opportunities to support teaching and learning.
- Accessible opening hours for students to maximise learning opportunities.

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #301 – An Explicit Improvement Agenda

The iCentre subscribes to an online database, 'Weblinks' in order to provide a curated list of websites for research and information purposes. 'Weblinks' is incorporated into the iCentre Catalogue page that is available through the Portal on the College website.

'Clickview', the online video streaming service is now available through the iCentre catalogue. This service offers thousands of videos across all curriculum areas. All staff and students have access to this video service.

The collection is regularly monitored to ensure resources are appropriate, relevant and current. Stocktake procedures enable resources to be updated and/or replaced as necessary.

Quality Catholic Schooling Component #304 – Targeted use of School Resources

A key priority of the iCentre is a strong focus on the provision of quality resources to staff and students. Analysis and research are regularly carried out to ensure the collection is relevant to the needs of the school community. Where areas of need are identified, steps are taken to ensure that resources are purchased to reflect what is required. Resources identified as redundant are removed and recycled. There is constant evaluation of resources to ensure a strong return on investment.

Quality Catholic Schooling Component #402 – Pastoral Care of Students

iCentre staff provide expertise and assistance for students in a range of ways. This includes help with locating and using resources along with recommendations for reading materials that will match student needs, abilities and interests.

The iCentre is a safe, supportive and disciplined space for students and staff to interact in a variety of ways. This includes academic pursuits as well as social interaction before school, at recess, lunchtime and after school. Students play games such as Chess, Uno and Connect 4 as well as playing electronic games such as Minecraft and a number of interactive Mathematics games. They have the opportunity to join the Pokémon club.

Consistent standards of expectations of behaviour and supervision by staff ensure that all students are able to participate in activities of their choice in a safe and meaningful way.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- The addition of the online database 'Weblinks' along with access to it through the iCentre Homepage.
- Displays that promote liturgical, cultural and seasonal events. The displays are designed to engage patrons with resources that are relevant to these occasions. Themes in 2018, have included Easter and Christmas, books made into movies, Valentine's Day and celebrations of genre such as mystery, romance and horror.
- Book Week promotions and activities that ran for two weeks. This year's theme, 'Find your treasure', offered a great opportunity for patrons to engage with and enjoy many treasures within the iCentre. Particular focus is always given to an inclusive range of activities for all students.
- An increase in the numbers of students who utilise staff expertise in technical matters such as formatting and printing of documents.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Ongoing training in the use of Access-It Library Management software.
- Ongoing renewal Accreditation to Teach in a Catholic School.
- Ongoing renewal Accreditation to Work in a Catholic School.
- Ongoing skills and use of ICT.
- ClickView training.
- Lasallian heritage.
- Christian Service-Learning.
- Library Focus Group for CEWA schools.

ICT INTEGRATION ACROSS THE CURRICULUM

The use of ICT is an essential part of 21st century learning. The mission of ICT Across the Curriculum is that the most appropriate, technology-rich learning platform is available to the student, and the teacher is competent in its use. Excellence in learning is therefore the ultimate objective of ICT Across the Curriculum.

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

- Continued rollout of BYOD model, now covering Years 7, 8 and 10, including supply of Office 365 and Adobe CC software.
- Ongoing helpdesk services for students and staff in the iCentre.
- Digital literacy course delivered to Year 7 students meeting ICT general capabilities in the Australian Curriculum.
- Staff professional development offering a choice of 14 topics over 3 sessions.
- Fortnightly Delagram newsletter articles highlighting various facets of ICT pertinent to students and parents.
- Management of survey processes for Teacher appraisal.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Participation in Catholic Education WA Digital Educator Lead Educator programme in preparation for Office 365 and the adoption of the LEADing Lights digital environment.

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) of 2018, saw 56 students across all year groups in leadership positions. The objective of the SRC is to provide students a platform through which to express themselves, contribute to the organisation and facilitation of College events and to offer a means of service to both the College and wider community.

Together with associated staff, the SRC seek positive ways of enhancing leadership, initiative and responsibility among the total student body. By upholding the religious, social and educational ideals of the College, the SRC support the Principal, staff and the College in their educational objectives.

This group of students with the assistance of the SRC Coordinator provided support at, facilitated and/or attended the following events throughout the year:

- 2018 SRC Induction.
- CanTeen National Bandanna Day.
- Casual Dress Days.
- Catholic Schools Youth Summit at Notre Dame University, Fremantle.
- Christmas Fundraiser for students.
- City of Swan lunchtime mini-series (HyperFest).
- College Assemblies.
- Commissioning and Parent Information Evenings and Year 7 Enrolment Evenings.
- Grandparents Day.
- GRIP Leadership Conference.
- Halogen Leadership Conference.
- Inter-House Cross Country Sausage Sizzle.
- Inter-House Junior and Senior Swimming Carnival drink and lolly-bag sales.
- Junior and Senior Inter-House Athletics Carnivals Sausage Sizzles.
- Lasallian Student Leader Seminar for the Australasian District, held in Sydney.
- Local Networking Inter-School Leadership High Tea at Ellenbrook Christian College.
- Make A Difference Day Fundraising – La Salle’s Got Talent.
- Mothers’ Day and Fathers’ Day Masses and Breakfasts.
- Open Day.
- Presentation Evening Donation Collection.
- Principal’s Community Prayer Breakfast.
- SRC Activity and Planning Days for 2019.
- St John Baptist de La Salle Feast Day Community Mass.
- STOMP – Lip Sync Competition.
- Valentine’s Day fundraiser.
- Weekly Community Mass.
- Year 7 2019 Orientation Day.

FUNDRAISING AND SPONSORSHIP ACHIEVEMENTS

Event	Amount raised
Canteen National Bandanna Day	\$300.00
Casual Dress Days	\$3678.00
Lunchtime Events and Sausage Sizzles	\$1099.29
School Carnivals	\$1605.75
SRC Sponsorships for students (1 recipient)	\$200.00
Stomp	\$885.24
Valentine's Day	\$229.00

CONTRIBUTIONS TO THE COLLEGE'S 2018 STRATEGIC OBJECTIVES

Quality Catholic Schooling Component #402 – Pastoral Care of Students and #102 – Integrating Catholic Faith, Life and Culture

In continuing the work of past student councils, the 2018, SRC placed a great deal of importance on the need to cater for and include all students in all College events, and in particular, active participation in those events. The students were very mindful of this in the process of planning and facilitating events such as STOMP, and were proactive in seeking advice and feedback from their peers before, during and after the event. The SRC students also utilised the newly installed SRC Letterbox to be able to voice the concerns of the student body within their fortnightly lunchtime meetings.

ACHIEVEMENTS/HIGHLIGHTS

- The SRC continued their efforts to increase the engagement of students at College assemblies. The four College Captains continued the tradition of exciting and interactive 'College Captain Corners' and a greater focus on creative promotion of College events through the 'SRC News' segment. These efforts were welcomed by students and staff and excellent feedback was received with results clearly visible via student enthusiasm and involvement in College events.

PROFESSIONAL DEVELOPMENT ATTENDED BY MEMBERS OF THE TEAM

- GRIP Leadership Conference, March 2018.
- Halogen Leadership Conference, March 2018.
- Generation Next Seminar: *The Perth Mental Health & Wellbeing of Young People*, June 2018.
- Catholic Schools Youth Summit, June 2018.

COUNSELLING

The Counselling Team is comprised of both qualified School Social Workers and a School Psychologist. All students and families at the College have access to a member of the Team and hence can receive support from a professional counselling service.

- The Counselling Team members are part of and provide support to the College's pastoral structure. The primary role of the Counselling Team is to support students who are experiencing intra and interpersonal difficulties that affect both their wellbeing and their ability to enjoy and achieve at school.
- The work of the Counselling Team falls within the scope of **Quality Catholic Schooling Component #402 – Pastoral Care of Students**: 'Staff, students, families and the wider school community promote and sustain student wellbeing and positive student behaviour in a safe and supportive learning environment, underpinned by an effective pastoral care policy'.
- In 2018, just under one-quarter of the College population received support from the Counselling Team. The team provided assessment and short-term counselling intervention that primarily involved contact with students and families and occasionally with small peer groups. While the reasons students and families seek assistance from the team is quite varied, an increase in the number of social media related peer issues has continued to rise alongside increased numbers of students presenting with feelings of anxiety, symptoms of stress and low mood concerns. Sleep difficulties; problems getting to sleep, sleeping through the night and a lack of consistent sleep; remains as a cause of growing concern. The impact on students' emotional wellbeing and academic success has been clearly identified. As a result, there has been a significant rise in the number of students requiring mental health assessments completed at a variety of medical practices.
- Where students required further assessment or longer-term counselling support, families were referred to approved community agencies such as: Headspace Midland, Parkerville Reconnect, Swan CAMHS, Perth Children's Hospital Adolescent services, Young Carers WA, Mental Health Carers 'Smiling Minds' and nominated Private Practitioners (including referral to Medical Practices).

ACHIEVEMENTS/HIGHLIGHTS OF THE LEARNING AREA/TEAM

Aside from the primary work of individual and family support, the Counselling Team have continued work in the area of positive mental health seeking as many opportunities as possible to support students' mental health and emotional wellbeing. Some highlights in 2018, were:

- Continued involvement as an Act-Belong-Commit School.
- The annual Act-Belong-Commit Mentally Health Fair which attracted thirty-two stall holders from a variety of community health and voluntary organisations plus a future directions area showcasing Universities, TAFE and further training opportunities through trade apprenticeships. All Year 10, 11 and 12 students and staff had access to the fair).
- Forty-eight students from Years 10, 11 and 12 formed the Act-Belong-Commit student committee.
- Student committee involvement in the planning of the Act-Belong-Commit Fair and the organisation of two student led stalls addressing mental wellness strategies.
- Student committee involvement in ongoing Mental Health and Community initiatives such as; a Mentally Healthy stall on Make A Difference Day; 'Are You OK? Day' and student presentations at year group and whole school assemblies.
- A new initiative in 2018, was the tailored Year 9 Girl's and Boy's Programme that was presented in Term 2 during a newly developed Year 9 Camp. The social and emotional skills development programme was presented by the Counselling Team, College staff and guest speakers Holly-Ann Martin from Safe4Kids, Dan McGrechan from Frame Initiatives and Adam Prytzula from Armed for Life.
- The Aussie Optimism programme, Social Life Skills, was presented to all Year 7 students as part of the Health Education curriculum; and Optimistic Thinking Skills was presented to all Year 8 students through the iConnect programme.
- The provision of teaching materials for the Year 8 and 9 iConnect programme; including resources for dealing with social conflict, improving mental wellness and resiliency, personal and online safety. An expanded curriculum will be incorporated into the Health Programme which, in 2019, will absorb components of the iConnect Programme.
- Year 7 Parent Workshop for incoming parents addressing the developing adolescent brain, social conflict and the current trends and impact of online social behaviour.

- Additionally, specialised workshops offered were:
 - Holly-Ann Martin; personal safety workshops with Boarding students.
 - In class presentations regarding Social Conflict.
- A partnership with Wesley Counselling saw a series of Parent Workshops titled 'Parent as Coach' introduced to the parents. The programme was well received and parent feedback indicated the programme had assisted them greatly in their parenting role. Planning is underway to see the programme continue in 2019.

Furthering Community Connections to Foster Student Safety

- During the year, members of the Counselling Team met with the staff of the Midland Department of Child Protection and Family Services (CPFS). The purpose of the meeting was to further foster professional connections with the Department to best support students in the care of/or being supported by CPFS.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Professional Counselling Supervision.
- School Psychologists Association Annual Conference.
- Social Workers in Catholic Schools Two Day Conference.
- Sexual Abuse Prevention Symposium – Child to Child Abuse.
- The Sanctuary Model: Creating Trauma Informed Organisations.
- Safe-in-Oz: Responding to Self-Injury.

As always, the dedicated members of the Counselling Team have been delighted to work both directly with students and families, and alongside College staff striving to provide a safe and happy learning environment in which students can flourish.

COMMUNITY RELATIONS

The Community Relations Department is committed to upholding and promoting the values and foundations of our College through marketing, hospitality and publicity to past, current and future students, parents and the wider community.

ALUMNI

Since 2008, Year 12 students were given the opportunity to be part of a network of graduates. In becoming a La Salle College Alumni member, graduates can keep in touch with the place where their foundations for the future careers and friendships were formed.

In 2018, 197 Year 12 students joined the Alumni. There are now 1 523 Alumni members registered who have the opportunity to continue to maintain the spirit of La Salle College through events. These Alumni students also have the opportunity to be part of tutoring and study skills classes for students within the Prometheus Club.

Alumni Reunions held in 2018, included:

Class of 1963	55 Year Reunion
Class of 1988	30 Year Reunion
Class of 1993	25 Year Reunion
Class of 2008	10 Year Reunion
Class of 2016	Reunion Dinner

FRIENDS OF LA SALLE COLLEGE (FOLSC)

The Friends of La Salle College (FOLSC) was formed early in 2007 to give parents a forum to become involved in the College and to offer opportunities to make contributions to a range of College activities. In 2018, 99 families volunteered to assist in the following areas:

- Busy Bee
- College Community Raffle
- Friends of Music
- Friends of Sport
- Hall of Excellence
- Inter-House Junior Athletics Carnival
- Inter-House Junior Swimming Carnival
- Inter-House Senior Athletics Carnival
- Inter-House Senior Swimming Carnival
- *Mary Poppins* Drama Production
- Quiz Night
- Uniform Shop

COMMUNITY EVENTS & FUNDRAISING

Quiz Night

Since 2005, the College has held an Annual Quiz Night as the major fundraiser. This event builds community spirit and raises funds towards student resources and facilities. In 2018, over 750 people attended, with over 100 business supporting the 14th Annual Quiz Night helping to raise \$22 000.

Perth Entertainment Book Membership

Since 2008, the College has been involved with selling the Perth Entertainment Book. In 2018, 54 books and 45 digital memberships were sold raising \$1 386 towards Lasallian works and charities.

PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- Educate Plus (Network of Advancement Professionals).
 - WA Volunteer Masterclass – From ember to flame.

GROUNDS & MAINTENANCE

In addition to maintaining College facilities and assets to a high standard we also need to comply with legal requirements in keeping the following services maintained:

- All Fire equipment including Hydrants, hose reels, extinguishers, blankets, fire pump house and fire panel.
- Testing of all emergency lighting and RCDs.
- Servicing of the lifts in line with Australian Standards.
- Attend to the annual pit inspection for the road worthiness of the College buses prior to registration.
- Servicing of the Canteen grease trap in accordance with the licence.
- City of Swan Biannual Public Buildings Inspections which includes the Auditorium, Chapel, Performing Arts, Senior Learning Centre, iCentre, Gymnasium and Trade Skills Centre.
- City of Swan Health Department certificate to operate a Class 2 swimming pool.

Other services managed to ensure a clean and safe environment:

- Quarterly pest management treatments and inspections.
- Water cooler maintenance.
- Annual testing of all microwave ovens to ensure they comply with (AS60335.2.25).
- Air conditioning servicing and maintenance.
- Sewer pump system annual maintenance.
- Monitor the quality of pool water.
- Oversee the cleaning contract and conduct weekly inspections.
- Security monitoring services and patrols.

Other works completed throughout the year:

- Contract out the ceiling repairs in 2 classrooms in the gymnasium.
- Contract out the replacement of the ceiling with insulation and new LED lighting in E1.
- Contract out the replacement of the HaSS office ceiling with insulation and new LED lighting.
- Full painting of Senior Learning Centre classrooms, Art room, Gymnasium, with touch ups in nine other classrooms.
- Continue with the Student locker replacement programme (70 replaced).
- Relocate the Home Economics, Languages and Counsellors offices.
- General repairs to fans, lights furniture and fixing at the College Boarding House.

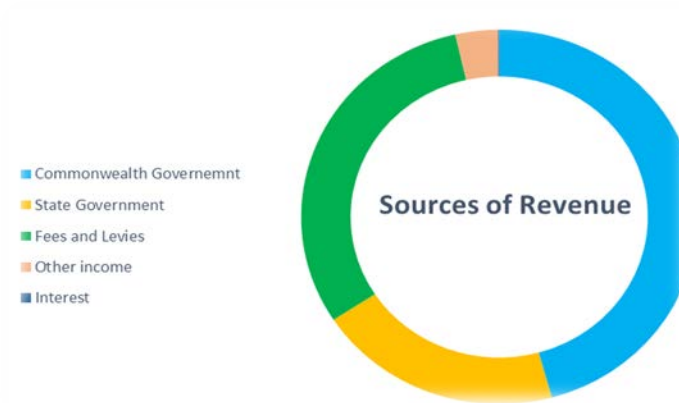
PROFESSIONAL DEVELOPMENT UNDERTAKEN BY MEMBERS OF THE LEARNING AREA/TEAM

- CEWA Accreditation to Work in a Catholic School.
- CEWA Orientation.
- Mandatory Reporting.
- Lasallian Spirituality.

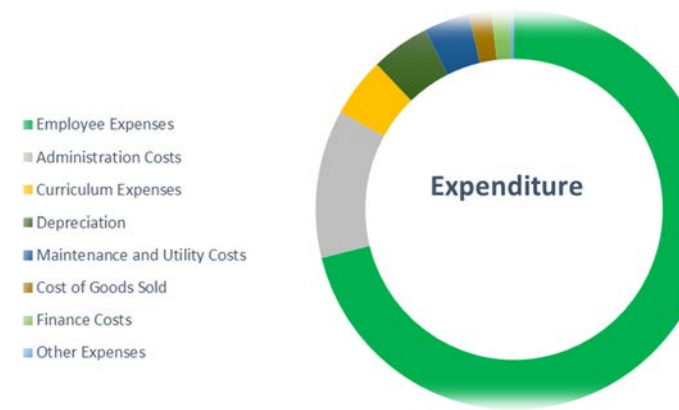
FINANCE

INCOME AND EXPENDITURE 2018

Sources of Revenue		
Commonwealth Governemnt	\$ 11,894,310	45.72%
State Government	\$ 5,218,960	20.06%
Fees and Levies	\$ 7,974,560	30.65%
Other income	\$ 904,255	3.48%
Interest	\$ 23,785	0.09%
TOTAL INCOME	\$ 26,015,870	



Expenses Distribution		
Employee Expenses	\$ 18,507,587	71.13%
Administration Costs	\$ 3,104,618	11.93%
Curriculum Expenses	\$ 1,247,259	4.79%
Depreciation	\$ 1,242,447	4.77%
Maintenance and Utility Costs	\$ 964,213	3.71%
Cost of Goods Sold	\$ 476,913	1.83%
Finance Costs	\$ 392,748	1.51%
Other Expenses	\$ 85,189	0.33%
TOTAL EXPENDITURE	\$ 26,020,974	



STAFFING

TEACHER STANDARDS & QUALIFICATIONS

In 2018, La Salle College employed 117 teaching staff. Qualifications of teaching staff are quantified below:

Bachelor	131
Bachelor Degree (Honours)	9
Certificate III	2
Certificate IV	20
Diploma	23
Graduate Diploma	53
Higher Diploma	1
Post Graduate Certificate	6
Post Graduate Diploma	3
Masters	11

WORKFORCE COMPOSITION

According to our 2018 Census (August) La Salle College personnel included the following:

90	Full-time Teaching staff includes: 38 males and 52 females
34	Full-time Non-teaching staff includes: 11 males and 23 females
1	Full-time Teaching Indigenous staff member 1 (female)
4	Full-time Non-teaching Indigenous staff members includes: 2 males and 2 females
19	Part-time Teaching staff includes: 1 male and 18 females
45	Part-time Non-teaching staff includes: 3 males and 42 females

Casual Staff Breakdown	Combined	Male	Female
Music Tutors part-time	13	8	5
After School Tutors	3	1	2
Total Casual Staff	16	9	7