

De La Salle College Ashfield



24 Bland Street Ashfield NSW 2131

Annual Report to the Community 2006

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ABOUT THIS REPORT

De La Salle College, Ashfield is registered and accredited by the Board of Studies (NSW) and managed by the Catholic Education Office, Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Sydney. This Report has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. The Report will be available on the school's website by 30 June 2007 following its submission to the Board of Studies.

The contents of this report will be discussed at the Parents & Friends Meeting in August of this year.

Further information about the school or this report may be obtained by contacting the school on 97973200 or by visiting the website at www.dls.ashfield.syd.catholic.edu.au.

Michael Barrington
PRINCIPAL

28.02.07
DATE

PRINCIPAL'S MESSAGE

2006 has been a year of great change for De La Salle College Ashfield and the benefits are already being witnessed. Significant investments of time and resources have been injected into the future of education for the students of Ashfield with the beginning of a substantial building program and the introduction of literacy and technology programs in Years 7 and 8, and the implementation of 80 minute lessons.

Michael Barrington
Principal

PARENT REPRESENTATIVE BODIES

The 'College Board of Management' met once per term throughout 2006 and the 'College Parents and Friends Association' also met once per term. Each of the P & F meetings focused on a particular aspect of College development and was designed to inform parents of the ongoing changes occurring in teaching and learning.

Norm Towells
Chairman
College Board of Management

STUDENT REPRESENTATIVE COUNCIL

The College SRC is made up of student representatives from each home-room class from Year 7 to Year 11 and an executive of student leaders of Year 12. The executive includes the College Captain, two Vice Captains and a team of 12 other leaders. The College SRC's major functions are fund-raising, social justice and active student leadership.

Jerome Boutelet
College Captain

SCHOOL FEATURES

- The College is situated at 24 Bland Street Ashfield on the original site founded by the De La Salle Brothers in 1916, at the invitation of the Vincentian Fathers who minister to the parish of St Vincent's, Ashfield. 2006 represented the 90th year of operation for the College.
- The College shares with other Catholic schools students from 13 feeder parishes including Ashbury, Ashfield, Belfield, Croydon, Dulwich Hill, Enfield, Five Dock, Haberfield, Leichhardt, North Leichhardt, Lewisham, Stanmore and Summer Hill.
- The College is situated alongside Bethlehem College and opposite St Vincent's Primary School.

- At the end of 2006 a significant building program was begun which will include the demolition of the 60's building and the erection of new science labs, general learning areas and a multi-purpose hall.
- In 2006 students participated in a range of co-curricular activities including debating, public speaking, chess, drama, band and choir.
- The development of the 'Excel' transition program in Year 7 has greatly enhanced the learning outcomes of Year 7 students, especially in the areas of literacy and technology.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

This school follows the Archdiocesan Religious Education Curriculum and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, Cardinal George Pell.

The College actively promotes the Catholic ethos in the tradition of its founders, John Baptist De La Salle and St Vincent De Paul.

- Staff Spirituality was promoted within the context of the Catholic ethos.
- Father Damien Ellis led the College Community in celebrating Mass on many occasions e.g. Opening Mass, Founders' Day, Graduation and end of year Masses.
- Each student in Years 11 and 12 experienced a 3 day Retreat with Years 8 and 10 participating in a 'Reflection Day'.
- Two staff attended the Narooma Lasallian Retreat Programme.
- Students were involved in community projects raising funds for Project Compassion, Caritas Australia, Charitable Works Funds, St Vincent De Paul, The Heart Foundation, The Salvation Army, The Lasallian Missions and 'Youth Off the Streets'.
- The College 'Social Justice Group' continued to raise awareness of social justice issues among the student body and to further the fund-raising initiatives of various Catholic Missions.

SCHOOL CURRICULUM

De La Salle College follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff at our school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers 12 Board of Studies mandated and approved School Certificate Courses and 45 Higher School Certificate Courses. School Certificate electives include Drama, Visual Art and Design, Commerce, Food Technology, French, Graphics Technology, Information and Software, Industrial Technology (Multimedia, Metal and Timber), Italian, Physical Activity and Sports Studies, Visual Arts and Music. The number of students in each of these electives varies according to resources and interest. The school offers HSC extension courses in English (1 and 2), Mathematics (1 and 2), Hospitality, Italian and History.

Particular features of the school’s curriculum include:

- A learning support program
- A gifted and talented student program
- VET courses in Business Services, Entertainment, Retail, Information Technology, Hospitality Operations and Construction
- Excel transition program in Year 7
- Integrated literacy and technology program in Year 8
- A whole school approach to Literacy and Numeracy.
- A whole school approach to the integration of ICT in the curriculum

STUDENT PERFORMANCE IN STATEWIDE TESTS

ELLA and SNAP

Students in NSW sat the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) in March this year.

The test results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs. Additionally, the results can be used by schools to monitor literacy and numeracy development through time.

	ELLA			SNAP
	Reading	Language	Writing	Numeracy
School mean (2006)	87.6	85.2	87.8	82
State mean Boys (2006)	88.4	87.6	87.3	84.8
State mean (2006)	88.9	88.8	88.8	84.7

As a result of these statistics programs have been implemented to increase Literacy and Numeracy outcomes across Years 7 and 8. The 'Excel' program has resulted in an increase in ELLA scores for the Year 8 cohort.

National Benchmarks

The Commonwealth Government sets minimum acceptable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and in the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks.

The percentages of students in this school achieving the national benchmarks are reported below.

	ELLA		SNAP
	Reading	Writing	Numeracy
2006	80.3	93	59.8
2005	79.4	83.5	66

While Literacy and Numeracy outcomes continue to be a challenge for students entering the College in Year 7, programs such as those listed elsewhere in this report, are continually being refined to address the learning needs of these students to increase their achievement against National Benchmarks.

School Certificate results

The percentage of students achieving bands 4,5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2005 cohort is also shown.

		English Literacy		Mathematics		Science		Australian History		Australian Geography	
		School	State	School	State	School	State	School	State	School	State
% in bands 4, 5, 6	2006	46%	71%	31%	41%	30%	62%	18%	52%	39%	66%
	2005	49%	67%	51%	51%	59%	68%	60%	63%	53%	60%

The school performance in the 2006 School Certificate Examinations provides valuable information for the development of curriculum. Although each result shows a decrease in the number of students achieving in bands 4, 5 and 6, an analysis of the ELLA and SNAP results of the 2003 Year 7 cohort suggest that the students performed within or above the range expected.

School Certificate targets for 2007

Performance Bands		English Literacy	Mathematics	Science	Australian History	Australian Geography
Bands 4,5,6	School Target (2007)	59%	52%	50%	48%	50%

Higher School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2005 cohort is also shown.

		Studies of Religion 1		English Standard		English Advanced		General Mathematics		Mathematics	
		School	State	School	State	School	State	School	State	School	State
% in bands 4, 5, 6	2006	45%	77%	17%	34%	37%	82%	46%	50%	65%	65%
	2005	55%	84%	27%	34%	96%	90%	55%	58%	58%	64%

In 2006, the general trend was for students across the 27 comparable courses to move from bands 1 and 2 up to bands 4, 5, and 6. There were 48% of courses that increased numbers of students in bands 4, 5 and 6 compared to the 2005 HSC results. This shows a continued improvement in performance of students in these bands compared to the 2005 results.

According to the DeCourcy Analysis:

- 87% of courses performed above or in the expected range. This is an 8% increase compared to the 2005 results.
- In 35% of courses the higher part of the student distribution performed better than their expected performance.
- In 32% of courses the lower part of the student distribution performed better than their expected performance.
- 'Overall School Results' shows a significant learning gain over all subjects. The achieved TES scores were better than expected.

Most improved Courses were Chemistry, Geography, Italian Beginners and Mathematics Extension 1.

Higher School Certificate Targets for 2007

Performance Bands		Studies of Religion 1	English Standard	English Advanced	General Mathematics	Mathematics
% in bands 4, 5, 6	School Targets 2007	52%	28%	80%	62%	67%

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional Learning

Professional learning opportunities have been provided to the staff through professional development strategies. Each member of staff has undergone Professional Review with a mentor. Staff development days were conducted focusing on pedagogy, Restorative Justice and literacy. Teachers also engaged in external professional development.

Teacher Standards

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	54
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

TEACHER ATTENDANCE AND RETENTION

The average Teacher attendance rate during 2006 was 95.91%. This figure does not include teachers on planned leave.

The teacher retention rate from 2005 to 2006 was 93.10%

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate during 2006 was 91.2%

91% of the 2004 Year 10 cohort continued onto Year 12 (2006).

Positive retention rates are achieved by the College's unique geographical position. Our closest Catholic Secondary Boys College is a 7 to 10 school. Also we benefit from immigrating families with students aged between 14 and 17.

Post-School Destinations

72% of students in the 2006 Year 10 cohort continued on to senior school while 14% reported moving to TAFE or private tertiary/trade colleges. 10% reported joining the workforce and 4% were undecided.

30% of students in the 2006 Year 12 cohort achieved offers to Universities while a further 26% reported enrolling in TAFE or other equivalent tertiary courses. 19% of students reported joining the workforce. 25% of students were undecided or awaiting offers to tertiary courses at the time of contact.

ENROLMENT POLICIES AND PROFILES

The College Enrolment Policy allows for the entry of any student who is eligible and willing to accept the terms and conditions of enrolment. Students are in four pastoral classes in Years 7, 9 and 10 and five pastoral classes in Years 11 – 12, while there are 3 pastoral classes in Year 8. Students are generally in mixed ability classes with partial streaming for some courses.

There are some 82 nationalities represented in the College community with the largest group being only 15%. The most significant groups come from Australia, Lebanon, Italy, Philippines, Vietnam, Portugal, Korea, Greece, Hong Kong and China with a number of families arriving from Sudan in this and recent years. Total College enrolment for 2006 was 647 students.

Currently there are 54 teaching staff and 16 support staff.

The full text of the College Enrolment Policy may be accessed via:

- Archdiocesan Enrolment Policy
- Archdiocesan Policy on the Enrolment of Students with Special Needs
- The College website: www.dls.ashfield.syd.catholic.edu.au

There were no changes made to the College Enrolment Policy during the year.

SCHOOL POLICIES

Student Welfare Policy

The school's Pastoral Care Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care of Students in Catholic Schools (2003)*. The school's network of pastoral care measures are based on the principles of restorative justice and due process.

The full text of College Student Welfare Policy may be accessed via:

- Archdiocesan Pastoral Care Policy for Catholic Schools (2003)
- The College Diary
- The College Website www.dls.ashfield.syd.catholic.edu.au

There were no changes made to this policy during 2006.

Discipline Policy

The school bases its Discipline Policy on the document *Pastoral Care of Students in Catholic Schools (2003)*. The policy is based on procedural fairness and is discussed with students on a regular basis. Information on the policy is also included in regular school newsletters.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the College Student Discipline Policy may be accessed via:

- Student Diary
- School website www.dls.ashfield.syd.catholic.edu.au under 'Pastoral Care Policy'

The following changes were made to this policy during the 2006 school year:

In 2006, the College embarked on a program of 'Restorative Justice' in an effort to assist students, staff and parents to resolve difficulties arising from the educational process.

Complaints And Grievances Resolution Policy

The school has developed a policy on resolving concerns and complaints. This policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment.

The full text of school policies may be accessed via:

- The school web-site www.dls.ashfield.syd.catholic.edu.au

No changes were made to this policy during 2006.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Each year, the school develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This is drawn from the school Strategic Management Plan and informed by the School Review and Improvement Framework.

In 2006:

- The Curriculum Coordinator, together with Key Learning Area Coordinators, developed new strategies for reporting student achievement within Commonwealth frameworks.
- Teaching practices were reviewed and enhanced with the move to 80 minute lessons and the further development of learning committees. This was supported with professional development in integrating ICT into the curriculum and substantial hardware upgrades.
- A sub-committee of the College Executive reviewed the College's overall compliance with legislation and other requirements to ensure effective leadership and management.
- Environmental programmes were strengthened to further preserve and enhance the school's natural environment and to encourage environmental sustainability.
- Partnerships with parents and community groups were further developed through a revision of College communications eg. The Newsletter and the College Website.
- The College Principal implemented a system of professional performance review for all staff, informed by the Strategic Management Plan 2006 – 2010 and the School Review and Improvement Framework.
- The College implemented an 'Excel' transition program designed to assist Year 7 students with a particular focus on literacy and technology.

For 2007, the school has targeted the following components from the School Review and Improvement Framework:

- Key Area 1 (1.4) Parents, Parishes and the broader Church
- Key Area 2 (2.4) Integration of ICT
- Key Area 3 (3.4) Planning, Programming and Evaluation
- Key Area 4 (4.2) Professional Development of Staff
- Key Area 5 (5.1) ICT Resources

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

- Each Year group takes responsibility for one 'sponsor' child in the third world through the Lasallian Missions, raising funds throughout the year using various fund-raising opportunities.
- Each period of Lent and Advent the College raises funds for 'Project Compassion'.
- Students collected food and blankets for the 'Winter Appeal'.
- Other fund-raising programs include 'Kids Help Line' and 'The Heart Foundation'.
- A Social Justice group was formed and met throughout the year to coordinate initiatives to raise awareness of social justice issues.
- 'Restorative Justice' was firmly established with staff, students and parent groups trained in the program.
- A 'Values Forum' was conducted with interested staff and parents to discuss the inherent values implicit in the College Curriculum.
- Students in Year 7 were exposed to a 'Lasallian Induction' promoting self-awareness and Christian ideals.
- Each student in Years 11 and 12 engaged in a 'Retreat' program; a three day intensive focus on values, morality and personal and spiritual development.
- Each student in Year 8 and Year 10 engaged in a 'Reflection Day' program to promote respect and responsibility.

PARENT, TEACHER AND STUDENT SATISFACTION

In 2006 the College sought the opinions of students, teachers and parents about the school. Some of their responses are presented below.

From Teachers:

"The change to 80 minute lessons and the resulting focus on teaching and learning within the classroom has been a major force within the school. It has resulted in all staff reviewing how they teach and what they present within the classroom. There has been a developing awareness of the need to engage students and motivate them using new and varied techniques, including technology. As a result there have been fewer discipline issues and learning outcomes have increased."

"The De La Salle staff is an amazing team to be part of. It is a school which continues to move forward and which strives to improve in every way."

From Parents:

“De La Salle College has changed significantly over the last few years. The new building program makes me feel secure in the College’s future direction. I am very pleased that my children are being exposed to the latest technology at school so that they will be prepared to meet the challenges of a technological world.”

“The level of communication between the College and home is outstanding. From the fortnightly newsletter, the web-site, magazines and notes I always feel ‘in touch’ with what is happening at the College. The regular meeting of parents and staff makes me feel comfortable with my son’s education and development. Recently I attended a values forum where many parents and staff openly discussed the mission of the College.”

From Students:

“De La Salle teachers are friendly people who try to get to know you and help you.”

“We don’t have a computer at home but when I come to school I have a lap-top on my desk and the teacher uses an electronic whiteboard. Sometimes I also use the ‘Active board’ and my parents are amazed when I tell them what I have learned each day.”

2006 FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Commonwealth Government a financial statement on behalf of the 148 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the Financial Report of the Sydney Catholic Education Office is audited annually by Moore Stephens.

A summary of the income and expenditure reported for 2006 is as follows:

INCOME	\$million	%
Parents' Contributions 1	\$108.3	19.8%
Commonwealth Government 2	\$289.8	53.1%
State Government 2	\$110.1	20.2%
Government Targeted Grants	\$18.7	3.4%
Interest and Other	\$19.3	3.5%
Total Income	\$546.2	

EXPENDITURE	\$million	%
Education & School Support	\$35.5	24.8%
Total Salary Costs	\$408.8	74.8%
CEO Administration & Support 3	\$6.6	1.2%
Deficit	(\$4.7)	-0.8%
Total Expenditure	\$546.2	

Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$51.2 million, School Charges & Building Levy & P&F contributions of \$57.1 million.
2. Income from Commonwealth and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.
4. The Total Building Loans and Commitments as at 31 December 2006 were \$150 million.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2006 submitted to the Commonwealth Government Department of Education, Science & Training were:

Archdiocesan Tuition Fees received	\$ 669,447
School Based Fees	\$ 512,219
Other Income (eg. Building Levy, Parents & Friends, Trading & Sundry)	\$ 298,792
	\$ 1,480,458