

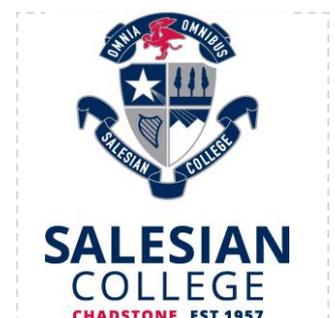
# 2013 ANNUAL REPORT

to the School Community



Salesian College  
Chadstone

REGISTERED SCHOOL NUMBER: 1485



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## Minimum Standards Attestation

I, Robert Brennan, attest that Salesian College Chadstone is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

## Our College Vision

### College Vision Statement

A dynamic, joy-filled learning community, Salesian College inspires all boys to strive for excellence in the spirit of Don Bosco.

### MISSION

Salesian College Chadstone is a Catholic School for boys in the Salesian tradition. We welcome all boys and their families, celebrate diversity and promote relationships built on mutual respect. All in the community are treated as valued partners in laying the foundation for life-long learning. We celebrate the achievements of all within an environment of joy and optimism.

Salesian College Chadstone is committed to building a caring community which:

- Ensures that a Catholic and Salesian ethos underpins all aspects of College life within an atmosphere of respect for all
- Promotes initiative, a spirit of enquiry and a desire to strive for academic excellence through innovative and supportive teaching
- Provides students and staff with every opportunity to develop all aspects of each individual
- Practises wise governance, strategic leadership and fair processes; and
- Works in partnership with parents, families, past pupils, parishes, educational and ecclesiastical institutions and other civic agencies.

## College Overview

- Salesian College Chadstone is a Catholic secondary school for boys. It was established by the Salesians of Don Bosco in 1957. The College consists of two campuses, Bosco and Mannix, separated by the Monash Freeway and connected by a public pedestrian walkway across the freeway.
- Salesian College serves the needs of approximately 950 young men from the south-eastern suburbs of Melbourne and is easily accessible by public transport. Set in large, attractive grounds, the College has extensive music, drama, media and technology facilities, a gymnasium, tennis courts and three on-campus sports ovals. A broad, general range of subjects is available at VCE level. Special emphasis is placed on religious education, faith development, the integration of technology into the curriculum and the pursuit of all-round academic excellence.
- The students are drawn from a wide geographical area and the 2012 Year 7 cohort was drawn from approximately 60 primary schools. The College is enriched by the diversity offered by students from more than 80 different cultural backgrounds.
- At Salesian College Chadstone we promote initiative, a spirit of enquiry and a desire to strive for academic excellence through innovative and supportive teaching. We provide our boys and staff with every opportunity to develop all aspects of their lives. We work in partnership with parents and guardians to ensure we provide the best possible education to the boys entrusted into our care. We work with families, past pupils, parishes, educational and ecclesiastical institutions and other civic agencies to assist us in our endeavours. all aspects of College life is underpinned by a Catholic and Salesian ethos in an atmosphere of respect for all.

## Principal's Report

The 2013 School year has been a mixed bag. Whilst I can say with a sense of pride and joy we have had a wonderful year, the College community has had its fair share of sadness over the year with a number of losses experienced within the community as well as those close to the community. Despite the sadness, 2013 has been a very positive year with many things to celebrate and to be thankful for.

The greatest aspect of this fine College is the people who make up the community: the staff, parents, priests, and, most importantly, the boys. It is all of these people that make this such a wonderful place to be.

We enjoyed a slight increase in student numbers this year with a minor fall in numbers predicted for the 2014 school year. We had just under 950 boys to start the 2013 school year.

The College is very pleased with the academic achievements of the class of 2013 with twenty three boys performing exceptionally well achieving ATAR scores of 90 or above. The class of 2013 was ably led by the College Dux, Matthew Singhavong, with an ATAR score of 99.35. Other pleasing aspects of the VCE results include; 51 boys (36%) obtaining an ATAR score over 80 and 66 students (47%) scoring an ATAR of 70 or over. The average ATAR score increased to 67 which is four points above the state average. The excellent results of Salesian College students were also evident in the increased number of Study Scores of 40 or above with 10.4%, which is a marked increase over recent years. Overall, it has been an exceptional improvement, one that the College can be truly proud of. The Class of 2013 has set the standard for future classes to follow.

The College enjoyed another year of students acquitting themselves fully in all aspects of College life. The boys, once again, participated enthusiastically in all facets of the sport program. Whilst we didn't celebrate ultimate success in any particular sport, our success came in the way our boys participated and the sense of joy they provided for the community.

The intra school competition took on more significance with the introduction of a number of new elements to the House structure. Team mascots were designed for all houses and a two tiered competition implemented. Houses accumulate points in the four individual shields: Sport, Academic, Cultural and Civics & Citizenship, all of which contribute to the overall shield. The College bands took every opportunity to perform around the state and at school providing great entertainment for the College community as well as the wider community. The Music program continues to provide a very important vehicle for cultural growth for all in the community. We witnessed students performing in the dramatic arts in the College production

of Animal Farm, participating in community events and promoting social justice issues in the community. 2013 saw debating and public speaking take on a new life at the College with a great number of boys participating in House competitions as well as inter school competitions with some very pleasing results.

The College, once again had a number of school celebrations and community gatherings. Cabaret Night and the Autumn and Spring Concerts were two highlights as was the Trivia Night where a large sum of money was raised for the 'Cambolies' project.

College Captain, Styron Augustus and Vice Captains Stephen Forster and George Papadopoulos, ensured student leadership in the College continued to be an aspect of which the College is rightfully very proud. They provided great leadership to the student body throughout the year. The House Captains also did a wonderful job when it was their turn to lead at sporting carnivals and house events. This was never more evident than at the final assemblies for all houses where the winners of each shield as well as the community cup were presented.

A highlight for the College is our liturgical celebrations. Our four major celebrations, the Opening School Year Mass, Mary, Help of Christians Mass, Valedictory Mass and the Community Week Mass were all wonderful celebrations. We increased the number of guests attending these gatherings and all appeared to enjoy these experiences. We witnessed an increased emphasis on Year level Masses and Class masses this year.

An integral part of exploring spirituality with our students is our Retreat Program. All boys from Year 12 to Year 7 participated in retreats and the atmosphere at each of these was uplifting and it appears that the experience has been a positive one for those in attendance.

The College is very fortunate to have the support of the Salesian Community, with support starting at the top with Provincial Fr Greg Chambers, Vice Provincial Fr Bernie Graham, and College Rector Fr John Papworth. We also have staff members Fr Peter Monahan, Fr Cantamessa, Br Joe Ellul, Br Barry Parker and the rest of the Chadstone community providing great support and guidance for myself and all others in the Salesian College community.

The College Board, under the direction of Fr John Papworth, provided much needed support and leadership this year at the College. The Board ensured College policy and the ethos of the College was upheld and further developed.

As a College community we developed new College Vision, Mission and Values statements which provide the basis on which we plan to move forward. We also developed our plan for the next four years. It is this plan which we hope will pave the way for changes that will allow the College to continue our development as a leading educational institution. The Strategic Plan outlines strategic imperatives for all aspects of the College focusing on three key areas that we see as integral to the best possible student outcomes. We have identified the need to provide ongoing and up-to-date professional development to ensure our teachers remain at the forefront of 21st century learning. The College has developed a comprehensive professional development plan inclusive of a rigorous and supportive appraisal system.

In 2013, we undertook the second phase of the building master plan which included a major refurbishment of the science wing, an upgrade of the tennis courts providing a water proof roof allowing this to become an all-weather area, and some minor changes to the hall and the reception area to better suit our needs. These, along with a number of other minor projects, have all been well received by the College community.

The 2013 School Year here at Salesian College, Chadstone has been a very successful one with many new initiatives undertaken.

## Church Authority Report

### **College Rector and Board Chairman's Reflection:**

As the Rector of the Salesian Community and its mission, I am very pleased to have this opportunity to contribute my reflection on the past year for the College Report.

Having welcomed the first Lay Principal of the College two years ago, there has been a very positive adjustment to the new Leadership and strong confidence has been evidenced in the sustained enrolment.

The Staff of the College has responded warmly to the Leadership and willingly accepted the task of review and renewal in programmes of teaching and learning, and they have happily shared talents and resources with each other creating a vibrant learning community. In support of this thrust, the programme of refurbishment of facilities has continued and has been a source of encouragement and stimulus in on-going development.

Interest shown in the results attained by students and appreciation for the spirit in the College Community, particularly its demonstrated capacity to integrate students from diverse family backgrounds, has been a source of affirmation and a stimulus to striving not only for results, but for genuine quality of life and the formation of strong upright characters.

The aspiration constantly put to the College Community is firmly founded on the corner-stone of our Religious Education programme. Having the on-going presence of Salesian Priests and Brothers as Staff members, is a distinct advantage, for the available presence of Priests enables the celebration of our Catholic Christian traditions which we responsibly share with the students and families from diverse religious backgrounds.

Evidence of the Salesian charism, which has been readily taken up by members of staff, shows up especially in the rapport between students and staff, and the presumption on the part of all that learning is a shared responsibility. St John Bosco's system based on "Religion, Reason and Loving Kindness" enlightens the way education unfolds in the College.

As society and the needs of people are constantly evolving, so, also, are the programmes of learning and the Community experience at Salesian College.

## Education in Faith

### Goals & Intended Outcomes

- Improve staff and student engagement in liturgy, prayer and reflection
  - a. Review and further develop the Retreat Program
  - b. Embed regular staff formation experiences
  - c. Incorporate structured opportunities for prayer in all camps
  - d. Provide greater resources for staff to use in the classroom
  - e. Introduce Class masses
- Further develop the Religious Education Curriculum
  - a. Incorporate literacy and IT strategies into the classroom RE Programme
  - b. Utilise National Curriculum to integrate Gospel values.
  - c. Balance content with reflection and personal spirituality
- Animate social justice groups and thereby stimulate appropriate social action
  - a. Appoint a senior leader to take a leadership role and be the public face of the Social Justice League
  - b. Involve all middle school class leaders

### Achievements

#### **Spirituality, Prayer, Liturgy and the Sacramental Program**

The College believes there has been a continued improvement in openness to faith experiences. This is supported by the SRC data which indicates improvements in all areas of the Catholic culture survey section. This is also consistent with staff and parent data as well. Other anecdotal evidence includes things such as increased staff and student attendance at Friday morning masses; and staff reporting greater participation in year level and whole school liturgies with more boys willing to join liturgy teams. We had a large increase in numbers of boys participating in the sacramental program. In 2013, 17 boys made first reconciliation, 21 boys received First Eucharist and 36 boys were confirmed. A mass for the boys receiving these sacraments was a great event. Prayer services have been included in all assemblies (eg: Dominic Savio feast Day, Anzac Day prayer Service, prayer services for the victims of natural disasters.)

### **Social Justice and Faith in Action**

Staff and students are clearly engaged in 'faith in action' activities evidenced by larger numbers participating in activities as well as the enormous amount of money raised this year for Project Compassion. In addition, needy families in our local community received 5000 cans of food that were collected for the St Vinnies Winter Appeal. The College was also overwhelmed by the generosity of staff and students in the donation of clothes, food and toiletries for the Christmas appeal.

This year the College ran its inaugural 'Cambolies' trip where two Year 12 boys raised money to build a hut for a Cambodian family before travelling to Cambodia to help build the hut. This was undertaken as an alternative to a typical schoolies celebration.

### **Classroom Religious Education Program**

There has been significant improvement in the classroom program. A new, more sequential scope and sequence document for Years 7-12 is being followed, eliminating repetition and lacklustre units. Improvements have been observed in documented teaching and learning strategies, lists of resources and in the quality of assessment activities. Furthermore, elements of the 'the Salesian Story' have been included in the new documentation. However, concerns remain about the responsiveness of some students to the R.E. program in the senior years.

### **The Salesian Story**

At each year level, a part of 'the Salesian Story' and the life and work of Don Bosco is further explored. This has also included laying greater emphasis on Salesian celebrations (liturgically and prayer services) including St John Bosco, Mary, Help of Christians, St Francis de Sales, the feast of Dominic Savio etc.

### **Retreat Program**

The College continued to run a retreat program for all year levels making minor alterations to a very good program. The retreat program was highly valued with staff and student feedback being very positive.

## Learning & Teaching

### Achievements

Goals and Intended Outcomes	Achievements
<p>Improve learning outcomes and academic achievement at all levels (Years 7 – 12)</p>	<ul style="list-style-type: none"> <li>▪ Revision of requirements to gain early access to VCE subjects</li> <li>▪ Greater use of VCE Data Service</li> <li>▪ Analysis of Years 7-11 results</li> <li>▪ Refinements made to Dux Assembly</li> <li>▪ Improvement in quality of Years 7-11 exams</li> <li>▪ Development of protocols relating to composition administration and assessment of Years 7-11 exams</li> <li>▪ More effective revision program for Years 7-11 exams</li> </ul>
<p>Utilise a range of professional learning opportunities and processes to enhance the knowledge and skills of teachers</p>	<ul style="list-style-type: none"> <li>▪ PD and focused attention by Learning and Teaching Teams on differentiation of learning activities</li> <li>▪ Further development of internal professional development of staff by staff in the 'Cool PD' program</li> <li>▪ Introduction of Director of Teaching as a new Leadership Team position</li> </ul>
<p>Review structures and organisation practices to ensure they support effective learning</p>	<ul style="list-style-type: none"> <li>▪ Refinement of Year 9 Bosco Day Program with inclusion of 'My Place, Our Space' into program</li> <li>▪ Reduction of Year 7 class sizes to 25-26 per Homeroom</li> <li>▪ Enabling parents/guardians to access student result via Parent Access Module</li> </ul>
<p>Ensure that there is a high quality set of coherent, consistent and current curriculum documentation</p>	<ul style="list-style-type: none"> <li>• Thorough programmed preparation and ongoing refinement of curriculum materials for the National Curriculum</li> <li>• Ongoing development of curriculum documentation via the Coursework Delegation Framework</li> </ul>
<p>Review access to a variety of resources to support learning</p>	<ul style="list-style-type: none"> <li>▪ Introduction of e-texts in Years 7-10 English, Mathematics, Science and Humanities</li> <li>▪ Refurbishment of Science laboratories</li> <li>▪ Introduction of SIMON as the College's new learning management system</li> </ul>
<p>Increase staff and student access to and competency in the use of a variety of learning technologies</p>	<ul style="list-style-type: none"> <li>▪ Years 7-12 Laptop Program</li> <li>▪ Acquisition of a range of applications</li> <li>▪ Further development of the Year 7 'Bootcamp'</li> <li>▪ Staff ICT-related professional development in Learning and Teaching Projects and Cool PD program</li> </ul>

## STUDENT LEARNING OUTCOMES

## NAPLAN

## Year 7

Average NAPLAN scores for each domain							
	2008	2009	2010	2011	2012	2013	08 – 13 Change
Reading	546	550	571	548	544	557	+11
Writing	559	549	542	547	521	521	-38
Spelling	547	564	570	554	562	561	+14
Grammar	533	555	557	543	547	554	+21
Numeracy	565	572	593	568	565	577	+12

## Year 9

Average NAPLAN scores for each domain							
	2008	2009	2010	2011	2012	2013	08 – 13 Change
<b>Reading</b>	584	578	<b>587</b>	<b>596</b>	<b>595</b>	<b>594</b>	<b>+10</b>
<b>Writing</b>	604	575	<b>586</b>	<b>611</b>	<b>581</b>	<b>568</b>	<b>-36</b>
<b>Spelling</b>	591	583	<b>582</b>	<b>599</b>	<b>599</b>	<b>590</b>	<b>-1</b>
<b>Grammar</b>	581	571	<b>587</b>	<b>586</b>	<b>592</b>	<b>586</b>	<b>+5</b>
<b>Numeracy</b>	584	611	<b>606</b>	<b>619</b>	<b>625</b>	<b>625</b>	<b>+41</b>

The NAPLAN results demonstrate consistent and sustained improvement in all domains with the exception of Writing. The percentage of Salesian College students at or above the National Minimum Standards remains high and results in nearly all areas exceed those of 'like schools'. This is a significant accomplishment especially considering the College's high LBOTE ratio. Numeracy results are particularly strong in their own right and significantly so in comparison to like schools. The pattern of continually strong and improving performance in the Year 9 numeracy tests resulted in commendation from ACARA and the Catholic Education Office Melbourne.

## STUDENT LEARNING OUTCOMES

### Senior Students

	% ENTER/ATAR			Top ENTER/ATAR	% 40+	Median
	90+	80+	70+			
<b>2004</b>	14	36	53	99.15	8	31
<b>2005</b>	24	37	50	99.25	10	32
<b>2006</b>	19	33	53	98.75	9	31
<b>2007</b>	15	31	57	97.75	8	30
<b>2008</b>	13	28	46	99.45	7	31
<b>2009</b>	14	34	50	99.55	8	31
<b>2010</b>	16	32	56	99.25	10	31
<b>2011</b>	20	40	60	99.15	9	32
<b>2012</b>	12	28	46	99.15	7	30
<b>2013</b>	16	36	46	99.35	10	31

### Victorian Certificate of Education

The VCE completion rate in 2013 was 100%.

Since the turn of the century, concerted efforts have been made to encourage the school community to 'Step Up to 40'. A target was initially set where 10% of Units 3 / 4 study scores were at 40 or higher. In recent years, the College has been aiming to achieve 12% of Units 3 / 4 study scores at 40 or higher; a median study score of 32; and 20% of students achieving an ATAR of 90 or above. The following table summarises the College's VCE results for the past ten years. The data indicates that, despite various significant structural and pedagogical improvements, VCE outcomes remain plateaued. Median study scores remain in the 30-32 band whilst the percentage of study scores of 40 or high fall within the 7-10% band. The 2013 results were at the top end of this range. It is noteworthy that a disproportionately high number of candidates receive study scores of 37-39.

**Years 9 – 12 Student Retention Rate**

The Years 9 – 12 student retention rate at Salesian College is 82.1%. This represents a modest improvement on last year's figures.

**Post-school destinations**

143 Year 12 students completed the VCE in 2013. Of these:

- 90% accepted positions in universities and TAFE Colleges
- 8% accepted positions in TAFE Colleges
- 2% gained immediate employment.

## Student Wellbeing

### Goals & Intended Outcomes

- Finalise and begin implementation of the Personal Development Review, including Student Leadership.
- Develop team structures and process in the Wellbeing team (counsellor, youth worker, learning support, student services team etc)
- Articulate fully and embed the new Wellbeing Framework.
- Consolidate and refine transition and pathways programmes and processes
- Develop the role of homeroom mentor
- Develop stronger Homeroom and House identity amongst staff and students
- Refine and introduce new structure for regular assemblies to promote and recognise student achievement.
- Consolidate the use of SIMON for student monitoring and data collection

### Achievements

#### Framework for Student Wellbeing

Under the direction of the DP Pastoral and Director of Student Wellbeing we have witnessed the enhancement of the House System with the introduction of a Salesian Award, House mottos and mascots. These along with well-established events have fostered and nurtured house spirit and a sense of connectedness and community. These events include whole school sporting carnivals, House Masses, fundraising events organised via Houses and discipline and welfare interactions. Data from Insight SRC reveals that our students experience much higher levels of engagement when compared to data taken from the 2010 data, we have also seen an improvement in the areas of student safety, classroom behaviour, and connectedness to their peers. Most importantly this improvement is coming off good results in the previous data.

#### Specialist Agencies and Counselling

The school restructured the student services area to include a school councillor and youth worker to add to the learning support coordinator added the previous year giving the school a vibrant and dynamic student service. The school has developed close relationships with outside agencies such as the Monash School Focused Youth Service, KYM and Centacare. We have extended the range of counselling services we can offer students in a number of ways. The school has committed to counselling services which means that the students have increased access to face to face counselling. The counsellors are offering a wider range of services, including group work and running a number of programs.

## Program Implementation

The personal development Project was developed and ratified by the College leadership team to enhance the programs already in place such as Rock and Water, Beyond Blue and Seasons. The College also developed a Year 10 pathways program for students deemed to be at risk to be trialled in 2014.

The College is also offering programs such as Social Skills and Anger Management programs with the aim to strengthen resilience, develop coping methods and raise awareness of emotional health issues.

## Student Management

The school established current best practice a few years ago. It is a preventive model which aims to reward (and therefore encourage) positive behaviour whilst at the same time providing corrective measures for boys who transgress. The data from Insight SRC, when compared to the 2010 data, demonstrates that we have improved in areas of students who are motivated, feel safe and have good relationships with staff and their peers. It also reveals that parents have great confidence in student management, discipline and welfare processes and policies.

An important piece of data that reflects the students' connectedness with the school appears to have fallen a little and needs further investigation. Insight SRC data also revealed that our students experience high levels of satisfaction with classroom behaviour, particularly when it is considered that we are an all boys' school and the quantitative data represents coeducational and primary schools this is backed up by the data collected by the school from our exiting Year 12 students.

- Student rolls are electronically taken for each class and data stored.
- Parents of students not in attendance for homeroom in the morning without the school receiving an explanation from home by 10.00am are sent a text message alerting them to the issue with a request of notifying the school if there is an issue.
- House leaders follow up any non-explained absence that occurs during the day.
- Students are expected to follow any absence up with a written note from home upon their return to school.

**VALUE ADDED**

Introduction of the Salesian Award  
Introduction of College and House badges  
Community week celebrations

**STUDENT SATISFACTION**

Data from the SRC surveys indicate the boys are feeling safer and more connected to the College when compared to the previous data of 2010. Anecdotally students appear to be happier and more willing to participate in school activities

## Leadership & Management

### Goals & Intended Outcomes

Further Develop Professional Development Culture at the College

- Review governance structures and processes to ensure they reflect the changing circumstances of the College
- Implement and review the Professional Planning Framework
- Review and develop staff teams
- Implement leadership programs for all staff, including those holding positions of leadership

Improve Communication across the College

- Expand the information literacy services offered by the Rua Resource Centre team
- Implement the position of Promotions Officer and build the “Public Relations” team.

Improve use of Software Systems

Improve information sharing across business areas of the College

- Review current practice
- Improve communication with Heads of Department and other key people

Improve College Facilities

- Review the architectural Masterplan in the light of new and emerging priorities
- Implement Stage 2 of Building Masterplan
- Undertake the minor capital works and maintenance as determined by College priorities

### Achievements

#### Governance

A conscious and concerted effort has been made in recent years to configure the College's Advisory Board so that it contains members who have particular expertise in areas such as boys' education, school leadership, finance and educational governance. A formation program continues to be part of each Board meeting devoted to an aspect of the Salesian educational tradition. The fruits of these efforts have been borne out in the extremely profitable nature of the advice given by the Board to the Principal in areas such as facilities masterplanning, College fees, community relations and a range of curriculum-related projects.

## Leadership

The College has established the twin goals of:

- ensuring that leadership structures reflect the new and emerging needs of the College and its students; and
- Developing and strengthening the leadership capacity of College staff.

The structure of the Leadership Team has been substantially altered and improved upon in recent years. In 2013 the position of Director of Teaching was introduced following the introduction of a Director of Student Wellbeing the previous year.

Conscious efforts have been made to cede responsibility to Heads of Department and teachers for the crucial task of reviewing, writing and animating curriculum. The task of transferring course documentation to the College intranet was adopted willingly taken up by staff giving all in the community 24/7 access to this documentation. Many members of staff have been involved in a range of working parties (Year 10 Pathways program, Student Leadership, Personal Development Project, 21<sup>st</sup> Century Learning Project, strategic planning, Bosco Program Review, architectural master planning etc) with a view to developing their leadership capacity.

## Human Resource Management

In the Strategic Development Plan, a commitment was made to improve the support of new and existing staff by a variety of means including professional development, induction, mentoring and appraisal. Under the Direction of the Director of Teaching staff new to the College, beginning teachers and pre-service teachers have been supported. The appraisal of staff has improved from being an area of weakness to be stronger however it remains a priority for further development.

## Communication

We have endeavoured to utilise technologies and e-solutions to improve communication within the College and between school and home. Evidence of development in this area is: implementation of 'e-texts; composing a newsletter that is sent out to all in the community electronically; placing the newsletter on website; facilitating student and staff remote access to email, and visits by members of the Leadership Team to Mannix Campus.

## **Financial Management**

The College exercise prudent financial practices that permits the furtherance of its mission and the achievement of its goals. As key elements in this exercise, we wish to ensure that: fees remain affordable for parents; income and expenditure are closely monitored; every family contributes fairly to the financial support of the College and; financial resources are available to address the goals of the College. Fees increases have been kept at or just above CPI over the past five years. Actual enrolments have increased over the past five years with the EMA % also increasing. This suggests the College is fulfilling its mission by providing a Catholic education to significant numbers of boys from families experiencing difficult economic circumstances. In contrast to like schools, the College has a stable recurrent income and payments profile. A recent cashflow analysis indicated that the College's borrowing capacity is secure.

## **Facilities and Resources**

The College has, for the past two years, worked with an architectural firm to implement the Facilities Development Masterplan. We have also been proactive in the maintenance and development of the College's facilities ensuring a safe environment for staff, students and visitors. Certain aspects of the Masterplan have been commissioned in the past twelve months. These include: a significant upgrade of the Fedrigotti Science Wing, the creation of under-cover area over the existing tennis courts; renovation of the reception area; IT infrastructure upgrade; and new staff offices. Revision of emergency management protocols in preparation for practice drills have been evidence of a commitment to having a safe environment for boys, staff and visitors.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2013

During 2013 the newly created position of Director of Teaching became responsible for the administration of Professional Learning within the College. Within the framework established in 2012 the foci for 2013 Professional Learning were again the improvement of the pedagogical practices of teaching staff and the continued integration and enhancement of the use of e-learning technologies in the classroom.

Professional Learning activities in 2013 have included:

- Enhancement of the pedagogical skills and knowledge of teaching staff via internal and external providers;
- Deepening of teachers' understandings of their content areas and the specific skills related to their subject demands;
- Development of skills in using VCE Data to enhance teaching and learning;
- Training in using key technologies to enhance learning and teaching;
- Differentiation practices;
- Literacy;
- Gifted Education;
- Pedagogy of Don Bosco;
- Providing opportunities for teachers to gain accreditation to teach in a Catholic School.

The College's commitment to professional learning - focused on continued improvement for both the teacher and the school - meant that in 2013 ninety teachers took part in either internally or externally provided professional development in one of more these categories.

A key focus in the Professional Development planning has been the need for teachers to learn from each other within the College in a range of formal and informal settings. The internally run "Cool PD" Program flourished during the year, with at least 30 staff members providing or contributing to the provision of professional learning for their peers.

In addition a substantial investment was made by committing approximately 35 staff hours per teaching staff member to internally delivered professional learning projects and presentations designed to assist the improvement of pedagogy and engagement with technology in the classroom. While there is a very small measurable cash cost to these sessions, the benefit to staff of peer to peer learning is invaluable.

A breakdown of the use of Professional Development Funds by Staff Category is as follows:

Teaching Staff	Non-Teaching Staff	Total
\$40,420.08 (Approximately \$450 per teacher)	\$5,049.79 (Approximately \$337 per staff member)	\$45,469.87

Teaching staff are encouraged to undertake a range of professional development opportunities in a range of settings. The table below outlines the scope and type of professional development utilised in 2012 by the Salesian College teaching staff.

Type of Professional Development	Amount Spent	Staff Days (approx.)	Percentage of total spending
Externally provided	\$33,113	94	82%
International Study	\$0	0	0%
Pursuit of Further Formal Qualifications (Teaching Staff)	\$2,100	6	5%
Internal Professional Development delivered by external providers	\$3,202	9	8%
Internal Professional Development delivered by peers	\$2,005	6	5%

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL** 90

**AVERAGE EXPENDITURE PER TEACHER FOR PL** \$450.00

During 2013 the newly created position of Director of Teaching became responsible for the administration of Professional Learning within the College. Within the framework established in 2012 the foci for 2013 Professional Learning were again the improvement of the pedagogical practices of teaching staff and the continued integration and enhancement of the use of e-learning technologies in the classroom.

Professional Learning activities in 2013 have included:

- Enhancement of the pedagogical skills and knowledge of teaching staff via internal and external providers;
- Deepening of teachers' understandings of their content areas and the specific skills related to their subject demands;
- Development of skills in using VCE Data to enhance teaching and learning;
- Training in using key technologies to enhance learning and teaching;
- Differentiation practices;
- Literacy;
- Gifted Education;
- Pedagogy of Don Bosco;
- Providing opportunities for teachers to gain accreditation to teach in a Catholic School.

The College's commitment to professional learning - focused on continued improvement for both the teacher and the school - meant that in 2013 ninety teachers took part in either internally or externally provided professional development in one of more these categories.

A key focus in the Professional Development planning has been the need for teachers to learn from each other within the College in a range of formal and informal settings. The internally run "Cool PD" Program flourished during the year, with at least 30 staff members providing or contributing to the provision of professional learning for their peers.

In addition a substantial investment was made by committing approximately 35 staff hours per teaching staff member to internally delivered professional learning projects and presentations designed to assist the improvement of pedagogy and engagement with technology in the classroom. While there is a very small measurable cash cost to these sessions, the benefit to staff of peer to peer learning is invaluable.

A breakdown of the use of Professional Development Funds by Staff Category is as follows:

Teaching Staff	Non-Teaching Staff	Total
\$40,420.08	\$5,049.79	\$45,469.87
(Approximately \$450 per teacher)	(Approximately \$337 per staff member)	

Teaching staff are encouraged to undertake a range of professional development opportunities in a range of settings. The table below outlines the scope and type of professional development utilised in 2012 by the Salesian College teaching staff.

Type of Professional Development	Amount Spent	Staff Days (approx.)	Percentage of total spending
Externally provided	\$33,113	94	82%
International Study	\$0	0	0%
Pursuit of Further Formal Qualifications (Teaching Staff)	\$2,100	6	5%
Internal Professional Development delivered by external providers	\$3,202	9	8%
Internal Professional Development delivered by peers	\$2,005	6	5%

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL**

**90**

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

**\$450.00**

### **TEACHER SATISFACTION**

In terms of Staff Climate, the SIF Survey Report indicated that, compared to the 2010 report we have witnessed a significant improvement in all four cultural pillars moving from Clarity 2.8%, Learning 1.1%, Engagement 3.1% and Empathy 0.6% to percentile rankings of 13.3%, 10.2%, 20.4% and 18.5% respectively. Overall, the Survey Report suggested that, in all areas significant improvement.

We also witnessed a marked improvement in all aspects of staff climate. Staff motivation moved from below the 10<sup>th</sup> percentile into the 30<sup>th</sup> and 40<sup>th</sup> percentiles with similar improvements in staff engagement. Learning remains relatively low at the 10<sup>th</sup> percentile this again is a marked improvement on our previous data. Whilst we have witnessed some improvement we are fully aware of the need to continue this improvement and we are working to ensure this occurs.

## College Community

### Goals & Intended Outcomes

Implement forums to further develop relationships with Catholic feeder schools.

Develop plans for having a presence in local newspapers.

Extend our visitation program to include significant government schools.

### Achievements

#### **Facilitating communication between school and home**

Communication of information to parents has been improved with the College newsletter now being produced electronically fortnightly. The College Intranet has been fully implemented for use by staff and students and a parental access module has been incorporated to ensure parents have up to date information on all aspects of their son's education.

#### **Partnering with Parents**

Parents have the opportunity to participate and contribute to building the school community through their involvement and attendance at events such as reporting and information nights, musical concerts, Expo, Sports Presentation night, Mother's and Father's Day mass and breakfasts. The Parents Association cater for some of these functions and organise social activities such as the Trivial Pursuit night. Parent Representatives for each Year 7 Homeroom have been introduced this year with the aim of developing greater networks and contacts for new parents to the school. The Parent Survey data shows above average satisfaction with the school in all areas when compared to the figures for like schools. It also reveals above average levels for "Reporting", "Stimulating Learning" and "Student Motivation", thus indicating a strong degree of parental satisfaction with our performance in this area. In many of the criteria, this data is also above the level for Primary Schools. Assisting parents in addressing the broader wellbeing needs of their sons is an area for future development although an information evening for fathers and their boys featuring Michael Grose will partially address this need.

#### **Cultivating opportunities for interaction with other Australian Salesian schools**

Salesian staff leaders continue to play an integral role in the annual Salesian Immersion day, the bi-annual Salesian Leaders Conference and bi-annual Salesian Pilgrimage to France and Italy. The boys participate in the annual OzBosco weekend to interact and learn about the Salesian charism.

### **More actively engaging Past Pupils in the life of the College**

The Development Officer has enabled more to be achieved in gaining and maintaining contact with past pupils via newsletters and events such as the annual Hall of Fame dinner. A greater number of reunions have been organised this year. Past pupils assisting with Futures Week and the sports program has given greater impetus to this area.

### **Maintaining and developing links with local parishes and primary schools**

Maintaining positive links with local parishes and primary schools has been advanced by a regular program of school visits by the Principal, visiting all future Year 7 boys when they are in Year 6, the 'Be a Salesian Kid for a Day' program, band and drama performances, community service placements and provision of assistance in conducting a variety of primary school sports carnivals. The introduction of a broader based scholarship program where grade six students are presented their certificate in front of their schools has enhanced the relationship the College has with its feeder primary schools.

### **Nurturing and strengthening our relationship with Sacred Heart Girls' College, Oakleigh**

This relationship is nurtured via meetings of the two Principals, the joint Musical Production, Year 10 Dance classes, Social and Retreat and a gathering of the leadership teams of the two schools.

### **Maintaining and developing 'Community Involvement' opportunities for students**

Boys have opportunities to assist charities including St Vincent de Paul, Caritas, and Salesian Missions, respond to disasters (eg Victorian Bushfires), participate in Clean Up Australia Day, student Blood Bank visits, Ozanam House visits, host clients from the Oakleigh Centre (Connections Group and we conduct annually Community Week, a whole school celebration of our Salesian Community.

### **Maintaining a positive professional relationship with Monash University and other tertiary institutions and developing strategic relationships with local businesses and key suppliers**

These relationships are fostered through a Monash University sponsored Award at our Dux Assembly, as well as accepting Student Teacher placements. We recently agreed to be part of a Holmesglen TAFE consortium so shall seek to nurture this relationship. We have been ably supported by local business people who involved themselves with our Year 10 Futures Week by conducting mock employment interviews.

## VALUE ADDED

### **Curriculum:**

*Our diverse and innovative curriculum engages students in the learning process, challenges them to take responsibility for their learning and encourages them to strive for personal excellence. We cater for students across the entire ability range providing opportunities for highly academically able students as well as comprehensive learning support programs.*

### **Co-Curricular Activities:**

*Our co-curricular program provides many sporting, cultural and other opportunities to promote a balanced, healthy lifestyle, self-esteem, social-emotional development and social interaction. Music, drama, debating, public speaking and other cultural opportunities abound. Clubs, activities and specialist programs offer physical activities, cultural engagement and travel experiences*

## PARENT SATISFACTION

*Data taken from the SRC parent data indicates improved perception with regards their son's safety and connectedness to their peers and the school. Surprisingly there has been a drop in general satisfaction and homework with most other areas holding when compared with the 2010 data.*

## Financial Performance

REPORTING FRAMEWORK	Accrual	\$
<b>Recurrent income</b>		<b>Tuition</b>
School fees		4,110,074
Other fee income		110,383
Private income		203,140
State government recurrent grants		1,989,759
Australian government recurrent grants		6,974,897
<b>Total recurrent income</b>		<b>13,388,253</b>
<b>Recurrent Expenditure</b>		<b>Tuition</b>
Salaries; allowances and related expenses		9,283,614
Non salary expenses		3,514,610
<b>Total recurrent expenditure</b>		<b>12,798,225</b>
<b>Capital income and expenditure</b>		<b>Tuition</b>
Government capital grants		222,917
Capital fees and levies		807,466
Other capital income		-
<b>Total capital income</b>		<b>1,030,383</b>
<b>Total capital expenditure</b>		<b>1,925,914</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
<b>Total opening balance</b>		<b>3,879,370</b>
<b>Total closing balance</b>		<b>4,774,901</b>

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

## Future Directions

Education in Faith				
GOALS	INTENDED OUTCOMES	TARGETS	KEY IMPROVEMENT STRATEGIES	STATUS
<p><b>To deepen the Catholic faith journey of the College community within the contemporary world.</b></p>	<p>That student and staff knowledge and understanding of Catholic tradition, beliefs and values, the Salesian Charism and faith and cultural diversity will be strengthened so that the journey is lived through prayer, knowledge and action</p>	<ul style="list-style-type: none"> <li>Staff and student CEOM survey measures &gt;4 in each indicator.</li> <li>Average of 80 in staff/parent indicators and 70 for students in SIS Catholic culture indicator</li> </ul>	<p>Further develop the RE program to include all areas: Knowledge, Liturgy and Social Justice</p> <p>Introduce e text book and online learning to help engage students</p> <p>Create new and revised teaching and learning programs which are based on skills and creating an experiential learning environment</p> <p>Encourage the growth of Class Masses</p> <p>Further develop the social justice group and encourage student lead initiatives and activities</p> <p>Introduction of Ambassador and Captain roles for mission</p>	
	<p>That the understanding and appreciation of being a member of a Catholic community is deepened and enacted for staff, students and parents.</p>	<ul style="list-style-type: none"> <li>% increase in number of staff with accreditation to teach in a Catholic school</li> </ul>	<p>Continue to develop and offer staff formation sessions.</p> <p>Implement a two year Accreditation program which focusses on the category needs to accreditation</p> <p>Explicitly link Accreditation requirements to ARM and staff goals.</p> <p>Create greater leadership in RE with acknowledging the positions of two assistants to look toward a team approach in 2015</p>	

Learning and Teaching				
GOALS	INTENDED OUTCOMES	TARGETS	KEY IMPROVEMENT STRATEGIES	STATUS
<b>To improve student learning outcomes</b>	The students will be actively engaged in purposeful, meaningful, focused and personalised learning.	<ul style="list-style-type: none"> <li>• Yr 9 Naplan results in top two bands (9 &amp; 10) of reading, writing and G&amp;P to average 25% and numeracy to average 45%+</li> <li>• Establish ACER testing</li> <li>• Year 9 students achieving high relative growth in literacy and numeracy to be 35%</li> <li>• Increased participation in VET and VCAL studies.</li> </ul>	<p>Undertake staff development in the areas of Data analysis and use of data in improving teaching.</p> <p>Undertake staff development in the areas of differentiation as a way of improving teaching.</p> <p>Review all structures impacting on curriculum delivery.</p> <p>Further develop COOL PD program for internal PD offered by staff for staff.</p> <p>Establish a working party to explore a more integrated curriculum for the Year 9 program.</p>	
	The students will be autonomous, confident and responsible learners.	<ul style="list-style-type: none"> <li>• SIS student engagement index of 77.9 by 2016.</li> <li>• VCE median study score of at least 32.</li> <li>• % of VCE study scores &gt; 40 to be 12%</li> </ul>	<p>Extend and re-engage with the literacy project.</p> <p>Review learning spaces in light of delivering a 21<sup>st</sup> century learning model.</p>	

<b>Student Wellbeing</b>				
GOALS	INTENDED OUTCOMES	TARGETS	KEY IMPROVEMENT STRATEGIES	STATUS
<b>To enhance student's connectedness, wellbeing and safety.</b>	Students will develop into confident, responsible and respectful young men with a sense of pride and connection to the College and the wider community.	<ul style="list-style-type: none"> <li>• SIS student engagement index of 77.9 by 2016.</li> <li>• Increased Year 7 to Year 12 retention rates.</li> <li>• Increased attendance rates for senior students.</li> <li>• Decrease detention rates.</li> </ul>	<p>Implement Personal Development project.</p> <p>Implement Year 10 pathways program.</p> <p>Appoint Student leader Co-ordinator.</p> <p>Restructure student leadership structure.</p> <p>Develop student leadership program for all students.</p> <p>Further develop Salesian Award.</p> <p>Enhance transition program across the whole school to include more formal rites of passage at relevant levels.</p>	
<b>School Community</b>				
GOALS	INTENDED OUTCOMES	TARGETS	KEY IMPROVEMENT STRATEGIES	STATUS
<b>To continue to build an inclusive Catholic school community which fosters strong partnerships with parents and the broader community to support student learning.</b>	That the College increases its profile within the wider community and promotes an outward facing school culture that enhances student learning.	<ul style="list-style-type: none"> <li>• SIS parent satisfaction index of 77.3 by 2016.</li> <li>• Develop student participation / feedback surveys and note trend data.</li> <li>• Continue Year 12 exit and Year 7 entry surveys and note trend data.</li> </ul>	<p>Implement forums to further develop relationships with Catholic feeder schools.</p> <p>Develop plans for having a presence in local newspapers.</p> <p>Extend our visitation program to include significant government schools.</p>	

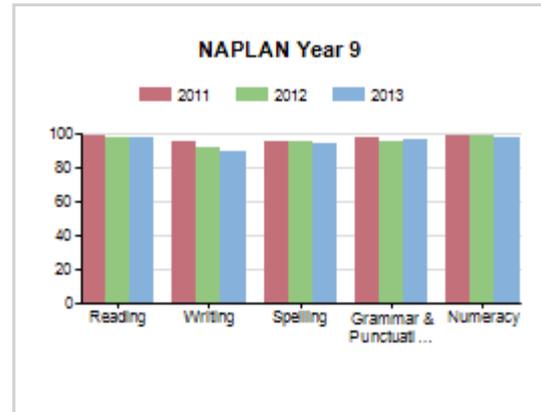
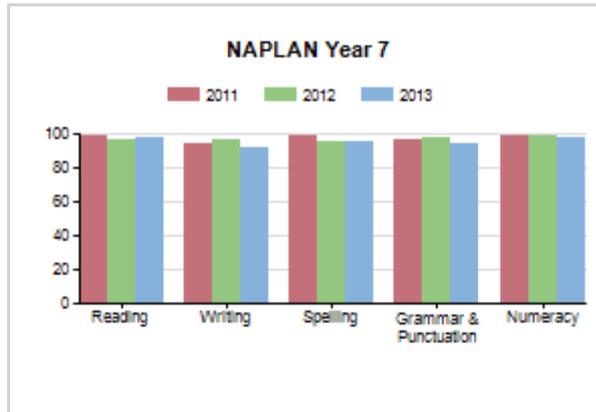
Leadership and Management				
GOALS	INTENDED OUTCOMES	TARGETS	KEY IMPROVEMENT STRATEGIES	STATUS
<b>To continue to strengthen school culture guided by a shared understanding of supportive leadership.</b>	That the elements of empathy, role clarity, engagement and learning will continue to improve and be balanced.	<ul style="list-style-type: none"> <li>SIS staff school climate index of 65.5 by 2016.</li> </ul>	<p>Review and develop role descriptions for all positions in the College.</p> <p>Review staff seminars to ensure forums allow for more staff input.</p> <p>Review and restructure POL structure.</p>	
	That all staff see themselves as leaders in a learning community.	<ul style="list-style-type: none"> <li>Implemented staff leadership development program.</li> </ul>	<p>Develop a staged staff leadership program.</p> <p>Revisit Role description for teachers to enhance their understanding of teachers as leaders.</p>	

## VRQA Compliance Data

E1162  
Salesian College, Chadstone

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2011 %</b>	<b>2012 %</b>	<b>2011–2012 Changes %</b>	<b>2013 %</b>	<b>2012–2013 Changes %</b>
YR 07 Reading	99.3	97.0	-2.3	98.4	1.4
YR 07 Writing	94.5	96.4	1.9	92.0	-4.4
YR 07 Spelling	98.6	95.8	-2.8	95.7	-0.1
YR 07 Grammar & Punctuation	96.6	98.2	1.6	94.1	-4.1
YR 07 Numeracy	99.3	99.4	0.1	97.9	-1.5
YR 09 Reading	98.8	98.1	-0.7	98.4	0.3
YR 09 Writing	95.1	91.7	-3.4	89.1	-2.6
YR 09 Spelling	95.7	95.5	-0.2	93.8	-1.7
YR 09 Grammar & Punctuation	98.2	95.5	-2.7	96.9	1.4
YR 09 Numeracy	98.8	99.3	0.5	97.7	-1.6



### YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	77.72%
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	96.12
Year 8	94.05
Year 9	93.88
Year 10	94.40
Overall average attendance	94.61

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.48%
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### STAFF RETENTION RATE

Staff Retention Rate	95.83%
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TEACHER QUALIFICATIONS	
Doctorate	1.33%
Masters	16.00%
Graduate	57.33%
Certificate Graduate	8.00%
Degree Bachelor	84.00%
Diploma Advanced	17.33%
No Qualifications Listed	1.33%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	96
FTE Teaching Staff	94.063
Non-Teaching Staff (Head Count)	38
FTE Non-Teaching Staff	30.419
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	593.00
Year 9 Writing	582.50
Year 9 Spelling	591.60
Year 9 Grammar & Punctuation	577.90

Year 9 Numeracy	619.90
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<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	100%