

2015
**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY



Salesian College, Chadstone

REGISTERED SCHOOL NUMBER: 1485



**SALESIAN
COLLEGE**
CHADSTONE EST.1957

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Contact Details

ADDRESS	10 Bosco Street Chadstone VIC 3148
PRINCIPAL	Mr Robert Brennan
PROVINCIAL	Fr Greg Chambers SDB
SCHOOL BOARD CHAIR	Fr John Papworth SDB
TELEPHONE	(03) 9807 2644
EMAIL	welcome@salesian.vic.edu.au
WEBSITE	www.salesian.vic.edu.au

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*
- *Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)*

20 May 2016

Our College Vision

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.

Values

- Integrity
- Respect
- Belonging
- Joy
- Dynamism

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 965 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 2015 Year 7 cohort was drawn from approximately 65 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 are underpinned by a Catholic and Salesian ethos in an atmosphere of respect for all.

Principal's Report

The 2015 School year was a very successful year in many ways as the College continued to improve in all the areas identified in strategic planning and the Annual Action Plan.

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

To sum up the year in a few words is always difficult, however, the words that come to mind for me are 'a year of change'. We have witnessed a number of changes throughout the year, changes in timetables, a move away from the traditional morning homeroom, the introduction of an oratory program and a fairly major building project all the while continuing to bear witness to a greater sense of pride and joy in the community.

We experienced a slight increase in student numbers this year moving from 935 in 2014 to 960 in 2015. The increase in numbers came on a slightly larger intake of Year 7 students. Demand for places continues to grow exceeding our expectation with prediction for numbers to continue to grow in coming years.

The College is once again pleased with the academic achievements of the class of 2015 with twenty four boys performing exceptionally well achieving ATAR scores of 90 or above. The College Dux for the class of 2015 is Nimesh Kularatne, with an ATAR score of 99.8. This continues the wonderful family tradition achieved by his two older brothers, who were also College Duxes. Other pleasing aspects of the VCE results include; 40 boys (29%) obtaining an ATAR score over 80 and 65 students (47%) scoring an ATAR of 70 or over. The average ATAR score was 67.4, once again five points above the state average for boys. The excellent results by Salesian College students were also evident in the percentage of study scores of 40 and above at 8.7%. We are now seeing consistency in our results and the College is truly proud of the boys and their efforts. The Class of 2015 continued to build on the improved results of the past few years.

The boys took up the array of extracurricular opportunities on offer for them here at the College contributing to the fabric of the College as well as to their own experience. Participation in all aspects of College life continued to grow with the willingness of the boys to join in and have a go continuing to swell. This resulted in improved performances on field culminating in the ultimate success of a senior soccer premiership as well as premierships in Year 7, 8 and 10 football. We also tasted ultimate success in the junior and intermediate badminton, with both

teams winning the ACC premiership. We were also able to make a number of other finals only to be pipped at the final hurdle. Success in sport can be measured in many ways and for Salesian College success is currently measured in the willingness of the boys to represent their school with pride and the way our boys participate and the sense of sportsmanship and joy they bring into each event.

The 2015 House Cup was won by Moroney House after accumulating the most points in the four individual shields; sport, academic, cultural and civics and citizenship. The intra school competition continues to provide the boys with good natured competition against their mates and a chance to develop ongoing rivalries between the houses whilst reinforcing their sense of belonging within the school. House competition now follows the two tiered competition implemented in 2013 made up of the formal College carnivals as well as either lunch time or sport afternoon competitions. The competitive nature of the House Cup continues to grow especially for the senior boys in their final year, with each house desperate to get their hands on the ultimate prize. The College carnivals were once again competitive, generating a great deal of fun and excitement for all the boys.

Music continues to provide many boys with the chance to have fun whilst exhibiting their talents. The boys in the music program demonstrated a strong connection and a good comradeship amongst themselves. Music also provided a chance to contribute to House points with participation in the music program all contributing points to the cultural shield.

Members of the College bands were provided with an opportunity to travel to the Gold Coast rehearsing and performing at a music festival. This opportunity added to their usual performances in and around the College. The bands continued to provide great entertainment for the College and wider community. The Music program continues to provide a very important vehicle for cultural growth for all in the community through the multitude of opportunities available. The College was once again entertained at a number of school musical celebrations including Cabaret Night, the autumn and spring concerts. The combined Year 7 band performances provided the highlight in these concerts.

The College, once again had a number of school celebrations and community gatherings. Cabaret Night and the Autumn and Spring Concerts were highlights.

It was the alternative year in our performance calendar with the boys putting on the stage play 'You Can't Take It With You'. Their performance was an incredible success providing enjoyment

to the hundreds of people in the audience. The support of the community at these gatherings was once again very strong.

Community events and participation in social justice activities had the boys busy outside the classroom and out in the community. Our traditional fundraisers 'Tinnies for Vinnies, Caritas, Christmas appeal and the Salesian missions were once again extremely well supported by the boys. The College walkathon was successful in its second year after being reintroduced last year. The boys raised vast amounts of money to support those less fortunate than themselves in the community.

Debating and public speaking built on the success of last year's renaissance with a greater number of boys participating in House competitions as well as inter school competitions. Our results in the interschool competitions were very pleasing. We look forward to continued growth in both numbers and results in 2016.

Building on its introduction in 2014, the College student leadership congress developed to a new level in 2015 under the guidance of Ms Elissa Galante and Ms Rachel Ivey. College Captain, Patrick Atallah and Vice Captains Joshua Lean and Danyon Smart led the new student leadership structure at the College very competently. The student leaders built on the initiatives implemented in previous years, consolidating them into the College calendar. Together they were able to take student leadership to a new level ensuring students will have a true voice in the College community for years to come. Fundraising activities continued to be prominent, generating much needed funds for the designated charities whilst providing much needed fun for the community. The House Captains undertook their jobs enthusiastically ensuring that House leaders had plenty of support at sporting carnivals and house events. They were able to generate a great deal of house spirit 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. I congratulate all student leaders for their role in ensuring student leadership continues to grow at the College and be at the cutting edge in its function.

College Liturgical celebrations were once again highlights of the school year. Our four major celebrations, the Opening School Year Mass, Mary Help of Christians Mass, Valedictory Mass and the Community Week Mass provided the community the opportunities to gather and celebrate the essence of our existence. The number of guests attending these gatherings continues to grow with those joining us enjoying the experiences.

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 continues to experience great support from the Salesian Community, through the Provincial, Fr Greg Chambers, Vice Provincial, Fr Bernie Graham, and College Rector Fr John Papworth. We also enjoy the local support of staff members, Fr Cantamessa, Br Joe Ellul, Br Barry Parker and the rest of the Chadstone community. They all provide great support and guidance for myself and all others in the Salesian College community.

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

The College undertook a major renovation in 2015, upgrading the Naylor building was much needed in an effort to bring our art facilities into the twenty first century. These works were available to start the 2016 school year. These along with a number of other minor projects have been well received by the College community in particular the College gym which the boys have loved using during their Physical Education classes and sport afternoon.

The staff of Salesian College Chadstone continued to play an integral role in the success of the College. They did so this year under some trying conditions given the number of changes they supported throughout the year, and the building works which always impacts on school organisation. I am very grateful for their support and dedication, their work ethic and the care they show for the boys. Time and again they go beyond the call of duty to provide our boys with a great education as well as the support and care they require.

The College strategic focus in 2015 was staff development to provide 21st century learning in strong learning and teaching teams, which is integral to proving the best possible student outcomes. Along with development of the new oratory program the staff were kept very busy.

When contemplating everything that has been achieved this year it is with a great sense of pride and joy that I reflect on the 2015 School Year here at Salesian College Chadstone.

Church Authority Report

College Rector and Board Chairman's Reflection

As the Rector of the Salesian Community and its mission, I share my reflection on 2015 for the College Report.

Salesian College, has demonstrated through the year its commitment to the worldwide Salesian mission. This was best demonstrated through the support offered to the Salesian Mission, which supports the development of the Salesian Schools in Samoa, works in East Timor and other parts of the world. The school continued to offer opportunities for the boys to participate in the visit to Samoa as part of the Cagliari Immersion program. Besides this focus on Samoa, the loading of Containers with donated equipment for the Timor Leste, has continued here at Salesian College. We often talk about Christian Charity, and there is living proof of Christian Charity in action at Salesian College.

It is with deep gratitude to the support of families and all involved in the College Community, that we complete the year with a sense of pride and satisfaction for what has been accomplished.

The Staff of the College responded and willingly accepted new initiatives including a new timetable and the introduction of the Oratory program as part of the teaching and learning program. Staff continue to share their talents and resources with each other creating a vibrant learning community. 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.

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

Congratulations are due to the Leadership team and all staff; may God generously Bless all who are involved in making this educative Community such a clear and authentic continuation of Don Bosco's vision.

Education in Faith

Goals and Intended Outcomes	Achievements
<p>To further improve student and staff knowledge and understanding of Catholic tradition, beliefs and values.</p>	<ul style="list-style-type: none"> • Internal PD presented on <ul style="list-style-type: none"> ○ 'Who is Jesus?' ○ 'What does it mean to work in a Catholic School?' ○ 'Understanding the Gospels' • Sponsored studied opportunities offered and promoted • Revised Year 9 curriculum to create a whole year social justice focus and therefore some old year 9 Topics- Mary and sacraments were merged with relevant topics in Year 8.
<p>To further improve the understanding and appreciation of being a member of a Catholic Community.</p>	<ul style="list-style-type: none"> • Internal PD • An increased annual fundraising total (\$13,527.35). • Responses to current and immediate disasters including Vanuatu and Nepal with over \$3000 being raised • Development of resources for classroom use regarding social justice and our response to global events • Social justice resource embedded in the teaching and learning programs to match term focuses e.g. fair trade chocolate raffle, St Vinnies Winter Appeal, Caritas, Salesian Missions • Over 35 baskets/hampers collected for the St Vincent's Christmas appeal

	<ul style="list-style-type: none"> • 12 students and two staff attended OZ Bosco • Four members of staff completed and received their accreditation to teach in a Catholic School • Community day walkathon-brought whole community together to raise money for Salesian Missions under the leadership of the Year 12 leaders
Implement and further develop oratory program.	<ul style="list-style-type: none"> • Teaching and Learning programs at senior levels began to be developed to include the Religious Education and Personal Development Outcomes • Oratory was implemented across year levels • Reports created to reflected Oratory implementation • Formation sessions for staff organised to support Oratory implementation
Further develop and refine role of mission team.	<ul style="list-style-type: none"> • Assistant to Assistant Principal Faith and Mission role created and role description given • Drafting of what an ideal mission team would look like

Further to this, this 2015 Insight data indicated a slight decrease in in the aggregate Index for Staff, Student and parent Culture. This will inform our 2016 annual action plan by providing further resources and support for our oratory Program and implementation of a staff Formation Program which will hopefully see an increase in these areas to meet targets set. In addition, there will be a greater emphasis on Teachers completing and applying for their Accreditation to Teach in a Catholic School.

Learning & Teaching

Throughout 2015 Salesian College focused on a range of goals related to Learning and Curriculum which are outlined below:

Goals and Intended Outcomes	Achievements
Data and Differentiation	<p>The Leadership and Curriculum Teams further developed the College's practices in:</p> <ul style="list-style-type: none"> • The systematic collection of a range of student outcome data • Monitoring school-wide achievement in areas such as literacy, numeracy and cross-curricular skills • The capacity of staff in analysing and interpreting data • Creating a culture of self-evaluation and reflection within teams • Using data as a means of identifying the learning needs of individual students and of cohorts • Enhance the capacity of curriculum leaders to design classroom activities which meet students' learning needs and which are appropriately engaging and challenging
Development of a 21st Century pedagogy.	<p>Following an extensive consultation and investigation process in 2014 the College made significant changes to the timetable and associated curriculum structures in order to facilitate learning for students, in particular for boys. The start of 2015 saw the College implement a new curriculum structure featuring:</p> <ol style="list-style-type: none"> 1. A 10 day timetable 2. 60 by 40 minute lessons per 10 day cycles 3. A greater number of double lessons – particularly at the senior levels

4. The replacement of Homeroom with a new construct known as 'Oratory' which provides for integrated learning in Religious Education and Personal Development within a Pastoral Care structure.

Following the recommendations of a Project team investigation into our Year 9 Curriculum in 2014, the Year 9 Program at Salesian College has been altered to provide students with an environment where boys will be challenged and enlivened during this period of their schooling. The Program, informed by the vision of Saint John Bosco, founder of the Salesian order, is intended to provide a flexible curriculum which facilitates deep engagement and fosters resilience.

More specifically, the Program is intended to provide boys with the opportunities to:

- Develop the skills need to become independent learners of the 21st century
- Engage in an exciting mixture of explicit teaching and experiential learning activities designed by a dynamic and dedicated staff
- Continue along the path of becoming lifelong learners
- Prepare for the challenges they will encounter in the senior years of secondary education
- Take ownership of their Mannix Campus
- Develop a strong sense of community where students are connected to peers, staff and school
- Become responsible global citizens

In 2016 boys will undertake take electives in three different streams; Core, Enrichment and Challenge which provides

	<p>choices designed to meet the learning needs of boys in a multitude of future pathways.</p> <p>The refurbishment of the Naylor Wing was undertaken in 2015 which will provide classrooms and other learning spaces which will allow student to learn in a variety of modes within comfortable and inspiring rooms. This will bring the Art and Media classes into line with other learning spaces and allow the further development of pedagogy which had been restricted by previous classroom spaces in these learning areas.</p>
Teacher development.	<p>The implementation of the Group 8 program for the development of review and feedback within learning teams was initiated in 2015. There was significant engagement by Senior and Middle Leaders within the College and this program was well resourced and structured. The implementation phase had some teething issues and was modified to meet the needs of Salesian College and its staff as we reviewed the program. Teachers were able to gain valuable feedback from their peers and from the College Leadership Team on their teaching following a series of classroom visits and were able to share their practice with colleagues in small teams. The structures developed in 2015 will be used in 2016 to provide a framework for further collaboration and innovation.</p>

STUDENT LEARNING OUTCOMES

NAPLAN Testing

Year 7

	Average NAPLAN scores for each domain						
	2009	2010	2011	2012	2013	2014	2015
Reading	550	571	548	544	557	555	554
Writing	549	542	547	521	521	515	524
Spelling	564	570	554	562	561	565	569
Grammar	555	557	543	547	554	550	549
Numeracy	572	593	568	565	577	577	568

Year 9

	Average NAPLAN scores for each domain						
	2009	2010	2011	2012	2013	2014	2015
Reading	578	587	596	595	594	581	578
Writing	575	586	611	581	568	563	558
Spelling	583	582	599	599	590	598	589
Grammar	571	587	586	592	586	575	571
Numeracy	611	606	619	625	625	612	606

The NAPLAN results demonstrate consistent and sustained positive outcomes. 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 student transfer of 10-20 of the College's most able academic boys to select entry High Schools each year impacts upon the Year 9 results significantly and whilst the data shows the value added at the College in terms of learning as boys progress from Year 7 to 9 this would be greater if not for this unfortunate loss.

Years 9 – 12 Student Retention Rate

The Years 9 – 12 student retention rate at Salesian College is **91.98%**. This represents a moderate improvement on last year's figures.

Victorian Certificate of Education

The VCE completion rate in 2015 was 100%.

The College continues to have success at the VCE level which is built upon the development of skills and conceptual understanding from Years 7-11. The top ATAR was 99.80 which was the highest individual ATAR in the history of Salesian College, Chadstone. The 90+ percentage of 17% but there was a small decrease in the number of 80+ and 70+ scores as compared to the previous two years. The table below shows the College's VCE results since 2004 which paints a picture of sustained excellence.

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	88%
TAFE / VET	11.4%
APPRENTICESHIP / TRAINEESHIP	0%
DEFERRED	0%
EMPLOYMENT	0.6%

	% ENTER/ATAR			Top ENTER/ATAR	% 40+	Median
	90+	80+	70+			
2004	14	36	53	99.15	8	31
2005	24	37	50	99.25	10	32
2006	19	33	53	98.75	9	31
2007	15	31	57	97.75	8	30
2008	13	28	46	99.45	7	31
2009	14	34	50	99.55	8	31
2010	16	32	56	99.25	10	31
2011	20	40	60	99.15	9	32
2012	12	28	46	99.15	7	30
2013	16	36	46	99.35	10	31
2014	18	37	55	99.65	11.5	31
2015	17	30	47	99.80	8.7	31

Student Wellbeing

Goals & Intended Outcomes

To enhance student's connectedness, wellbeing and safety.

- Implement Year 10 Pathways Program.
- Restructure student leadership.
- Develop student leadership program for all students.
- Further develop Salesian Awards.
- Implement programs that enable parents to feel more connected to the College.
- Streamline family assistance procedures
- Implement regular meetings of Wellbeing staff

Achievements

Student Leadership

Under the guidance of our Student Leadership Coordinators, the Student Leadership program is moving ahead very positively. Meeting regularly, the boys are involved in conversations and programs that are seeking to find ways that our school can meet the needs of the student body better.

A student congress attended by all student leaders as well as member of the College senior and Middle leadership teams hears presentations from students at each level endeavouring to find ways to positively contribute to College life. Recent meetings suggest that boys are clearly identifying goals that seek to make the College a better learning institution as opposed to just meeting the needs of students

Personal Development Restructure

The Oratory program has been rolled out across the school in 2015 and continues to be refined in 2016. With the leadership of Year Level Coordinators (YLC's) driving the personal development programs in their year levels, and working closely with the Religious Education Coordinators, The Oratory program across the school is beginning to find its feet.

At the heart of it is the relationship developed between Oratory leaders and their class. The mentoring aspect of this role allows for better communication between staff and parents of the specific needs of students. The regular weekly meetings of Oratory leaders and YLCs enable Wellbeing issues to be brought quickly to the surface and managed.

In particular, specific emphasis has been placed on the development of leadership potential throughout each year level's personal development program. We aim to ensure our boys have access to understanding leadership, particularly in the Catholic tradition, that being of service to others and the Community as a whole. With this in mind we hope to further develop the potential of our boys as leaders whether they have a formal role in leadership or not.

Year 10 Pathways or PreCal

We understand that not all boys at our school are hoping to follow the mainstream path of education and seek entrance in tertiary institutions. With this in mind, the PreCal program in Year 10 has continued to grow in popularity as a way to re-engage boys in learning at school. Boys who apply for this program are prepared for taking on the Victorian Certificate of Applied Learning (VCAL) in Years 11 and 12. As a genuine way of helping our boys find their pathway in life, the PreCal program has already shown in its infancy that it will be an excellent prelude to helping boys find their chosen path in life.

Salesian Awards

At Salesian we understand the importance of acknowledging the efforts of our boys across all areas of school life. The Salesian awards allow for boys to be rewarded for their academic work, their contribution to College life be that through Cultural, Sport or Citizenship work. We know this helps engender a sense of pride amongst our boys and of course it allows the College to give credit to those who come to school and contribute positively on a day to day basis.

Student and Family Support

Under the leadership of the Assistant Principal of Students (AP Students) there has been a significant restructure in the way that student and family concerns are managed. Weekly meetings of the Pastoral and Wellbeing teams allow for case management of boys and families with specific issues. Positive liaison with local government services such as Headspace and Monash Youth and Family Services have allowed us to improve our level of support for families in need.

The Pastoral Team is made up of the YLC's and AP Students. They meet weekly to discuss pertinent issues relating to the pastoral care of the students as well as planning for events that relate to their Year level.

The Wellbeing team meets weekly and includes the AP Students, College Psychologist, Youth Worker, Head of Learning Support, Head of English as a Second Language (EAL) as well as the Careers Officer. YLC's will meet regularly with this team to work through or case manage specific issues with students.

Restructure the student assistance procedures that work to aid families in need. The inclusion of a specific budget, the appointment of staff to supervise and assist with specific needs of families has allowed greater understanding of the need in the community as well as streamlining processes to ensure all funds allocated to assist are used appropriately.

Mother/Son and Father/Son Programs

Family nights that focus on the relationship between Mothers and their sons and Fathers and their sons have been implemented. The aim of these nights is to improve relationships and understandings between our boys and their parents or mentors as well as create a stronger sense of community within the College.

Facilitated by Time and Space and staffed by volunteers from our parents, our students and staff, the nights have been very positive and have contributed already to the development of Catholic community within our College.

Peer Relations Survey (PRS)

In 2015 the PRS was introduced to the school community. Along with specific lessons on the issue of bullying, the boys across the school are surveyed to help us understand issues of concern in relation to bullying in the school.

The PRS identifies specific instances of bullying as well as identifying where it takes place, who is being affected and asks for advice about what we can do better. The data from the survey has allowed the College to tweak our supervision structures to better cover the yard. The inclusion of hi visibility vests for staff on yard duty has made a significant difference to the boy's sense of staff presence on the yard.

Data from the survey is collated by the AP Students and shared with senior leadership and staff to better understand the needs of the boys and highlight the importance of ensuring a happy and safe community at Salesian.

The PRS is implemented at the end of Term 1 and is followed up by a brief survey later on in Term 3.

Attendance Management Process

- A concerted effort has been made to ensure that boys attend school. YLC's and Oratory leaders are following up with students and their families when boy's attendance rates are dropping below 90%.
- Regular articles in the College newsletter, through email and on PAM alert families to the government regulations regarding student attendance.
- We have seen a marked improvement in attendance at College events such as the Swimming and Athletics carnivals as well as Community Day.
- A concerted effort is being made to follow up students who regularly arrive late to school and to class

VALUE ADDED

- Weekly Pastoral Meetings
- Weekly Oratory Meetings
- Implementation of Wellbeing Team Meetings
- Student Leadership Opportunities
- Personal Development or Oratory Program
- Year 10 Pathways Program
- Peer Relations Survey
- Attendance Follow Up Procedures
- Mother/Son and Father/Son Family nights
- Streamlining of family assistance procedures

Student Satisfaction

2015 Report Data from the SRC surveys indicate the boys experienced a slight drop in their experience in 2015. Slight drops across the board are a concern with no clear reason apparent. Lower levels of emotional wellbeing (student morale, student distress and connectedness to school), weaker relationships with teachers (teacher empathy, purposeful teaching and stimulating learning), engagement in learning (learning confidence, student motivation and connectedness to peers) and that student behaviour (student safety and classroom behaviour) has also dropped in most indicators.

This data places Salesian College in the lower 25th percentile of all Victorian schools in most indicators losing many of the improvements gained over the past few years.

Leadership & Management

Goals & Intended Outcomes

To continue to strengthen school culture guided by a shared understanding of supportive leadership.	That the elements of empathy, role clarity, engagement and learning will continue to improve and be balanced.	<ul style="list-style-type: none"> All students develop strong leadership skills and have a good understanding of service leadership. Review student leadership structure.
	That all staff see themselves as leaders in a learning community.	<ul style="list-style-type: none"> Increased role clarity for all staff. All role descriptions published.

Achievements

Student Leadership

In 2015 the Student Leadership structure was further refined and developed providing further voice for the student body. The introduction of Year level leadership teams under the guidance of the Year Level Coordinator provided a forum for boys at each level to contribute ideas and ask questions. The student congress gatherings were timetabled and formalised further to ensure clear lines for students to report on all areas of the school and discuss issues relevant to them.

We also attempted to introduce a sequential leadership development program into the Oratory program with some success. We will continue to develop this program to ensure all boys are exposed to the skills and experiences of leadership required of them to develop as leaders regardless of formal leadership positions.

Staff Development

The opportunities for teachers to take up the role as leaders was enhanced by the engaging of Group8 development team. Although not entirely successful we were able to take out elements of the program to continue our push for all staff to see themselves as leaders. Staff seminars were explored with four key areas identified for development in 2016 to be led by staff. It is hoped that these will continue to develop our shared understandings, share exemplary practice and ensure forums allow for more staff input into decision-making.

Role descriptions were reviewed across the board and changes made to reflect the practice happening in each role. Special focus was given to the roles of teachers and Oratory leaders to

ensure there was a clear understanding of these roles which form the basis for everything we do here in the College.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Staff at Salesian College undertook a variety of professional learning activities in 2015. These activities took the form of a staff development program, internal professional learning workshops, a joint Retreat with Sion College and attendance at a range of conferences and seminars.

In 2015 the College composed a staff development program which consisted of areas such as: Formation (Church teachings, liturgy, scripture); Mentoring (leadership development, support for neophyte teachers); and Pedagogical Practice (21st Century Learning Program; topic specific inservices; classroom visits; student wellbeing seminars; and Annual Review Meetings.

At the beginning of the year, Fr. Joe Boenzi sdb presented a stimulating presentation on Salesian spirituality. In Term Three all staff visited Sion College to participate in a joint Retreat Day led by Professor Richard Gaillardetz from Boston College who provided input on the theme of 'Finding God in a Postmodern World.' This activity served to orient staff, once again, to the educative mission of the Church which now exists in an increasingly secular world.

During staff days and in the meeting schedule for each term, a considerable number of opportunities were made available for staff to meet to further develop our new Oratory Program. Similarly, a number of ICT-related professional learning seminars were conducted throughout the year. Late in Term Four, teaching staff also participated in a whole day program on Carol Dweck's 'Growth Mindsets' philosophy.

Total expenditure on staff professional learning was \$84 764.57. This represents an average of \$893.00 per staff member. This average is significantly higher than was the case in 2014 and 2013. The reason for the increase is due to the inclusion of all expenses relating to professional development including airfares, accommodation, partial payment for certain approved tertiary courses and the like.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	95
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$893:00

TEACHER SATISFACTION

The SIF data for 2015 showed a drop in the areas of Individual and School Morale from the 2014 data as well as a decrease in Supportive Leadership, Role Clarity, Teamwork, Empowerment and Ownership. In terms of learning, staff indicated that Appraisal and Recognition as well as Professional Growth had also fallen slightly. Professional Growth showed a fall from 2014 and Curriculum Processes decreased from the previous year.

There were decreases in most other areas with very few highlights. 2015 was a tough year for staff with the introduction of a new timetable as well as implementing the new Oratory program obviously causing staff much stress contributing to a drop in most indicators for the year. These results indicate that Salesian College has much ground to gain as a school to ensure the strong growth of the previous years is built on in 2016.

The areas where Salesian College was placed in the top 25% of Victorian secondary schools included Student behaviour, team based practice, teaching and learning. The areas of weakness include staff wellbeing engagement, role clarity, and empathy. Areas of focus for 2016. The increase in work demands in 2015 bringing all staff in line with award conditions had a significant impact on staff morale in turn reflecting in many other areas.

College Community

Goals & Intended Outcomes

- INTENDED OUTCOME: To endeavour to increase parent student interaction
 - TARGET: Implement father /son and mother son activities.
- INTENDED OUTCOME: Increased consultation with staff.
 - TARGET: Introduce staff forums allowing for review and feedback.

In 2015 the College undertook the following activities as part of its overall strategies to continue to grow Community Engagement. A highlight for the College in this area was the introduction of the Father/Son evening for the Year 8 boys with great attendance and a spirit of joy apparent for all. The College continued to work with its Catholic feeder schools to ensure effective and productive relationships continued to grow. Work with local Catholic secondary schools also continued especially around the area of student enrolment.

Programs including Becchi Day Program, information nights, parenting seminars, report nights, our Expo event, Whole School Liturgies and Assemblies, musical performances, our Sports Presentation Night provide opportunity for parents 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 as well as Masses and breakfasts to celebrate Mother's and Father's Day. Our Parents Association plays a very active role in animating and catering for a number of these events.

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, our practise of visiting all future Year 7 boys when they are in Year 6, the 'Be a Salesian Kid for a Day' program, attendance by members of the Leadership Team at primary school assemblies, as well as band and drama performances. As part of the Year 9 Bosco Day program students undertake community service placements, many of which are in parish primary schools. Our Sport Department have continued to assist a number of primary schools with the running of their sports carnivals.

The College entered into a couple of partnerships with local community groups including the Ashburton Soccer club. This built on the many existing partnerships already in place. A lot of work was also done to give us a greater presence in the wider community through advertising and promoting the College in local newspapers.

To improve Communication with parents greater use has been made of the Parent Access Module in the school intranet so that parents and guardians can gain ready access to information such as performance in work requirements, attendance history and any disciplinary action.

Interaction with other Australian Salesian schools and engagement with the Salesian Charism

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 continued to participate in the annual OzBosco weekend to interact and learn about the Salesian charism. A number of eminent Salesian theologians gave presentations to staff on the spirituality of Don Bosco.

Involving Past Pupils in the life of the College

A function for Past Pupils who had graduated in 2014 was conducted. This was a very successful and well-attended event. A 'Year 14' tutoring program continued the program initiated in 2013. This involved high achieving Year 12 students from the previous year being invited to return to the College to tutor Year 12 boys. Past Pupils have also assisted with our Futures Week and the sports program. Furthermore, a number of former student have been employed as Learning Support Officers on a part-time basis. This initiative has enabled young men who know the College well to assist boys with specific learning issues.

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). We also conduct our annual Community Week, a whole school celebration of our Salesian Community.

Maintaining a positive professional relationship with Australian Catholic University and Monash University and developing strategic relationships with local businesses and key suppliers

These relationships are fostered through positive discrimination in favour of Australian Catholic University in terms of student teacher placements and via promotion of the Monash University Scholars Program. We have been ably supported by various uniform, textbook, sporting goods and art suppliers. Moreover, local business people have generously involved themselves in our Year 10 Futures Week by conducting mock employment interviews.

Programs/Activities

- Father/Son evening
- 2015 Mother's Day event (100% increase attendance on 2014)
- 2015 Father's Day event
- Class of 2014 One Year Reunion (83% attendance)
- 50s, 60s, 70s Reunion
- Primary School Programs (Salesian Kid, visits to PS by Principal Robert Brennan)
- Ashburton Soccer Club presentations
- Primary School Scholarship presentations (to enrolled 2016 Year 7 students)
- Publication of the Griffin (involving various connection reach with featured alumni articles)
- Advertising:
- Leader newspaper (Local newspaper) - Results
- Dux Magazine (Leader newspaper)
- National advertorials (The Age)
- Catholic Education Week lift out (Leader newspaper)
- Independent Schools Guide publication
- Catholic Schools Guide publication
- Secondary Theme Education publication

PARENT SATISFACTION

Data taken from the SRC parent data indicates the perception of the College in the areas of Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement and Peer Relations has remained fairly consistent from the 2014 data. In most indicators of parent opinion Salesian College was placed in the top 25% of Victorian Secondary schools.

Financial Performance

REPORTING FRAMEWORK	Accrual \$
Recurrent income	Tuition
School fees (including Capital)	5,124,722
Other fee income	380,408
Private income	183,167
State government recurrent grants	1,920,849
Australian government recurrent grants	8,037,809
Total recurrent income	15,646,955
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	9,854,394
Non salary expenses	3,721,213
Total recurrent expenditure	13,575,607
Capital income and expenditure	Tuition
Government capital grants	0
Capital fees and levies	0
Other capital income	50,100
Total capital income	50,100
Total capital expenditure	4,679,110
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	4,744,924
Total closing balance	4,071,526

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

Education in Faith

Intended Outcome: Effective faith and Mission team

Target:

- Further develop and refine role of the Mission team
- Identify possible new roles for mission team
- Further develop existing roles inclusive of role descriptions
- Identify the roles intended to make up the Mission team

Intended Outcome: Further develop and document staff formation program

Target:

- Develop and implement a systematic 5 year cyclical plan for Formation

Learning and Teaching

Intended Outcome: Improve teaching and learning through data analysis.

Target:

- Further explore how current available data ie VCE, NAPLAN and ACER data can be used at teacher level to identify and inform practice for individual and group learning needs
- Identify and select other forms of data that can be used to inform practice
- Articulate how each form of data source is to be used to improve student outcomes

Intended Outcome: Continued development of a 21st C pedagogy.

Target:

- Form staff action research teams to explore how literacy, differentiation and growth mindset projects can improve student learning.
- Implement and review the Year 9 Curriculum
- Prepare for the Victorian Curriculum implementation
- Initiate 'Use of ICT in Classrooms' review
- Determine how review is to be undertaken
- Articulate findings including mapping current use
- Formulate a plan to address any findings to ensure it meets our needs and that of the National curriculum

Intended Outcome: Continue to develop teacher capacity.

Targets:

- Refine current opportunities and explore further opportunities to give and receive constructive feedback on pedagogy
- Support the development of teaching and learning teams
- Provide opportunities for sharing pedagogical practice and exemplary learning and teaching
-

Student Wellbeing

Intended Outcome: Effective and well developed personal development program

Target:

- Review, refine and further develop oratory program

Intended outcome: Effective Wellbeing Team

Target:

- Implement new Director of learning pathways role

School Community

Intended Outcome: Improved communication

Targets:

- Review and revise all lines of communication
- Formulate forums, processes, procedures that allow for greater staff input into staff meeting agendas
- Increased number of staff gatherings for open discussions and consultation

Intended Outcome: Increased opportunities for parental involvement

Target:

- Review current opportunities for parental involvement
eg.Father/Mother/carers and son gatherings
- Explore other avenues for parental involvement

Leadership and Management

Intended Outcome: Effective student leadership development program

Targets:

- Review, refine and further develop student leadership development program within the oratory curriculum

Intended Outcome: Effective staff leadership development program

Targets:

- Explore opportunities to develop staff leadership

Intended Outcome: Student immersion program

Target:

- Develop a student immersion program

Intended Outcome: Reflective professional practices

Target:

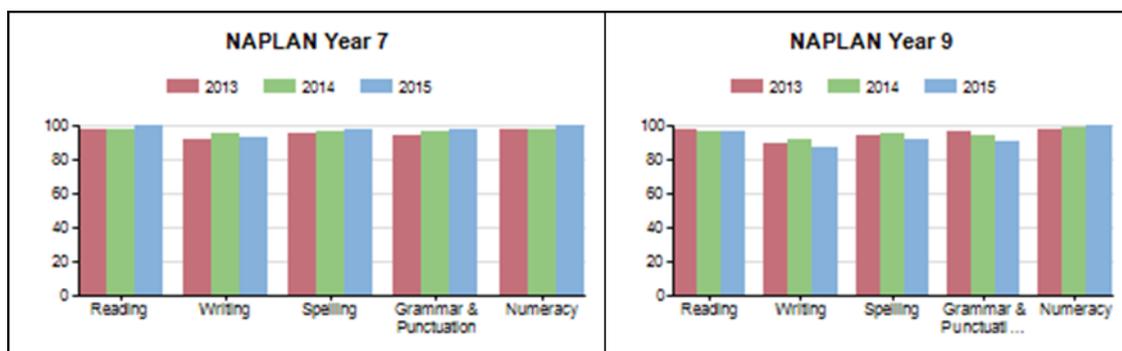
- Explore and implement a number of sources of feedback to inform teaching practice

VRQA Compliance Data

E1162 Salesian College, Chadstone

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2013	2014	2013–2014	2015	2014–2015
	%	%	Changes	%	Changes
			%		%
YR 07 Reading	98.4	97.5	-0.9	100.0	2.5
YR 07 Writing	92.0	95.1	3.1	93.3	-1.8
YR 07 Spelling	95.7	96.7	1.0	97.3	0.6
YR 07 Grammar & Punctuation	94.1	96.7	2.6	98.4	1.7
YR 07 Numeracy	97.9	98.3	0.4	100.0	1.7
YR 09 Reading	98.4	96.9	-1.5	96.5	-0.4
YR 09 Writing	89.1	91.4	2.3	87.3	-4.1
YR 09 Spelling	93.8	95.1	1.3	91.9	-3.2
YR 09 Grammar & Punctuation	96.9	93.9	-3.0	90.7	-3.2
YR 09 Numeracy	97.7	99.4	1.7	100.0	0.6



YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate

91.98%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

%

Y07

95.43

Y08

93.89

Y09

92.94

Y10

93.35

Overall average attendance

93.90

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

90.27%

STAFF RETENTION RATE	
Staff Retention Rate	82.72%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	20.78%
Graduate	55.84%
Certificate Graduate	9.09%
Degree Bachelor	87.01%
Diploma Advanced	15.58%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	96
FTE Teaching Staff	90.453
Non-Teaching Staff (Head Count)	42
FTE Non-Teaching Staff	37.676
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	577.80
Year 9 Writing	558.00
Year 9 Spelling	591.70
Year 9 Grammar & Punctuation	568.10
Year 9 Numeracy	605.95

POST-SCHOOL DESTINATIONS AT AS 2013	
Tertiary Study	82.6%
TAFE / VET	14.4%
Apprenticeship / Traineeship	7.8%
Deferred	1.1%
Employment	5.5%