

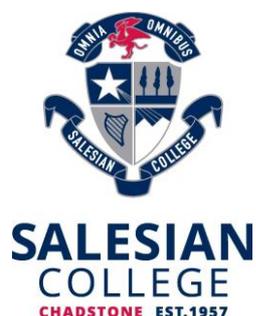
2016

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
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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 1030 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 2016 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 2016 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.

I would hope most in the community would argue that the 2016 school year was one where the traditions and philosophy of Don Bosco were alive and well. We continued to be a school centred on his four premises: a home for the boys, a place of welcome and belonging, a place of learning where the boys could discover meaning in their lives, and most of all, a place of joy, a place where life's achievements are celebrated.

The commitment to Christian faith lying at the heart of everything we do was again evident this year. Celebrating College Liturgies including: our Opening School Year Mass; Mary Help of Christians Mass; Valedictory Mass and the end of year Mass as a Catholic Community were, once again, highlights. They were all quite different but wonderful celebrations in their own right. Student participation and the reverence they showed at these gatherings was outstanding. A very special aspect of the College's Religious Education program is our Sacramental program. In 2016, 26 boys participated, with each receiving one or more of the Sacraments of Baptism, Reconciliation, First Communion or Confirmation. It was a beautiful celebration shared with the boys, their families and the College Community. The number of guests grows each year and those in attendance this year enjoyed the experience with many members of the families going out of their way to pass on their thanks.

Our Retreat Program provided all boys from Year 12 to Year 7 with an opportunity to explore their spirituality in a reflective and uplifting atmosphere. The College enjoyed a very special cultural experience this year with the Siva Tour, involving nearly fifty boys from one of our sister colleges in Samoa visiting the school for a few days performing a number of traditional dances and songs for our community. It was an experience all in the community will remember for a long time. Along with this event, we had two of our Year 11 boys participate in the Cagliari Project which entailed travelling to Samoa for two weeks to work with the communities, schools and children from less fortunate backgrounds.

The College experienced our fair share of sadness with the passing of the much loved and valued staff member, Mr Anthony Johnston and a member of the Class of 2014, Brian Tu. In spite of these sad occasions, I can say with a sense of pride and joy we have had a wonderful year. There has been a great sense of joy in the community especially amongst the boys as they celebrated the achievements and successes of their peers.

Once again our enrolment numbers increased giving us a student population in excess of one thousand students for the first time. There are many factors contributing to our growth, including strong VCE results, development of our facilities and good programs. However, the strongest factor is the positive experience our boys have on a daily basis and the willingness of their families to pass this good news on by word of mouth.

The College is very pleased with the academic achievements of the class of 2016 with twenty-one boys (18.4%) achieving ATAR scores of 90 or above. The class of 2016 was ably led by the College Dux, with an ENTER score of 99.05. Other pleasing aspects of the VCE results include; 42 boys (37%) obtaining an ATAR score over 80 and half the cohort of Year 12 boys gaining an ATAR of 70 or over. The average ATAR score increased to 68, 3 points above the state average and 5 points above the stage average for boys. The excellent results of Salesian College students were also evident in the number of Study Scores over 40 increasing to 9.4%. Overall it has been another good academic year, one of which the College can be truly proud. The Class of 2016 maintained the standard set by the classes of recent years.

The boys once again participated fully in all aspects of College sporting life, competing enthusiastically in all facets of the sport program. Whilst we celebrated ultimate success in sports including football and badminton, all boys represented their College and themselves with pride giving themselves and the College community a real sense of joy.

The significance of the intra school competition continued to grow with the House Shields and House Cup much sought after prizes. The House Cup was won by Moroney House after accumulating the most points in the four individual shields; sport, academic, cultural and civics & citizenship. The four shields were shared amongst three houses with Moroney winning two. The College carnivals were even more competitive, however, a great deal of fun was had by all the boys.

Music continued to grow with the introduction of strings and voice into the instrumental program representing two great additions. The College bands took every opportunity to perform around the state as well as at school providing great entertainment for the College community as well as the wider Community. The College, once again, witnessed a number of school musical celebrations and community gatherings including our annual Cabaret Night and the Autumn and Spring Concerts which were highlights for the year.

We witnessed the talents of our students performing in the dramatic arts in the College musical, 'Seusical The Musical', as well as in the Year 9 performances for our local feeder primary schools. The College Debating and Public Speaking teams competed with a great number of

boys participating in House competitions as well as inter school competitions with some very pleasing results.

College Captain, Joshua Knight and Vice Captains, Nathan Antonucci and Edwin Saravanapavaan, along with the rest of the student council and the student congress 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. Together, they were able to initiate a number of fundraising activities, raising much needed funds for the designated charities whilst providing much needed fun for the community. There were a number of highlights including the raising of a record amount of money for the Salesian missions as well as organising a number of events that involved a large number of boys. The House Captains also did a wonderful job when it came to their turn at sporting carnivals and house events.

An integral aspect to the success of Salesian College Chadstone is its staff, to whom I am very grateful. I congratulate and thank them all for the tireless effort, the extra hours they put in and their general willingness to do anything for the success of the boys. Their dedication, work ethic and the care they show for the boys is the equal of anywhere. Another important group in the College community is the Parents' Association: they, too, did a wonderful job. The past few years has seen this group transition from primarily a fundraising group to a very important conduit between families and the College organising special social events to ensure our parents are engaged with the College. Events such as the Mothers' and Fathers' Day breakfasts, Year 7 Orientation and Social evenings are vital in making our families, (particularly new families) welcome. I would like to thank Chris Cahill, Tracy Stone and their team for all the wonderful work they do and support they offer the College.

The College Board underwent somewhat of a transition this year with the change in leadership with Fr Frank Bertagnolli SDB replacing Fr John Papworth SDB as chair of the Board after some six years at the helm. However, under the leadership of both of these Salesians, the Board has provided much needed support and leadership this year at the College. The Board functioned extremely well in its role which is to ensure College policy and the ethos of the College is upheld.

In 2016 we undertook the third phase of the building master plan which included a major refurbishment of the Naylon Arts wing, the building of the Garelli Applied Learning Centre as well as a number of smaller projects which have been well received by the College community.

So it is with a great sense of joy that I am able to reflect on the 2016 School Year and all that has taken place here at Salesian College Chadstone.

Church Authority Report

College Rector and Board Chairman's Reflection

According to the Salesian tradition and the Constitution of the Salesians of Don Bosco, the Rector has responsibility for the mission of the community. In the case of Salesian College Chadstone, and of other Salesian schools in Australia, the Rector, for many years, was also the Principal. In recent years, these positions have been entrusted to two different persons. So now, the Rector works in close collaboration with the Principal to maintain the Salesian ethos and traditions of the College, as well as taking a leadership role in the religious/spiritual events of the College. At the same time, the Rector plays an active part in "governance" matters of the College, as a member of the Leadership Team, and as chair of the College Board.

In 2016 Fr John Papworth handed over the reins to Fr Frank Bertagnolli, as Rector of the community and of the College. It was a very smooth transition, and both the Leadership Team and the College Board continued to work very effectively, and collaboratively with the Principal and the members of those bodies.

One area that has received considerable focus was that of "child protection", with the appointment of a senior member of Staff as the Officer in charge, and the engagement of a specialist company to make sure the College complies with the latest requirements for child safety and protection.

The College Board is keeping a "supervisory" eye on the administration of the College. It is satisfied that the Principal and the Staff run a very efficient operation. This is emphasized by the excellent results at VCE level, and by the strong number of applications for enrolment in Year 7.

The formation of Staff, the upgrading of facilities, the re-development of an adequate administration block and centralized student services, the school assembly area, and possibly a new sporting complex, are all challenges that will engage the Board and the Leadership Team in the years ahead.

In the meantime, I acknowledge gratefully the support and cooperation of the Principal, the Staff, the parents, and the Board, in the College mission of Salesian education.

Education in Faith

Goals and Intended Outcomes	Achievements
To further develop and refine the role of the Mission Team	<ul style="list-style-type: none"> • Role descriptions were created for a Faith and Mission team including: <ol style="list-style-type: none"> 1. Head of RE (Curriculum) 2. Social justice Co-ordinator 3. Liturgy Co-ordinator 4. Retreat Co-ordinator • Positions advertised and filled internally at the end of 2016 to begin working in 2017. • Several meetings held after appointments to discuss each role and how the team would operate together drawing connections to each of the areas.
To develop and implement a systematic Five-Year cyclical plan for formation	<ul style="list-style-type: none"> • A five-year cyclical formation program was developed and implemented. • The program covers four PD sessions per year on the Catholic tradition and four PD sessions on Salesian Formation. • 2016 saw the first year of implementation on the Catholic tradition with the running of the following sessions: <ol style="list-style-type: none"> 1. Who is God? 2. Who is Jesus? 3. Who is the Holy Spirit? 4. God, Jesus and our humanity • Salesian Charism Formation continued alongside including sessions on: <ol style="list-style-type: none"> 1. The Strenna (With Jesus, let us adventure in the Spirit together...) 2. Influential people in the life of Don Bosco: Mary 3. Influential people in the life of

	<p>Don Bosco: St Francis de Sales (delivered by Father Peter Carroll SDB)</p> <p>4. Influential people in the life of Don Bosco: Fr. Cafasso (delivered by Father Frank Bertagnolli SDB)</p> <ul style="list-style-type: none"> • All Catholic and Salesian Formation was approved by the CEO for Accreditation Hours. • A new data collection system was established to assist teachers in recording their hours for accreditation and therefore teachers have more understanding about categories they need to do PD in to achieve quotas. • As a result, 14 members of staff applied and received their accreditation to teach in a Catholic School. • An additional three members of staff applied and received their accreditation to teach Religious Education in a Catholic School.
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In addition to these two main areas, further achievements were made in the curriculum, ensuring all groups at each year group were meeting the same outcomes which were clearly outlined in the Course Documentation. This was further assisted by the decision to internally separate the Personal Development and Religious Education Program (both facilitated by the Oratory Program) for the start of the 2017 school year.

2016 also was a record year for fundraising. This was aided by teaching and learning programs which focussed on teaching about the reasons for the fundraising. In total, the Salesian College community raised \$29,162.55. A majority of this was raised in Term 3 as part of our fundraising for Salesian Missions. This was further enhanced by the SIVA Tour led by Father Chris Ford SDB and the students from Don Bosco, Samoa.

Learning & Teaching

Goals & Intended Outcomes

- Improved teaching practice through data analysis.
- Continued development of a 21st C pedagogy.
 - TARGET: New learning spaces developed.
 - TARGET: Increased use of ICT in the curriculum.
- Continued teacher development.
 - TARGET: Implement Group 8 program.
 - TARGET: Implement Classroom visits.

Achievements

2016 has been a year of significant development and change at Salesian College in the area of Teaching and Learning. With preparations for the implementation of a new curriculum and Year 9 changes rolling out for the first year, 2016 was always going to be busy for those charged with developing and maintaining the curriculum offerings at Salesian College.

The first year of the new Year 9 curriculum has been a resounding success, with new opportunities for boys to be challenged and enlivened with a flexible curriculum that facilitates deep engagement and fosters resilience. The feedback from students, parents and teachers has indicated that we have met the challenge to prepare boys for all they will encounter in the senior years of secondary education. This feedback will allow for further refinement of the programs, and for the possible addition of different subject offerings in the future.

The Learning and Curriculum Team has been working over the course of the past two years to prepare for the implementation of the Victorian Curriculum. Some changes were a matter of adjusting existing courses to align them with new requirements, but there have also been significant changes for 2017, with more to come. The addition of Digital Technologies as a separate subject for Years 7 & 8 in 2017 will allow boys to investigate and understand the complexities and issues surrounding the use of ICT in the world. They will learn coding, along with strategies in using the College's Learning Management system, SIMON, more effectively to manage their own learning. We also look forward to the addition of new kitchens in 2017 to offer Food Technology as an elective subject that builds upon the incredible success of the Mannix Masterchef elective at Year 9 this year. Plans are also in place to add a second language to our options for boys in 2018, with an Asian language the most probable addition to offer our boys greater opportunities in this area of the curriculum.

The opening of the refurbished Naylor Wing has provided students and staff with purpose-built learning spaces that have enhanced the learning opportunities for boys. The Media, Art and IT rooms have proved to be wonderful learning spaces over the course of 2016. Similarly, the addition of the new Garelli building for Applied Learning has provided the perfect learning space for our VCAL and PreCal students in Years 10 – 12 to complete their projects and meet outcomes. The Year 12 VCAL boys' ambitious caravan renovation project (in partnership with the Caravan Industry Association of Australia), is a testament to the opportunities for learning in this area.

The implementation of a series of action research projects by staff in the area of 21st Century Learning has been significant, as staff teams investigate new ways to approach the task of teaching and engaging students. Teachers have been working in teams over the course of the year in group projects in the broad areas of Differentiation, Literacy and Growth Mindsets. These research projects have allowed teachers to investigate, trial and evaluate particular approaches, methodologies and initiatives which have the potential to improve the learning outcomes of students. We hope to see a number of these projects taken up by the whole staff if they have been demonstrated to be effective in our smaller scale trials.

STUDENT LEARNING OUTCOMES

NAPLAN Testing

Year 7

	Average NAPLAN scores for each domain						
	2010	2011	2012	2013	2014	2015	2016
Reading	548	544	557	555	554	554	564
Writing	547	521	521	515	524	524	537
Spelling	554	562	561	565	569	569	566
Grammar	543	547	554	550	549	549	566
Numeracy	568	565	577	577	568	568	590

NAPLAN Testing

Year 9

	Average NAPLAN scores for each domain						
	2010	2011	2012	2013	2014	2015	2016
Reading	587	596	595	594	581	578	575
Writing	586	611	581	568	563	558	553
Spelling	582	599	599	590	598	589	597
Grammar	587	586	592	586	575	571	562
Numeracy	606	619	625	625	612	606	614

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. There are pockets of regression evident in two areas, namely Year 9 Writing and Year 9 Punctuation and Grammar. These areas warrant particular attention.

The student transfers 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 93.33. This represents a further increase and a continuation of the trend towards increased retention rates.

Victorian Certificate of Education

The VCE completion rate in 2016 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 99.00 which served to head up a continuation of a strong vein of results in the high 90s which has been established over the past decade. The 90+ percentage of 18.4% represented an increase on 2015 results and, similarly, there was a small increase 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 solid academic performance.

	% 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
2016	18	37	51	99.00	9.1	31

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	76%
TAFE / VET	9.6%
APPRENTICESHIP / TRAINEESHIP	8%
DEFERRED	0%
EMPLOYMENT	6.4%

Student Wellbeing

Goals & Intended Outcomes

To enhance student connectedness, wellbeing and safety.

- Implement Child Safety and Protection standards compliance measures for all staff and volunteers
- Implement Good Life Farm Program for Year 7 disengaged students
- Implement Martial Arts Therapy Program for Year 8 and 9 disengaged students
- Restructure Term 3 Community Day Program
- Further develop Salesian Awards.
- Embed parent involvement programs Mother/Son, Father/Son and Rite Journey Breakfast
- Apply for Respectful Relationships Funding as a lead school in our zone from the Victorian government
- Further develop Personal Development programs in Oratory according to the Leadership, Personal Wellbeing, Decision Making, Relationships and Study Skills
- Implement Director of Learning Pathways Role

Achievements

At the heart of all that we do at Salesian College is the 're-imagining' of St John Bosco's dream to provide a home for students to learn, to play and feel as a part of a family. Everyone who is part of our community has a role to play with this be they teachers, admin staff, maintenance team or the many volunteers who give of their time so generously to benefit the boys. We are blessed to be a part of a community that works together in so many different ways to improve the learning and social development outcomes for our boys.

Student Services Team Case Management Meetings

Meeting on a weekly basis, the Assistant Principal Students (APS) chairs a multi-disciplinary team meeting to work towards finding best outcomes for boys at the College. The College Counsellor, Youth Worker, Head of Learning Support, Head of Careers, Year Level Coordinators (YLCs) and the coordinator of English as a Second Language (EAL) meet regularly to discuss particular concerns with individual or groups of students and aims to use the expertise of the group to find the best outcomes for our students. The team that was formed halfway through 2015 has continued to work together harmoniously in 2016 and through its efforts, proactive programs for boys have been implemented such as the 9 STEP program that worked specifically with the needs of students in Year 9 who were disengaged from their studies.

Proactive Programs

Implemented in 2016, Martial Arts Therapy (MAT) worked specifically with targeted boys identified by the Student Services Team who would benefit from the self-control techniques taught in this course. Meeting once a week, the MAT classes managed to find a way to help those targeted boys to manage their classroom behaviour.

The Good Life Farm is a landmark program that transforms the lives of young people with particular needs by connecting them with animals and nature. A small number boys were able to experience this program which improved their general demeanour back here at the College and increased their enjoyment of school.

Loss and Grief programs were run for boys who have experienced the recent loss of someone dear to them and were able to feel supported by staff and other students as they come to terms with their loss.

Social Skills programs were run for boys on the Autism spectrum as well as socially disengaged boys endeavouring to provide a safe space where they can connect with other boys. These programs are vital for some of our boys who might otherwise feel like they are on the outer.

9 STEP, implemented in Term 3, highlighted the flexibility and forethought of the Student Services Team particularly our Youth Worker Joelle Chaperon. Working in tandem with Deputy Principal Neil Carter and supported by other members of staff, the program was run specifically to support the needs of disengaged students in Year 9. The program worked on developing the boy's social skills, empathy and understanding of the importance of their education to be able to help them identify a positive pathway in life.

Inclusive Programs

One of the wonderful traditions of Salesian College is the Mother's Day Mass. Boys attending mass with their mums and a breakfast afterwards is a lovely way to connect our families with the school.

The Father/Son, Mother/Son programs, implemented in 2015 were run again in 2016 with increased number coming to both events. Opening up the lines of communication between parents and their sons helps enormously with managing that difficult time of adolescence. Feedback from these programs has been extremely positive.

Furthering the aim of including our parents more was the inaugural Rite Journey Breakfast in Year 9. Boys meet with either their parent or mentor to share something of their journey through

the Rite Journey curriculum. An outstanding turn up of parents and mentors made for an excellent morning and further created the connection between home and the school.

Student Leadership

Students leadership continued to thrive with the work of our Student Leadership Coordinators. The boys meet regularly to discuss items of importance to students as well as provide significant support to the many activities that run around the school. The student Congress held once a semester sees the opportunity for all student leaders from 7 to 12 to have input into how they would like to see their school progress positively.

Reconciliation Week

The College engaged the services of Indigenous performer Scott Darlow to highlight the issues of indigenous people with Years 7 to 10. In an engaging presentation, Scott touched on the particular concerns facing our Aboriginal people and raised the awareness of this particular issue within our community.

Pastoral Team

The Pastoral Team is made up of the Year Level Coordinators and is chaired by the Assistant Principal Students. Over the year they have overseen the many different activities of the boys, all the while monitoring the boys' behaviour, checking their attendance rates, monitoring the wearing of the uniform and running the various camps, retreats and incursions that make up the annual events of each year level. Through their hard work we have continued to see an improvement in the engagement of the boys in their work and attendance has improved markedly across the board.

The Pastoral Team meet weekly to review and plan for school activities. They are responsible for driving the personal development side of the Oratory program. Significant work was completed in this year to further embed the appropriate personal development Strands being Leadership, Personal Wellbeing, Decision Making, Relationships and Study Skills in the Oratory program over all.

Peer Relations Survey (PRS)

First implemented in this format in 2015, the PRS seeks to identify concerning behaviours among our cohort by the boys filling out a survey. The survey is interested in how safe boys feel at home and at school, and identifies places around the College where they may not feel as safe. For boys who identify as feeling unsafe, staff are able to follow them up and work with them personally. For staff, this has led to them being made aware of areas to concentrate around while on yard assistance as well as looking out for the needs of particular boys. Boys

identified in this survey as being involved in concerning behaviour are counselled by Oratory staff and YLC's and their families are informed. Pleasingly, the results from the survey in 2016 showed considerable improvement in the way boys were relating to each other.

Pathways Coordinator

In 2016, a middle leadership position, Pathways Coordinator was instigated. Carolyn Ellul, joined the student services team in their case management of boys in the senior school and has worked proactively in career pathways discussions with all boys in the senior school. As part of her role in 2016, the Year 10 Futures week program has been redeveloped and refined for implantation in 2017.

Attendance

Thorough inventory of non-attendance at school implemented with the assistance of the Assistant Principal-Organisation. YLC's and Oratory leaders communicated with families and letters were sent home regarding concerning absenteeism. Interviews for all students and their families whose attendance was of concern were conducted. Catholic Education Office and Department of Health and Human Services were contacted for serious cases.

Value Added

- Child Protection policies and procedures updated and implemented
- Respect Protect Connect program implemented with all boys through the Oratory Program
- Pathways Coordinator role has been added to the suite of proactive support processes for students and their families
- Proactive programs developed and implemented in Student Wellbeing
- Further development of Oratory Personal Development programs
- New Community Day Program implemented
- Attendance at whole school events has improved markedly
- Rite Journey Breakfast in Year 9
- Reconciliation Week Presentation to Years 7-10

Student Satisfaction

2015 Report Data from the SRC surveys indicate the boys experienced a slight drop in their experience in 2015. 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.

There are no discernible reasons for these changes in our data. We need to be mindful of these in our planning for 2017 and beyond.

Child Safe Standards

Goals and Intended Outcomes

- Salesian College engaged legal firm, Complispace to assist in developing a thorough audit of all Child Safety and Protection Policies. With the development of the Respect Protect Connect program, all staff, students, parents and volunteers have been informed of the changes to the legislation in relation to Child Protection and Safety.

Achievements

- All Child Protection policies have been updated and made accessible on the College website.
- Salesian College Child Protection staff and volunteer compliance program has been implemented with all adults who work in our community completing the required training for understanding the new government legislation.
- Information regarding new Child Protection practices has been shared with our community online and new policies have been advertised through posters in all offices and classrooms
- Child Protection compliance training has been made compulsory through the annual training of staff and instituted as part of the induction of all new staff and volunteers to the College.

Leadership & Management

Goals & Intended Outcomes

To continue to strengthen school culture guided by a shared understanding of supportive leadership.	Effective student leadership development program	<ul style="list-style-type: none"> Review, refine and further develop student leadership development program within the oratory curriculum.
	Effective staff leadership development program	<ul style="list-style-type: none"> Explore opportunities to develop staff leadership.
	Effective Teaching and Learning teams	<ul style="list-style-type: none"> Facilitate program to allow student feedback to teaching staff.
	Student immersion program	<ul style="list-style-type: none"> Develop a student immersion program.
	Reflective professional practices	<ul style="list-style-type: none"> Explore and implement a number of sources of feedback to inform teaching practice.

Achievements

Student Leadership

In 2016 the Student Leadership structure was further refined and developed providing further voice for the student body. Whilst there were minimal changes to the structure, more work was done on ensuring leadership forums enhanced student voice. A VCAL leader was added to the structure to provide a voice for this significant minority of boys in the College. Year level leadership teams under the guidance of the Year Level Coordinator were further developed. 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.

The sequential leadership development program in the Oratory program provided all boys with leadership skill development. We will continue to develop this program to ensure all boys are exposed 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 continued engagement of the Group 8 development team. The main focus for 2016 for this group was to provide staff with student feedback from every class to provide data for review and improvement.

Peer classroom visits and feedback was further developed to continue the 360-degree feedback for all staff.

Staff at Salesian College undertook a variety of professional learning activities in 2016. These activities took the form of a staff development program and internal professional learning workshops.

In 2016 the College implemented Year One of the staff formation program which covered 'the person of Jesus'. Other areas covered in our staff development included mentoring, 'Growth Mindsets' and Pedagogical Practice. Classroom visits; student wellbeing seminars; and Annual Review Meetings also continued. Similarly, a number of ICT-related professional learning seminars were conducted throughout the year.

Total expenditure on staff professional learning was \$87469. This represents an average of \$728.00 per staff member.

NUMBER OF STAFF WHO PARTICIPATED IN PL	120
AVERAGE EXPENDITURE PER STAFF MEMBER FOR PL	\$728:00

TEACHER SATISFACTION

The 2015 SIF data showed a drop in the areas of Individual and School Morale 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 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 coming out in the 2015 data we reflect on. 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 2017.

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 2017. The increase in work demands introduced in 2015 bringing all staff in line with award conditions continues to have an impact on staff morale in turn reflecting in many other areas.

College Community

Goals & Intended Outcomes

- 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
 - Targets: Review and revise all lines of communication
 - Review current opportunities for parental involvement eg: Father/Mother/carer and son gatherings
 - Explore other avenues for parental involvement

Achievements

In 2016 the College bedded down 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 increased participation in the Father/Son evening for the Year 8 boys with great attendance and a spirit of joy apparent for all. A new initiative introduced in 2016 was the Rite Journey breakfast for the Year 9 boys and their mentors at the culmination of their participation in this wonderful program. Attendance at this event was excellent with the vast majority of the boys and their support person in attendance. The College continued to work with its Catholic feeder schools to ensure effective and productive relationships continued to grow. The College introduced a Principal's lunch with all Principals of the feeder catholic primary schools invited to the College for lunch and a forum on the needs of each school with regards transition. Work with local Catholic secondary schools also continued especially around the area of student enrolment.

Programs including the Becchi Day Program, information nights, parenting seminars, report nights, Art Expo, Whole School Liturgies and Assemblies, musical performances, our Sports Presentation Night continue to provide opportunity for parents to participate and contribute to building the school community through their involvement and attendance at such events. Our Parents Association plays a very active role in animating and catering for a number of these events.

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 has continued to assist a number of primary schools with the running of their sports carnivals.

The College continued its partnerships with local community groups including the Ashburton Soccer Club. These partnerships give the College greater presence in the wider community through advertising and promoting the College in local newspapers.

Further improvements were made in communicating with parents making better use of the Parent Access Module in the school intranet so that parents and guardians can gain ready access to more information such as performance in work requirements, attendance history and any disciplinary action.

Salesian staff leaders continue to play an integral role in the annual Salesian Immersion day, the biennial Salesian Leaders Conference and bi-annual Salesian Pilgrimage to France and Italy. The boys continued to participate in the annual Oz Bosco 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 2015 was conducted. This was a very successful and well-attended event. A past pupils tutoring program continued. 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 annually our Community Week, a whole school celebration of our Salesian Community.

We have maintained 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.

- Father/Son evening
- 2016 Mother's Day event (100% increase attendance on 2014)
- 2016 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:

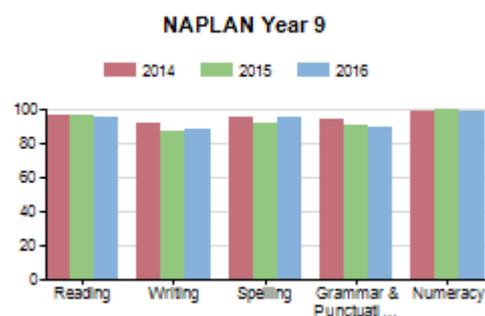
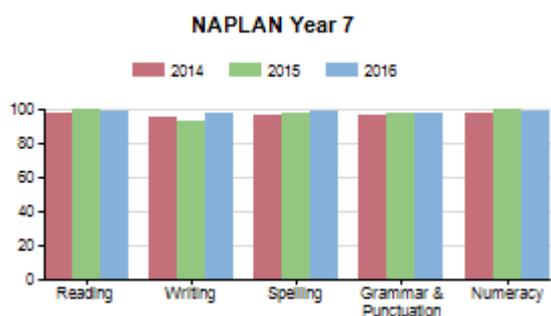
- Leader newspaper (Local newspaper) - Results
- Dux Magazine (Leader newspaper)
- National advertorials (The Age)
- Catholic Education Week lift out (Leader newspaper)
- Independent Schools Guide publication
- Catholic Schools Guide publication
- Secondary Theme Education publication

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 2015 data. In most indicators of parent opinion Salesian College was placed in the top 25% of Victorian Secondary schools.

VRQA Compliance Data

E1162 Salesian College, Chadstone						
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2014	2015	2014–2015	2016	2015–2016	
	%	%	Changes	%	Changes	
			%		%	
YR 07 Reading	97.5	100.0	2.5	99.5	-0.5	
YR 07 Writing	95.1	93.3	-1.8	97.3	4.0	
YR 07 Spelling	96.7	97.3	0.6	98.9	1.6	
YR 07 Grammar & Punctuation	96.7	98.4	1.7	97.8	-0.6	
YR 07 Numeracy	98.3	100.0	1.7	99.5	-0.5	
YR 09						
YR 09 Reading	96.9	96.5	-0.4	95.2	-1.3	
YR 09 Writing	91.4	87.3	-4.1	88.8	1.5	
YR 09 Spelling	95.1	91.9	-3.2	96.0	4.1	
YR 09 Grammar & Punctuation	93.9	90.7	-3.2	89.5	-1.2	
YR 09 Numeracy	99.4	100.0	0.6	99.2	-0.8	



YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	92.65%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

%

Y07	94.53
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Y08	93.68
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Y09	94.15
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Y10	93.86
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Overall average attendance	94.06
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.27%
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STAFF RETENTION RATE	
Staff Retention Rate	87.34%
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)	68
FTE Teaching Staff	65.947
Non-Teaching Staff (Head Count)	32

FTE Non-Teaching Staff	27.884
Indigenous Teaching Staff	0
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	576.40
Year 9 Writing	547.40
Year 9 Spelling	602.20
Year 9 Grammar & Punctuation	561.50
Year 9 Numeracy	603.00
SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	100%

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)