2024

Annual Report to the School Community

Salesian College Chadstone

10 Bosco Street, CHADSTONE 3148
Principal: Mark Ashmore
Web: www.salesian.vic.edu.au
Registration: 1485, E Number: E1162

Principal's Attestation

I, Mark Ashmore, attest that Salesian College Chadstone is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 19 May 2025

About this report

Salesian College Chadstone is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the My School website.

Governing Authority Report

The Year 2024 was yet another fine year for Salesian College Chadstone.

I wish to pay tribute to all our students and dedicated staff for their efforts this year. Our VCE cohort achieved another record year in academic performance. Their results were the best in the College's history, with a median study score of 32, 12% of students achieving results above 40, three students attaining an ATAR of 99.00, and 100% of our student's receiving tertiary offers.

More and more families are choosing to attend Salesian College Chadstone, and we rejoice in welcoming them and sharing the Salesian charism with many.
We continue to attract highly skilled and qualified staff, retaining their services, and supporting them in ongoing professional development.

Our internal governance processes, though often unseen by students and families, are strengthening each year. We have developed policies and practices that instil confidence and security in managing all student matters, ensuring safety and the efficient resolution of issues as they arise. This is essential in any well run organisation, and I am proud of the progress we have made, thanks to the hard work of many to achieve this.

We have developed a robust 10-year financial plan and sophisticated systems for cost control, which will ensure that we are successful in controlling all financial matters in the school, with the ultimate aim of controlling fees to parents and maintaining their sustainability for families.

As I write this reflection our Master Planning has worked well, and we have commenced Stage 1, Years 7 & 8 Precinct Development. The capital works program is well under way with the Mannix rebuild, which is scheduled for completion at the end of 2025. Significant effort was invested throughout 2024 by architects, quantity surveyors, and during the tender process. I commend the team led by College Principal Mr Mark Ashmore, for collaborating with our external consultants to achieve what I trust will be an excellent outcome.

We have strengthened our wellbeing team by bringing staff into the school who are trained psychologists. We understand the complexities of the life of a student. It is our duty to help. We have responded in this way, and we look forward to the positivity that we think will result from that.

On every benchmark for the assessment of the quality of the life of a school, which we set on internal reviews and with the assistance of external consultants retained for that purpose, it is my happy duty to report that we are matching or exceeding these benchmarks in all material respects.

It remains our hope that each student and family finds fulfilment and reaches their highest potential at Salesian College Chadstone. Increasingly, we find that this message is resonating with people beyond our immediate community.

I would like to thank my fellow Directors, the Principal Mr Mark Ashmore, the leadership team and all our students and families for all their contributions in making Salesian College Chadstone such an outstanding place in education for our fine young men.

Vision and Mission

Vision

A dynamic, joy-filled Catholic learning community, Salesian College Chadstone 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 in all aspects
- 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, 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 **997** 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, multi-use covered 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 2023 Year 7 cohort was drawn from approximately **60** primary schools. The College community is enriched by the diversity offered by students from more than 60 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 Dream That Makes You Dream”

In 2024, we commemorated the 200th anniversary of young Giovanni Bosco’s formative dream at age nine—a moment that defined his life and vision. Challenged by a noble man and a majestic woman to “make friends, not with blows, but with gentleness and loving kindness,” Don Bosco’s dream continues to inspire.

Our Strenna theme, “The dream that makes you dream,” encouraged students to dream boldly—in faith, relationships, personal interests, and studies. I thank every member of our school community—students, staff, families, and the Board—for your dedication to our Salesian values: integrity, respect, belonging, joy, and dynamism.

Students are to be commended for their efforts and engagement. St Francis de Sales reminds us, “Be who you are and be that well.” Our community has shown academic growth, particularly in the classroom and Resource Centre. The Year 12 cohort achieved our best academic results in our college history - congratulations to them and our VCE teachers.

Thank you to the Year 12 class of 2024 for their warm, inclusive leadership, particularly our student leaders who exemplified Don Bosco’s spirit. Highlights included College tours, public speaking workshops with local primaries, and leadership across our Salesian and ACC networks. Special thanks to College Captain Benjamin Brooks and Vice-Captains Dylan Rayen and James McLaughlin for their exceptional guidance.

Our rich co-curricular program offered students diverse opportunities to shine in chess, debating, theatre, service learning, music, leadership, and sport. Our ACC teams proudly returned with trophies and pennants.

A highlight was Don Bosco Oratory Week, where liturgy and fun reflected our Salesian charism. Our unique Sacramental Program saw students embrace faith through meaningful ceremonies supported by their families and peers. Thank you to all for their openness to our Catholic values.

We commenced Stage 1 of our new Years 7–8 Learning Precinct—an exciting, modern space shaped through community input.

Community events like the Time and Space Program, parent breakfasts, Liverpool FC Day, and our inaugural Business Luncheon deepened our sense of belonging and community connection. Thank you to our Parents Association and all who supported these initiatives.

The Salesian College Chadstone Alumni Association was rebranded and promoted in the community. We reconnected with alumni through forums, reunions, and the new Alumnly platform, reinforcing lifelong ties to Chadstone.

We are blessed by the presence of the Salesians—thank you Fr Brian, Fr Oreste, and Fr Kelly—for your spiritual leadership throughout masses, reconciliation, and Valedictory events.

Don Bosco's enduring message - "Love one another and treat each person with dignity and respect" - is seen in our Oratory classes, Child Safe Framework, and inclusive staff development programs.

Guided by hope, kindness, and the belief in God's presence, our staff nurture students to strive for excellence. I am deeply grateful for the professionalism, care, and love shown by our dedicated team.

As we move into 2025, we embrace the Catholic Church Jubilee with faith, joy, and the hope described by Pope Francis: a hope that builds a kinder, more beautiful, and humane world.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

In providing contextual Catholic faith and Salesian Charism formation opportunities for our students, staff, families and Board, we believe that we will see an increase in engagement and understanding of faith as well as an appreciation for its importance in their lives.

Intended Outcomes

1.1 Catholic Identity - Nurture the College's Catholic identity and Salesian Charism and spirit in all aspects of college life, to open hearts and minds of all community members through dialogue, prayer, liturgy, service, formation and accreditation.

1.2 Community Relationships - Develop, maintain and foster relationships, connection and opportunities to those within or new to our community through welcome and inclusion and underpinned by our College values (respect, belonging, integrity, joy, dynamism)

1.3 Oratory - Enhance our Oratory Program to support the holistic growth of all, foster belonging and inclusion, and engage our young people in faith through inquiry and dialogue in a re-contextualised Religious Education program.

1.4 Commitment to Reconciliation - Acknowledge the traditional custodians of the land and develop a Reconciliation Action Plan to help our community forgive, celebrate, learn and understand the importance of in Indigenous peoples and culture (deferred)

3.2 Build Staff Capacity - Develop staff capacity through evidence based professional learning opportunities and structures, including a focus on formation, reflective practice, constructive feedback, collaboration and coaching to foster a learning focussed school.

3.3 Staff Connection and Wellbeing - Nurture and connect all staff through our Catholic faith, Salesian Charism, Vision, Mission and Values: supporting wellbeing to engage and retain staff

3.4 Inclusivity and Equity - Explore dialogue and actions to listen, learn, understand and respond to the dignity of all with respect

Achievements

- Celebration of Don Bosco's Dream Bicentenary, reinforcing faith through reflection, storytelling, and Salesian Charism.

- Strong liturgical life including well-attended Friday Masses led by students and year-level teams, reinforcing Eucharistic devotion.
- Celebration of major liturgical events (Feast of the Assumption, Mary Help of Christians, Don Bosco Feast Day) with high student participation and reverence.
- Seven students (Years 7 & 8) received Baptism, Holy Communion, and Confirmation, welcomed into the Catholic Church by Bishop Ireland.
- Empowerment of five students and three staff as Ministers of the Eucharist through formation and training.
- Warm, inclusive liturgies and Masses involving a variety of community members, including students, staff, clergy, and parents.
- Active involvement of students and staff in Social Justice programs supporting Caritas, Foodbank Victoria, Salesian Samoa Mission, and St Vinnie's Christmas Hamper Drive.
- Oratory themes explored deeply through Reflection Days for all year levels, linking faith with personal identity, resilience, masculinity, and inclusivity.
- Religious Education infused with real-life themes, storytelling, and guided inquiry to deepen engagement in faith and values.
- Ongoing work referenced in college documents includes acknowledgment of Traditional Custodians during significant events and a commitment to educating students on Indigenous culture (though a formal RAP process was not detailed).
- Staff involved in student formation activities (retreats, liturgies, social justice) showed strong collaboration and reflective practice.
- Three staff members received training as Eucharistic Ministers, demonstrating professional faith-based development.
- Staff supported student spiritual life and participated in social justice efforts, contributing to a cohesive, mission-oriented culture.
- Liturgy and Faith team publicly acknowledged across reports for inclusive planning, shared leadership, and cultural spirit.
- Collaboration with Genderworks Australia to develop a Diversity and Inclusion Policy and associated professional learning for staff regarding unconscious bias to enable respect and dignity for all.

Value Added

- Student Leadership in Liturgy: Students contributed as readers, intercessory prayer writers, Mass booklet designers, altar servers, and musicians—building ownership and responsibility in Catholic celebrations.
- Student Formation Days: All year levels experienced tailored Reflection Days addressing age-specific challenges like identity, masculinity, adversity, and community, often led by expert facilitators (e.g., Tomorrow Man, Man Cave).
- Sacraments: Seven junior students actively choosing to join the Catholic Church via the full Sacramental journey is a deeply meaningful and culturally enriching development.

- International Solidarity: Strong community engagement and direct connection to the Salesian Mission in Samoa, enhanced through staff immersion trips and student fundraising impact storytelling.
- Collaborative Culture: Facilities, IT, staff leaders, and the broader teaching community united to deliver high-quality Masses and liturgies, embodying a holistic vision of mission as “home, school, church, and playground”.
- Faith Through Storytelling: Biblical and real-world narratives (e.g., Don Bosco’s Dream, guest speakers on adversity and growth) were used powerfully to link student experience with Gospel messages.

Learning and Teaching

Goals & Intended Outcomes

Goal

Our learning focussed school welcomes all. We encourage each learner to participate in opportunities that lead to personal excellence and provide joy.

Intended Outcomes

2.1 Opportunities and Pathways for All - Identify pathways and programs for all Salesian students to experience academic growth and broaden their knowledge of future studies and careers in an increasingly changing world.

2.2 Feedback for Learning - Provide feedback for learning to empower students to achieve authentic growth and personal excellence.

2.4 Learning Vision and Learning Matrix - Dynamically strengthen learning and teaching by understanding each learner, making learning visible and enhancing student outcomes.

2.6 Culture of Learning, Wellbeing and Life - Foster an environment that prioritises social and emotional wellbeing, a commitment to the dignity of the individual, and pastoral care of all, to positively impact relationships, resilience and the engagement of our students.

Achievements

Theme of the Year

The 2024 Strenna, “The dream that makes you dream”, inspired the entire College community to dream boldly. This theme was evident across all academic, co-curricular, and personal development activities.

Academic Excellence and Resilience

- Students across year levels demonstrated dedication and enthusiasm for learning with strong engagement, joy in learning, and improved learning outcomes.

VCE Achievement

- VCE students achieved outstanding results, the best in the College's history. Strong revision preparation and trial examinations during the September holidays supported their achievement in the final VCAA VCE Examinations.

Showcasing Applied Learning

- The VCE VM Portfolio Showcase offered a personal reflection space for students to share their journeys and aspirations, highlighting the depth of the College's Applied Learning program.
- VCE VM students found success securing apprenticeships and further education pathways.
- VCE VM students gained industry insight and life skills at the Yakult Factory, P.A.R.T.Y. Program at the Alfred, and Driver Learning Program at the Formula 1 Grand Prix.

Excursions and Enrichment Activities

- Students across all year levels participated in reflection days to support spirituality, identity and wellbeing.
- Physics students applied classroom knowledge at Luna Park through motion and energy studies.
- Art students visited the National Gallery of Victoria, while others experienced live action at the Grand Prix.
- Biology students explored cutting-edge science at the University of Melbourne.

Arts and Public Speaking

- The Art and Design Exhibition celebrated the creative brilliance of students across Visual Art and Technology disciplines.
- The Mary McKertich Public Speaking Award featured confident presentations from students in Years 7–12.
- The Music Camp and numerous ensemble and band performances promoted musical development and community spirit through collaborative performances.

Rua Resource Centre

- Book Week was a vibrant celebration of literacy, capped by a visit from acclaimed Australian author Alice Pung, who inspired Years 7 and 8 to embrace storytelling.

Year-Level Highlights

Year 7

- Participated in Book Week and met author Alice Pung.
- Involved in the Mary McKertich Public Speaking event.
- Engaged in early high school transition and foundational learning programs, including a unit about Being Salesian.

Year 8

- Enjoyed the Year 8 Camp and Experiential Days, focused on team building and personal growth.
- Attended Alice Pung's inspiring author session.
- Participated in Book Week and Public Speaking initiatives.

Year 9

- Took part in the City Experience, exploring urban Melbourne and connecting real-world contexts to classroom learning.
- Participated in Music Camp and immersive subject experiences during Learning Area Weeks.

Year 10

- Engaged in the Future Focus Program, including newly implemented Morrisby Career Testing, helping identify strengths and potential career pathways.
- Attended the Subject Selection Day/Evening and Careers Expo, guiding future academic choices.

Year 11

- Developed public speaking and leadership skills, including contributions to school-wide events.
- Participated in senior-level academic programs and began deeper subject specialization.

Year 12

- Celebrated the College's strongest-ever VCE results.
- VCE VM students achieved post-school placements and career goals.
- Showcased leadership, resilience, and maturity, contributing significantly to college culture.
- Shared personal growth stories in the VCE VM Portfolio Showcase.
- Sat Trial Examinations and final assessments with diligence and focus.

Student Learning Outcomes

Throughout 2024, students at Salesian College Chadstone demonstrated consistent academic growth, resilience, and a passion for learning. Across all year levels, there was clear evidence of skill development, critical thinking, and engagement with both curriculum content and real-world applications.

Classroom Engagement

- Students approached their studies with dedication, tackling new concepts and challenges with enthusiasm. The positive learning culture across classrooms fostered inquiry, collaboration, and deep understanding
- Learning Area Weeks allowed students to explore subject areas in depth through hands-on activities and themed projects, enhancing comprehension and fostering curiosity.
- Excursions such as the Physics trip to Luna Park, Biology workshops at the University of Melbourne, and VCE VM's visit to the Yakult Factory brought theoretical concepts to life through experiential learning.

Assessment and Feedback

- Formative and summative assessments—including semester examinations—played a pivotal role in evaluating student understanding and progress. The implementation of Intellischools to monitor student performance and initiate interventions helped improve learning outcomes.

Career and Pathway Planning

- Year 10 students benefited from the Morrisby Career Testing as part of the Future Focus Program. This initiative enabled students to reflect on their strengths and consider potential career paths, supporting informed subject selections and post-school planning.

Literacy and Communication Skills

- Events like Book Week, the Mary McKertich Public Speaking Award, and author engagements with Alice Pung enriched students' literacy skills and confidence in public expression. These opportunities nurtured a love of reading, writing, and effective communication across year levels.

Collaborative Learning Environment

- Learning Conferences brought students, teachers, and families together to discuss academic progress and set personalised learning goals. This collaborative approach strengthened students' accountability and ownership of their learning journey.

NAPLAN

- *Year 7 students come to Salesian College Chadstone with ability*
- *Year 9 students demonstrated improvement, with the middle band ('Strong' section) good across all tests.*

Applied Learning

- VCE VM students demonstrated significant personal and academic development through both in-school and community-based experiences. Their reflections presented during the Portfolio Showcase revealed deep learning in real-world contexts and strong alignment with their future goals.

VCE Results

- Our students have all excelled in VCE Scored, VCE Unscored and VCE Vocational Pathways. Salesian College Chadstone is proud of all our students from the Class of 2024. We maintained our excellent median study score of 32. Three students achieved over 99.0 ATAR with the Dux achieving an outstanding 99.45.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	**Year level**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 7	548	72%
	Year 9	551	58%
Numeracy	Year 7	581	86%
	Year 9	582	77%
Reading	Year 7	561	85%
	Year 9	575	70%
Spelling	Year 7	553	83%
	Year 9	576	77%
Writing	Year 7	567	82%
	Year 9	581	67%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	32
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Goal

The College regards its child safety responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure best practice with all relevant child protection laws and regulations and maintain a child safe culture.

Intended Outcomes

2.1 Intercultural and Environmental Awareness - Promote intercultural and environmental awareness that enhances relationships, understanding and inclusion and empower students to act for social justice

2.4 Student Voice, Agency and Empowerment - Engage student voice, agency and empowerment through welcoming and inclusive dialogue with students at all levels so they are valued and active decision-makers and innovators in their school community.

2.5 Culture of Learning, Wellbeing and Life - Foster an environment that prioritises social and emotional wellbeing, a commitment to the dignity of the individual, and pastoral care of all, to positively impact relationships, resilience and the engagement of our students.

4.1 Child Safe Environment - Embed an exceptional child safe environment that is a welcoming and inclusive place for learning, promotes respectful relationships and exceeds community expectations and required standards.

Achievements

- Students proposed and implemented initiatives promoting intercultural understanding and social justice, including the House Soccer Festival and Push-Up Challenge (raising awareness for mental health in Australia.
- Fundraising initiatives such as the Salesian Mission BBQ reflected students' understanding of global needs and commitment to supporting vulnerable communities.
- The Student Congress provided a formal platform for students from multiple year levels to submit and realise proposals, such as extended Rua Resource Library hours, the Push-Up Challenge, and expanded extracurricular offerings.
- Students played key roles in planning and running events, including student-led assemblies, which allowed them to celebrate peer achievements and voice important messages directly.
- The Resilience Project (Years 7–9) taught emotional wellbeing strategies based on Gratitude, Empathy, and Mindfulness (GEM), promoting resilience and healthy self-awareness.

- The Our Futures program focused on physical wellbeing and healthy lifestyle choices for middle school students.
- School-wide engagement in events like public speaking competitions, House competitions, music concerts, and the Salesian Cup football match fostered connection and positive school spirit.
- Strong pastoral care was delivered by Year Level Leaders and Oratory teachers, creating an inclusive and supportive environment for all students.
- Salesian College maintained a safe, respectful learning environment through proactive wellbeing support, delivered by a dedicated Wellbeing Team and College Nurse.
- School-wide programs, pastoral care, and leadership opportunities created structures that prioritised student dignity, voice, and safety across all year levels.

Value Added

- Push-Up Challenge: A high-participation mental health initiative that raised over $3,300 for charity, combining physical activity with emotional health advocacy.
- Extended Library Hours: An initiative from the Student Congress that enriched learning culture by increasing access to resources.
- Student-Led Assemblies: Empowered students to take leadership roles in celebrating peer achievements and building confidence in public forums.
- Greening Salesian: Environmental awareness initiative proposed by students through Student Congress (development stage mentioned).
- Collaborations with other schools: Leadership partnerships and events with Avila College, Sacred Heart, and Melbourne Girls College promoted intercultural dialogue and leadership development beyond Salesian.

Student Satisfaction

- A strong sense of community spirit and school pride was observed through high participation in co-curricular events (Shrove Tuesday, House competitions, Mothers'/ Fathers' Day, sports and arts events).
- Students engaged fully with programs like The Resilience Project and Our Futures, reflecting satisfaction with wellbeing initiatives that were relevant, age-appropriate, and meaningful.
- Leadership opportunities were widely available and well-received, with many students stepping into ambassadorial and representative roles and attending conferences.
- Pastoral care programs and the presence of an accessible Wellbeing Team contributed to a positive emotional and academic experience across the student body.

Leadership Initiatives

- Hosted and contributed to Student Congress each semester, influencing tangible changes in school operations and student life.

- Delivered the Push-Up Challenge mental health fundraiser and the Salesian Mission BBQ.
- Organised the Soccer Festival, a five-day event promoting inter-house competition and community engagement.

External Collaborations

- Participation in the Respectful Relationships program, the APSPA Captains Conference, ACC Leadership Launch, and Leadership Formation Day with Sacred Heart.
- Hosted and attended cross-school leadership forums with Avila College and Melbourne Girls College, strengthening intercultural dialogue and shared learning.

Student Attendance

In 2024, student attendance was a focus for the college to improve belonging, wellbeing and learning. Pastoral, Wellbeing, Learning Diversity and Pathway staff meet to identify boys who are flagged to be at risk and implement support plans to care for our boys.

The process for monitoring attendance is as follows:

- Attendance rolls are marked in each lesson.
- Parents/guardians of a student who is marked absent without explanation by 9:30am, is sent a text message asking them to inform the College of the legitimate reason for the absence.
- Anomalies in the rolls are followed up by administration staff in the first instance. Subsequently, Year Level Leaders follow up where it is identified that a student has missed a class without explanation.
- Oratory Teachers are asked to follow up every absence. This enables them to monitor student attendance and track student absences and use the information to ensure they have knowledge relating to the boys who are in their class.
- Fortnightly report is generated compiling attendance records of students whose attendance is less than 90% (without provision of a valid reason). These students and their families are followed up to establish reasons for the absences by their oratory teacher. Students with an attendance record of less than 80% are followed up by the Year Level Leader.
- Each term, families receive communication where the student's attendance is reported to be less than 90%.
- A support process to raise the level of attendance of students whose attendance of concern is in place.
- Attendance over 98% is celebrated with a student name drawn at the whole school assembly resulting in an award.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	95.72

Average Student Attendance Rate by Year Level	
Y07	92.0
Y08	88.9
Y09	87.4
Y10	87.7
Overall average attendance	89.0

Leadership

Goals & Intended Outcomes

Goal

Staff teach and mentor our young men with heart and mind, so they feel welcome, their faith is nurtured, they learn in a safe environment, and they have opportunities to connect with others

Intended Outcomes

3.1 Governance - Utilise best practice governance, finance, risk management and compliance reporting to enhance the mission of the Salesians of Don Bosco and ensure a sustainable future for the College.

3.2 Build Staff Capacity - Develop staff capacity through evidence based professional learning opportunities and structures, including a focus on formation, reflective practice, constructive feedback, collaboration and coaching to foster a learning focussed school.

3.3 Staff Connection and Wellbeing - Nurture and connect all staff through our Catholic faith, Salesian Charism, Vision, Mission and Values: supporting wellbeing to engage and retain staff.

3.4 Inclusivity and Equity - Explore dialogue and actions to listen, learn, understand and respond to the dignity of all with respect.

3.5 Distributed Leadership - Encourage subsidiarity in leadership by sharing dynamic approaches to strategy, innovation and operations that animate our Vision, Mission and Values.

3.6 Staff Voice and Empowerment - Empower all staff to share their voice, learn, lead, innovate and take risks to foster innovation and improvement within our learning focussed community.

Achievements

- The college developed a Business Continuity Plan to assist with emergency situations and operational disruptions.
- 10 Year Financial Plan was established to provide greater clarity and sustainability for college finances.
- ICT review and staffing restructure.

- Psychological safety was promoted and strategies implemented to support staff wellbeing, with staff perceptions improving from 54% to 59% with staff. Further research and development will be continued into the future.
- Implementation and professional learning for teaching staff regarding Intellischools (data).
- Learning Vision and Global Citizenship Definition were developed and promoted to inform practices.
- High Impact Teaching Strategies (HITS) and a pilot coaching program were promoted through the college's professional learning afternoon and Professional Growth Cycles.
- Stage 1 of the Years 7 and 8 Learning Precinct commenced.
- 30 staff accredited to deliver mental health first aid.
- Implementation of the organisational chart and appointed Positions of Leadership (POLs).
- Diversity and Inclusion Policy developed in consultation with staff and Genderworks Australia.
- Increased focus on indigenous voice through Reconciliation and Harmony Week activities.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024

Staff participated in the following Professional Learning of the course of the 2024 year:

- APSPA Leadership Conference
- VCE conferences
- Method based state conferences such as VATE, VALA, STAV, VCTA
- Visiting other schools to develop our pastoral and wellbeing programs (e.g. Dunlea, Salesian Sunbury)
- Effective ways to plan for and implement new study designs in the junior years, following the curriculum review.
- Youth Mental Health First Aid Training with over 30 staff becoming accredited
- Health First Aiders
- Psychological Safety Training
- VCE assessor training
- Male specific student behaviour management
- Data literacy action projects for all teaching staff
- Professional growth cycles
- High Impact Teaching and Wellbeing Strategy
- Resilience First Aid Training for Leadership
- Behaviour management workshops
- Food handling certificates
- Leadership team - Work in Teams workshops
- Middle Leaders undertook development sessions with Bern Nichols

Staff also had presentations regarding:

- Instructional Coaching in the classroom
- Cognitive Coaching
- Student discipline and management
- Professional boundaries from a legal professional
- Child Safety and other Compliance related requirements
- Unconscious bias training with Genderworks Australia

The college joined the International Boys School Coalition and staff took up opportunities to join professional networking and learning groups in association with this organisation.

A group of staff attended the day-long seminar with internationally renowned educationalist, Dylan Wiliam.

A group of female staff attended the VCSSDPA Women in Leadership dinner.

Expenditure And Teacher Participation in Professional Learning	
Non-teaching staff also attended Professional Learning through: • Counselling conference • EA to Principals Professional Development • Education conference • Learning support • Nursing • Occupational Health & Safety • Law training • Cyber security training • Inclusivity & gender fluidity training • First aid • Professional Growth Cycles • Wellbeing training The Leadership Team collaborated with external consultants, Work in Teams, to develop strategy and protocols to lead the college.	
Number of teachers who participated in PL in 2024	151
Average expenditure per teacher for PL	$1110.00

Teacher Satisfaction

Staff satisfaction at the College continued to grow in 2024, with teachers reporting a strengthened sense of alignment with the College's mission and Salesian identity. There has been a noticeable improvement in overall staff satisfaction, rising from 61% in 2023 to 63% in 2024. Staff continue to value the supportive leadership and strategic direction of the College, with 67% indicating a strong belief in their collective capacity to bring about improvement. Areas such as team collaboration, coaching and psychological safety remain important development priorities, but overall, the feedback reflects a positive, engaged, and purpose-driven staff culture. The college retained all but four staff who all offboarded for further leadership opportunities.

Teacher Qualifications	
Doctorate	1
Masters	37
Graduate	36
Graduate Certificate	8
Bachelor Degree	86
Advanced Diploma	6
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	98
Teaching Staff (FTE)	92.1
Non-Teaching Staff (Headcount)	66
Non-Teaching Staff (FTE)	55.16
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

Salesian College Chadstone develops and fosters partnerships to ensure we are actively involved in community in the provision of a Salesian education, celebrating past pupils and connecting with Primary Schools, Parishes and industry.

Intended Outcomes

6.1 College Facilities - Review and develop a plan for the use of our college facilities by the wider community.

6.2 Alumni - Build lifelong connections with past pupils.

6.3 Schools and Parishes - Further develop connections with other schools and Parishes so that they have the opportunity to appreciate our Salesian Charism and learning focused community.

6.4 Industry - Seek partnerships with tertiary and industry sectors to create inspiring and impactful learning programmes and dynamic collaborative experiences aligned to our College Vision, Mission and Values.

Achievements

College Facilities

Delivered a number of key capital projects to enhance College infrastructure including:

- Progressed and communicated the College Master Plan, including the Stage 1 redevelopment of the Mannix Campus focused on a Years 7 and 8 Learning Precinct, aligned with developmental and educational needs.
- Refurbishment of 9 classrooms in the Occhiena building.
- Rejuvenation of decking timber around the Naylon Building.
- Air conditioning renewal in the Murdoch Building and Music Studios.
- Initiated a 10-Year Capital Works Programme and Minor Capital Works Framework to prioritise future facility development and access.
- Managed design development and consultation for Mannix Campus Stage 1 with expected completion in 2026.

Alumni

- Developed a strategy paper to improve alumni connection with the college.
- Rebranded and launched the Salesian College Chadstone Alumni Association in consultation with past pupils.
- Hosted the inaugural November MCG Business Lunch featuring keynote speaker Martin Heppell (Resilience Project), attracting alumni and fostering community networking.

Schools and Parishes

- Conducted Primary School Debating and Public Speaking Workshops, engaging over 200 students from eight feeder schools.
- Delivered Salesian Kid Secondary School Experience Days to inspire future leaders and connect with primary communities.
- Strengthened local relationships through successful events such as Liverpool Community Day.

Industry

- MCG Business Lunch created meaningful links with industry, with a focus on wellbeing and resilience strategies applicable to education and professional settings
- Partnership development with Melbourne United basketball and Baseball Victoria.
- Integrated external expertise (e.g. McIldowie Partners Architects) in facility planning to support learning innovation and infrastructure development.

Parent Satisfaction

Parents remain highly supportive of the College and continue to value its inclusive culture, strong relationships, and responsive communication. Overall parent satisfaction is strong, with 70% of families expressing a positive experience—well above the Melbourne Archdiocese Catholic Schools (MACS) average of 61%. Notably, perceptions of student safety are also high, with 70% of parents indicating confidence in how the College supports their child's wellbeing. Families of Year 7 students again reported a particularly smooth transition, and there is strong endorsement of the school's fit for their child (75%). Families have contributed to the Master Plan that will further transform the school. The College remains committed to ongoing improvement, particularly in expanding senior pathways and continuing to partner with families to support student success.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.salesian.vic.edu.au