



**SALESIAN  
COLLEGE**  
CHADSTONE EST.1957

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2017

## Salesian College, Chadstone



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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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

24 May 2018

## 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, 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 2017 Year 7 cohort was drawn from approximately 65 primary schools. The College community 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 2017 school year was a successful year with a number of improvements in the areas identified in our Strategic and Annual Action Plans. As well as it being a successful year, it was also 'the year of review.' Within the twelve-month period, the College undertook a school review, a Principal review as well as the general annual reviews. By the end of the 2017 year we felt we knew more about ourselves than we ever have.

Our enrolment numbers increased again in 2017 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 share this good news in the community by word of mouth.

The school review was very important, as well as the typical VRQA compliance check we also used the ACER National School Improvement Tool. Using this tool focused the review on our teaching and learning program. In addition to recognising that the school is compliant in areas, such as child protection, governance, OH&S, curriculum delivery and the many other compliance areas, the report also provided the school with commendations for all the things we are doing well and a number of recommendations to further improve. Subsequently, a sharpened focus on teaching and learning will occur.

Commendations were quite comprehensive with the reviewers stating that there was a lovely welcoming feel in the College, the boys had a strong sense of belonging and pride in the school and that, by and large, everything was going as well as in most schools. Some of the key recommendations coming out of the review included looking at the collection and use of academic data to inform teaching, developing a pedagogical framework, and developing a professional learning plan. The College has set in place a number of initiatives to facilitate achieving these outcomes in the coming years.

Catholic teaching and the Salesian charism remained central to everything we do, ensuring the College continued to be a school that provided 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 Catholic ethos of the College was evident again this year through College liturgical celebrations: Opening School Year Mass; Mary Help of Christians Mass; Valedictory Mass;

Community Mass, and the end of year Mass. These celebrations are all quite different but wonderful celebrations in their own right. Students entered into these gatherings with a willingness and a reverence underlying the importance they place on this aspect of College life.

Our Retreat Program provided boys in all levels with an opportunity to explore their spirituality in a reflective and uplifting atmosphere. The College once again offered boys the opportunity to 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. However, we had no takers. One of our Year 11 students did participate in the Oz Bosco event held at St Joseph's College, Ferntree Gully.

The College was a little disappointed with some elements of the academic achievements of the Class of 2017. Whilst the top end remained relatively strong with fifteen boys (11%) achieving ATAR scores of 90 or above, 32% 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 decreased slightly to 66.6, still above the state average but disappointing none the less. The College Dux for the class of 2017 had an ATAR of 96.1. The biggest disappointment in our results was the decrease in the number of Study Scores over 40. Overall, the VCE results remained solid, however, we have come to expect more from our boys.

A new initiative introduced in 2017 was Student Led Conferences. These ran parallel to the more traditional parent teacher interviews, however, they were given greater weighting as they went for eight minutes, were compulsory for all students and their families and required the students to lead the discussion.. The rationale behind this new initiative is for the boys to take more ownership and responsibility for their learning. The Conferences were well received by both the students and their parents. In other curriculum developments, the College was able to offer Food Technology for the first time in the two new kitchens created in the Valdocco building. The subject has proven to be very popular with all classes offered filled to capacity.

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 intra school competition continues to have a life of its own with the House shields and House Cup bringing out the competitive juices of all the boys. The House Cup was a closely decided affair with Moroney House winning after taking out two of the individual shields, cultural and civics & citizenship. Collinson finished second also winning two of the individual shields,



sport and academic, but had a slightly lower overall score. The College carnivals were even more competitive. Importantly, they also provided the opportunity for a great deal of fun for all the boys.

Music's place in the College is now well established providing many of the boys with the chance to have some fun whilst exhibiting their talents. One fine example was a Year 11 student, writing the musical score for the College production this year. An outstanding example of talent and dedication. The College bands took every opportunity to perform with one group of musicians traveling to Hawaii to participate in the international music festival. The bands also provided entertainment at school as well as within the wider community by playing at assemblies, Spring and Autumn concerts, Cabaret Night and during Oratory Week. 2017 Cabaret Night was the best I have experienced in my time at the College with this event developing into a significant community event. The Autumn and Spring Concerts were also highlights for the year. The Music program continues to provide a very important vehicle for cultural growth for all in the community. The College continued to grow the music program introducing strings and vocals into the instrumental music program. These initiatives are well received by the boys and we look forward these areas being visible in future music performances.

The Debating and Public Speaking teams once again competed with flair, and continue to develop into a strong component of our culture. A great number of boys participated in House competitions as well as inter school competitions with some very pleasing results. We look forward to further growth and development in coming years.

Student Leadership in the College continued to grow under the guidance of Mrs Malwina Dwyer and Mr Anthony Barnes. College Captain, Stefano Mascaro, Vice Captains Peter Pamouktsis and Lachie Magee along with the rest of the student council and student congress demonstrated great leadership presenting many new initiatives to the College. 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 and organising events that involved participation from 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. This was never more evident than at the final assemblies for all houses where the winners of each shield and the House Cup Champions were presented.

An integral aspect to the success of Salesian College Chadstone is its staff, to whom I am always very grateful. I congratulate and thank them all for the tireless effort, the extra hours they contribute 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 outstanding. I would also like to thank the Parents' Association, who did a wonderful job bringing the parent community together ensuring they remain an important part of the College community. The past few years has seen this group transition from 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 Mothers' Day and Fathers' Day breakfasts, Year 7 Orientation Night and social evenings are vital in making our families, in particular the new families, feel welcome. I would like to thank Mrs Tracy Stone and her team for all the wonderful work they do in supporting the College.

The College Board, under the leadership of Fr Frank Bertagnolli SDB, has provided much needed support and leadership to the College this year. The Board functioned extremely well in its role to ensure that College policy and the ethos of the College is upheld.

Very late in the school year the College received the great news that it had been successful in obtaining a capital grant from the State Government of \$1,000,000 for the construction of a new administration building incorporating a Student Services and a Learning Support centre.

## Church Authority Report

### College Rector and Advisory Council Chairman's Reflection

The year of 2017 marked the 60th anniversary of the foundation of Salesian College. From very humble and small beginnings in 1957, with about 60 students in a couple of classrooms and a small hall, a few priests and brothers on the Staff, and lots of open land all around it, Salesian College has grown beyond the 1000 enrolment mark, with some first-class facilities... We are all very proud of the achievements, especially of our past students, of the past sixty years.

The Advisory Board of the College instituted a review of its own constitution. As a result, the more appropriate descriptive term of "Council" replaced the term "Board". Since this Council provides advice and recommendations to the Principal and to the Chairman of the Salesian Society (the owner of the College), it was agreed that all appointments to the Council would be made by the Provincial, as Chairman of the Salesian Society. Fixed terms of service and a limited number of terms were also introduced in the revised document, which will continue to be known as a "Handbook for Council Members".

In the course of the year, the Council endorsed some major initiatives proposed by the Principal and the Leadership Team. One such initiative was the application to the Victorian State Government for a capital grant to build a new administration and student services hub. The application for a \$1 million grant was successful. The construction of the project begins in 2018.

Another important development was the request to Catholic Education Melbourne for an increase in the number of Year 7 enrolments to 200: this request was also successful. Given the strong cohort of applicants for a Year 7 place at Salesian College, the total number of students will reach 1,100 in the next few years. This will also guarantee the financial viability of the College.

The on-going challenge of maintaining the Catholic and Salesian ethos of the College was met and enhanced through a program of Staff formation, which included a series of conferences on Church issues, and a major conference on Don Bosco's Oratory philosophy, which was shared with other Salesian schools in Australia, with input provided by an expert in Salesian studies from San Francisco, USA.

In conclusion, I would like to express my appreciation, also on behalf of the College, to the outgoing Chairman of the Salesian Society, Fr Gregory Chambers, a past student of this College, for his encouragement and support. We also welcome Fr William Matthews, the new Chairman. At the same time, I wish to put on record my appreciation to the Principal, the Staff and the parents, for their dedication and cooperation in the mission of education at Salesian College.

## Education in Faith

Goals and Intended Outcomes	Achievements
<ul style="list-style-type: none"> <li>To develop and begin to implement a Student Salesian Formation Program for students.</li> </ul>	<ul style="list-style-type: none"> <li>To support the student's spiritual formation, all year levels attend a term Mass in the College Chapel. This is in addition to House and Whole School Masses.</li> </ul> <p>Term 1 – Reconciliation</p> <p>Term 2 – Resurrection</p> <p>Term 3 - Mary Mackillop</p> <p>Term 4 – Thanksgiving (for the year)</p> <ul style="list-style-type: none"> <li>Draft ideas for a Year 7-12 formation program developed.</li> <li>Year 7 students have been booked into Eat Up Australia Program.</li> <li>Two Year 11 students and one staff member attended the Salesian Samoan Immersion.</li> <li>Six boys attended Oz Bosco</li> </ul>
<ul style="list-style-type: none"> <li>Continue staff formation to increase numbers of staff accredited to teach in a Catholic School and teach Religious Education in a Catholic School.</li> </ul>	<ul style="list-style-type: none"> <li>Second year of Five-year Formation on the Catholic Tradition continued with the running of the following sessions on the History of the Catholic Church:             <ol style="list-style-type: none"> <li>Historical Context (Nadia Knight)</li> <li>Vatican 1 (Fr Elio Capra SDB)</li> <li>Vatican 2 (Fr Elio Capra SDB)</li> <li>Australian Catholic Church History (Gavin Brown YTU)</li> <li>Challenges facing Catholic Schools today (Nadia Knight)</li> </ol> </li> <li>Salesian formation consisted of four sessions (all presented by Nadia Knight):             <ol style="list-style-type: none"> <li>The Strenna (We Are Family)</li> <li>Don Bosco's early life</li> <li>His First Oratory and</li> <li>Legacy</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>• All Catholic and Salesian Formation Sessions were approved by the CEO and recognised as Accreditation Hours.</li> <li>• An additional 12 members of teaching staff approved for their Accreditation to teach in a Catholic School.</li> <li>• An additional six teaching staff accredited to teach RE in a Catholic School.</li> </ul>
<ul style="list-style-type: none"> <li>• To review the Faith and Mission Team</li> </ul>	<ul style="list-style-type: none"> <li>• Faith and Mission team began to meet on a fortnightly basis the connection of all four areas: faith and mission, retreats, liturgy and curriculum.</li> <li>• RE Courses now reflect elements of all areas. For example, part of the curriculum includes preparation of the boys for all retreats and masses including a reflection activity.</li> <li>• The curriculum also includes formal lessons with an educative approach to link fundraising each term to a focus.</li> </ul>

2017 also saw significant changes and improvements to Community Week. After considerable review, our traditional Community Week morphed into Don Bosco's Oratory Week (DBOW). This week established five outcomes:

1. Being part of the Salesian Family (at Chadstone, Victoria, Australia and South Pacific region).
2. Being a faith filled community.
3. Who we are as a multi-cultural and diverse community.
4. The social justice work to which we dedicate ourselves.
5. The connection we have to the local community.

Each day during this week, we aimed to mirror Don Bosco's Oratory in our time and context. Each day began with prayer, followed by many activities including the walkathon, staff vs student games, community knowledge sessions and music. Community Day became known as Salesian Festival Day. This day began with fun and games, breakfast, Trivia, Mass and Omnia Awards and lots of interesting activities for the boys to join in ranging from sport, craft, games, cultural activities etc.

## Learning & Teaching

### Goals & Intended Outcomes

#### Enhance Curriculum Offerings

- Develop Year 7 Sports Academy stream to be introduced in 2018
- Develop an Asian language to be introduced into 2018 Year 7 program
- Have a viable VCE RE Unit 3 / 4 class run in 2018
- Update the Year 8 elective program
- To ensure that our curriculum in Years 7 – 10 are in accordance with the new Victorian Curriculum including Capabilities
- Review policies

#### Improve Pedagogical Practice

- Commission and nurture Curriculum Innovation Team
- Improve analysis and use of educational data
- Enhance teachers' ICT skills and usage in classrooms
- Continue to develop the Differentiation Project
- To lay the foundations for the introduction of a new school-wide pedagogical framework.

### Achievements

#### The Victorian Curriculum

Much of the first half of 2017 was devoted to ensuring that our Years 7 – 10 curriculum offerings were in accord with the new Victorian Curriculum, which comes into effect in the period of 2017 – 2018. This task entailed our Heads of Department conducting detailed curriculum audits, amending and updating course documentation with their teams.

#### New Subjects

Twelve new subjects were added to our curriculum offerings throughout 2017. The new subjects developed to be offered in 2018:

- Year 7: Chinese
- Year 8: Media Studies, Performance
- Year 9: Wide World of Sports, Innovations in Robotics, Math Animation, 3D Multimedia
- Year 10: Finance, 3D Game Development, 3D Inventor, Sci-Viz, Food Technology.



## Policy Development

A new Homework Policy was commissioned in the middle of the year. The Policy feature clear guidelines and expectations for students, teachers and parents/guardians. It is expected that the Homework Policy will provide greater clarity for all members of our community.

In addition, a number of existing policies, including our Learning and Teaching Policy, Assessment Policy, Reporting Policy and Promotion Policy were reviewed and updated.

## New Pedagogical Framework

In 2017, the College undertook a School Review conducted by Trevor Gordon and Dianne Pekin from the Australian Council for Educational Research (ACER) on behalf of Catholic Education Melbourne. Utilising ACER's rigorous National School Improvement Tool, Trevor and Dianne examined key College documents, inspected classes and spoke with staff, students and parents with a view to gathering insights into teaching and learning practices at Salesian College.

A report was produced, which simultaneously provided the College with a great deal of affirmation and positive feedback, whilst also challenging us to move forward, with a view to further improving our pedagogical practices. We subsequently developed a Learning and Teaching School Improvement Plan for the period of 2017 – 2020.

Three new positions were created to provide leadership in this area:

- Mrs Kamila Bielinski: Director of School Improvement (Pedagogy Development)
- Ms Carolyn Ellul: Director of School Improvement (Curriculum Development)
- Mr Chris Pye: Director of School Improvement (Staff Development.)

It also became apparent that we must also be able to give our staff the necessary time and resources that will be required if we are to make far-reaching improvements to our teaching and learning practices and environment.

To do this, some structural changes will be introduced. In 2018, one period per week will be shaved from the 2017 program to enable the school day to finish at 1:07pm for Years 11 – 12 students and 2:30pm for Years 7 – 10 students. This will enable staff to work from 2:30 – 4:30pm each Wednesday on the all-important task of improving the College's learning and teaching environment.

## STUDENT LEARNING OUTCOMES

### NAPLAN Testing

#### Year 7

Average NAPLAN scores for each domain							
	2011	2012	2013	2014	2015	2016	2017
<b>Reading</b>	544	557	555	554	554	564	569
<b>Writing</b>	521	521	515	524	524	537	537
<b>Spelling</b>	562	561	565	569	569	566	569
<b>Grammar</b>	547	554	550	549	549	566	560
<b>Numeracy</b>	565	577	577	568	568	590	589

#### Year 9

Average NAPLAN scores for each domain							
	2011	2012	2013	2014	2015	2016	2017
<b>Reading</b>	569	595	594	581	578	575	581
<b>Writing</b>	611	581	568	563	558	553	578
<b>Spelling</b>	599	599	590	598	589	597	595
<b>Grammar</b>	586	592	586	575	571	562	573
<b>Numeracy</b>	619	625	625	612	606	614	613

## Years 9 – 12 Student Retention Rate

The Years 9 – 12 student retention rate at Salesian College is 93.06. This represents a further increase and a continuation of the trend towards increased retention rates.

## Victorian Certificate of Education

The VCE completion rate in 2017 was 100%

The academic achievements of the Class of 2017, 15 boys achieving an ATAR score of 90 or above. The top ATAR was 96.1. The 90+ percentage of 11% was a decrease on 2016 results, but ATAR scores of 70+ remained the same as 2016 on 51 %. The College has also maintained a median Study Score of 31.

The table below shows the College's VCE results since 2004, which paints a picture of solid academic performance.

% ENTER/ATAR						
	90+	80+	70+	Top ENTER/ATAR	% 40+	Median
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

<b>2013</b>	16	36	46	99.35	10	31
<b>2014</b>	18	37	55	99.65	11.5	31
<b>2015</b>	17	30	47	99.80	8.7	31
<b>2016</b>	18	37	51	99.00	9.1	31
<b>2017</b>	11	33	51	96.10	5	31

### STUDENT LEARNING OUTCOMES

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'. Numeracy results remain particularly strong in their own right and significantly so in comparison to like schools.

There is a significant increase in Year 9 particularly in the area of Reading, Writing and Grammar.

There was a slight regression in Year 7 Grammar.

### POST-SCHOOL DESTINATIONS

<b>TERTIARY STUDY</b>	66.0%
<b>TAFE / VET</b>	16.0%
<b>APPRENTICESHIP / TRAINEESHIP</b>	11.0%
<b>DEFERRED</b>	3.0%
<b>EMPLOYMENT</b>	5.0%

## Student Wellbeing

### Goals & Intended Outcomes

- Develop scope and sequence documents and teaching and learning plans for Oratory PD program.
- Improve the use of data to monitor and modify student behaviour:
  - Student Absence
  - Student Incidents
- Further develop Student Services Team

Don Bosco handed on to us the Preventive System as a means of carrying out our educational and pastoral service. ‘This system is based entirely on reason, religion and loving kindness.

It brings together educators and youngsters in a family experience of trust and dialogue. Imitating God’s patience, we encounter the young at their present stage of freedom. We then accompany them so that they may develop solid convictions and gradually assume the responsibility for the delicate process of their growth as human beings and as men of Faith. (Fr. Peter Varengo 2015, *Reimagining Don Bosco*, p75)

Working in student wellbeing requires incredible patience and resilience. There is no shortage of things that come the way of the average family through this important time of adolescent development. When you have one thousand or so, all with their own stories, their own concerns and anxieties, you have a massive task ahead of you.

At Salesian, while we don’t ascribe to having the answers to all the concerns that our boys and their families may have, we absolutely do whatever we can as a team to walk along the difficult path with our boys and do what we can to help in any way we can.

The passing down of the wise words of St John Bosco definitely affects our staff and the pastoral care delivered in the College. There is a quiet calm and sense that things will be OK that can be identified in the way the staff deal with their students at so many levels.

This year our College was recognised as a lead school in the area of providing respectful relationships education. This will eventuate in our College becoming a place where our whole College community will work with each other to promote respectful relationships at school, at home and in the wider community. Respectful Relationships education is promoted by the State Government and endorsed by the Catholic Education office, in response to the issue of

domestic violence and endeavours to create communities that treat each other with respect. It should not be confused with the Safe School's program.

It is an enormous privilege to work in this area of the school. To bring St John Bosco's dream alive in Salesian College Chadstone is at the heart of all our work as we look to work for the boys and their families into the future.

### **Achievements**

A change to our Wellbeing team included the recruitment of an additional youth worker/counsellor. With Joelle Chaperon appointed as Head of Student Wellbeing, we have two youth workers and a counsellor to service the needs of boys and their families.

The Pastoral team and Head of Student Wellbeing have worked closely to further develop the personal development program for the boys at all levels. While the Year Level Coordinators (YLC's) have the responsibility for putting together the teaching and learning programs for the boys the Head of Student Wellbeing has worked with them to provide resources and organisations for incursions. Over the year the YLC's had a number of opportunities to work together to ensure they are covering the appropriate topics that are sequenced effectively throughout the school.

At the end of 2016 the College was recognised by the Department of Education as a lead school in the area of developing Rights, Resilience and Respectful Relationships (RRRR) education for our students. This recognition included a grant of \$20,000 to embed the development of this important program into our personal development curriculum as well as offer support and advice to other school in the local area. The RRRR program is funded by the Department of Education as a response to the Royal Commission into domestic violence. It has the endorsement of the Catholic Education Office.

The Community of Practice (COP) set up under the leadership of Joelle Chaperon our Head of Student Wellbeing sees primary and secondary schools in the Monash region, meeting and developing shared resources to work with our students. Monash Councils school liaison office Tim Moran describes Salesian College as the school with best practice in this area of education.

School absence and lateness was a focus in 2017. With the assistance of the AP School Organisation a process was developed that provided YLC's with data to focus on the attendance and lateness of boys. With Oratory teachers taking a significant role in the mentoring of boys in this area, YLC's with the support of AP Students worked with families with

particular concerns. One of our Wellbeing team began the role of supporting families that had boys who were school refusing. We made significant progress in our work with these boys and their families and stronger connections with the CEP and local government authorities.

### **Student Services Case Management Meetings**

The Student Services Team (SST) continues to meet twice a term for each Year level. The focus of these meetings is to use the expertise of the team to manage students with particular needs. Wellbeing staff, Head of Learning Support, YLC's and Head of Careers meet regularly to case manage each student and to find ways to assist their progress through the school. The importance of these meetings for the families is critical. By meeting regularly we are able to deliver the best possible for outcomes for the boys and their families.

### **Proactive Programs**

The College continues to offer programs that support boys with particular needs. In 2017 we offered a transition program to feeder schools to work with boys who have been identified by primary schools as having specific needs. The Martial Arts Therapy (MAT) program has a particular focus on self-control techniques. We have been delighted with the results we have managed to achieve in Year 7 and 8. By working with new boys in their families in this space we are confident we can ensure a smoother transition into Year 7 for them

The College continues to provide Loss and Grief programs to boys who are in need. Social skills programs have proved to be effective with boys in the junior years, particularly with boys identified as being on the spectrum.

### **Inclusive Programs**

The Father/Son program at Year 8 and the Mother/Son program at Year 7 continue to grow in popularity with our parent community. These programs make the College more accessible to parents, open up the opportunity for social contact between parents and help parents meet other boys in their son's year levels. The feedback from participant was particularly strong with many parents commenting on how fortunate they were to be provided with this opportunity.

### **Student Leadership**

Under the leadership of Malwina Dwyer and Anthony Barnes, the Student Leadership program is moving ahead positively. Student Leader Congress takes place each semester where boys report the progress of activities to the group and bring proposals before the College Leadership team. It is evident that the boys understand better their responsibilities to plan and prepare and be an advocate for their peers. The maturity of their presentations continues to improve through the excellent guidance of their mentors



### **Pastoral Team**

The Pastoral Team includes the YLC's at each year level and chaired by the AP Students. Much of what happens on a daily basis is organised, planned and prepared by this team. A YLC's daily duties include mentoring the Oratory teachers, working with boys and their families and ensuring the smooth organisation of the many and varied activities that happen at each year level.

YLC's have drove the further development of the personal development program with their Oratory teachers ensuring the particular needs of the group are catered for. Through their hard work we have seen significant improvement in boys arriving to school on time, attendance at school and on extra-curricular days

### **Peer Relations and Resilience Surveys**

The College continues to monitor the climate of the school by getting boys to complete the Peer Relations Survey (PRS) and the Monash Resilience survey. The purpose of these is to identify the particular concerns of boys, understand the challenges they face and prepare programs and lessons that may help them with the struggles. We liaised closely with our families with any concerns that were identified

### **Value Added**

Myriad of sporting opportunities

ACC sport

House sport

Instrumental music

School productions

Public Speaking

Debating

Formation type activities for students Oz Bosco, Caligero

Martial Arts Program

Social Skills program

Feast days

Bosco oratory week

Oratory Program explicitly teaching personal skills such study skills, leadership, respectful relationships, resilience

Chess club

## Student Absence

To monitor and maintain student attendance the following procedures are put in place:

- Rolls are marked in each lesson
- Each family of a student absent without explanation after Period One Roll is marked, is sent a text message asking parents to inform the College if there is a legitimate reason for the absence
- Anomalies in the rolls are followed up by administration staff in the first instance subsequently Year Level coordinators where it is identified that a student has missed a class without explanation
- Oratory staff are asked to follow up every absence to ensure they are informed of the wellbeing of all of the boys in their care as well as keep a check on all absences
- Every four weeks a report is generated compiling attendance records of students registering an attendance record of less than 90% without a valid reason. These students and their families are followed up by their oratory teacher. Students with an attendance record of less than 80% are followed up by the Year Level Coordinator.

## STUDENT SATISFACTION

2017 Report Data from the SRC surveys indicate the boys experienced a slight drop in their experience in 2017. 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).

This data places Salesian College in the lower 25th percentile of all Victorian schools in most indicators. We are attempting to understand the reasons for these concerns in our data by surveying students and staff and engaging in the Respectful Relationships program across the school through our personal development programs.

While these concerns are noted, it was pleasing to see that there was an improvement in student behaviour and classroom behaviour (student safety and classroom behaviour).

## Child Safe Standards

### Goals and Intended Outcomes

- To be fully compliant with all aspect of Child Protection Requirements
- To provide a safe environment for all

We further refined our processes with ensuring that all staff and volunteers are aware of their legal responsibilities to the Victorian Government regulations re Child Safety and Protection.

Administration processes are now in place re the employment of new staff, casual relief teachers and volunteers who come on to the grounds.

We continue to work with legal firm, Complispace to assist in developing a thorough audit of all Child Safety and Protection Policies. The Respect Protect Connect program ensures that all staff, students, parents and volunteers are informed of the changes to the legislation in relation to Child Protection and Safety. Staff have to complete their child safety compliance annually.

### Achievements

All Child Protection policies were 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 was shared with our community online and new policies have been advertised through posters in all offices and classrooms

Child Protection compliance training was 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

- Explore new opportunities for staff leadership development
- Further develop student leadership forums
- Review Positions of Leadership within the school for the new term

### Achievements

#### Student Leadership

In 2017 Student Leadership matured significantly with the Student Congress forums becoming a beehive of student proposals and presentations. 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.

Student leadership development within the Oratory program continued to ensure that all boys are exposed to the skills and experiences of leadership required of them to develop as leaders, regardless of formal leadership positions.

Student leaders from all year levels were given opportunities to represent the College in a leadership role. Events such as the Bishop's conversation, Catholic Education Week, ANZAC ceremonies to name just a few saw our student leaders represent the College proudly.

#### Staff Development 2017

The College continued with the Group 8 Development Team in 2017. Specifically, we used their feedback tool to survey students about teacher efficacy. We also worked with the Edumazing Consultation Group on the area of differentiation. Further, the College established a Curriculum Innovation Team. This was designed to pilot contemporary pedagogy projects in classes and also to build capacity of staff members. In many cases, these sessions were ICT related. Finally, there was a classroom visits program undertaken throughout the year. During this, leadership team members viewed teacher practice and then offered feedback.

A focus for 2017 was to have staff reflect more critically on student feedback for review and improvement in their teaching. To further develop the feedback every class in the school was asked to complete a survey for their teacher with staff asked to reflect on the data in their review meetings.

The College undertook a review of all Positions of Leadership and revamped the structure to include three new positions Directors of School Improvement Curriculum, Pedagogy and Staff development.

Various external professional development sessions were undertaken by staff in 2017. Further, the College also conducted the Annual Review Program where there was opportunity for reflection on the year and construction of goals for 2018.

The College also continued with its staff formation program. This largely focussed on Church history, with an emphasis on the establishment of the Catholic Church in Australia.

The total expenditure on staff professional learning was \$54,240. This represents an average of \$407.82 per staff member.

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PROFESSIONAL LEARNING</b>	133
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$407.82

### TEACHER SATISFACTION

Although our 2017 SIF data was very similar to the 2016 data, we did see a slight decline in some areas including 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 had also declined a little. Curriculum Processes decreased from the previous year.

Whilst there were slight decreases in most other areas with very few highlights the College Leadership Team is aware, but not overly concerned, as we move through a significant period of change in the College which is causing some staff a level of stress. 2017 was a very rigorous year for the College with a school review, Principal review, POL restructure amongst many other things all of which contributed to a feeling of stress in the community. The timetable introduced in 2015, in combination with the Oratory program, continue to cause angst among the staff. These results indicate that we still have much ground to gain as a school to ensure the strong growth of the previous years is built on in 2018.

The areas of strength for the College continue to be student behaviour, team based practice, teaching and learning whilst areas of weakness still tend to be staff related with wellbeing, engagement, role clarity, and empathy areas for us to work on in 2018.

## College Community

### Goals & Intended Outcomes

- Implement staff led forums
- Consolidate newly implemented community programs
- Enhance connection with wider community
- Engage a Web Page developer to upgrade College website
- Explore electronic forms and permission slips
- Further develop alumni data and communication and connection to the College

### Achievements

Community programs consolidated in 2017 were the Father/Son evening for Year 8 boys and Mother/Son night for the Year 7 boys. These events continue to be a highlight for the College with increased attendance and participation on both of these evenings. The Rite Journey Program and breakfast for the Year 9 boys and their mentors ran once again and was well received. 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 ran our second 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.

The introduction of student led conferences was extremely well received and heightened parent involvement in their son's education. The conferences added to our programs including the Becchi Day Program, Information Nights, Parenting Seminars, Report Nights, Art Expo, Whole School Liturgies and Assemblies, Musical Performances and Sports Presentation Night. All of these events continue to provide the opportunity for parents to participate and contribute to building the school community through their involvement and attendance. Our Parents' Association plays a very active role in animating and catering for a number of these gatherings.

The College maintained relationships with Primary Schools through activities such as regular of school visits by the Principal, our practice of visiting all future Year 7 boys when they are in Year 6, the 'Be a Salesian Kid 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 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 and Acceleration. 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 to 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 attended the annual Salesian Immersion day, and the biennial Salesian Leaders Conference. 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 2016 was a very successful and well-attended event. The 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. The Legacy Breakfast was introduced with Past Pupils who have sons at the College being recognised.

#### **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. In 2017 the Year 8 boys participated in a number of community projects including working with Vic Roads and the Monash Council to establish a garden bed outside the Mannix campus.

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.

#### **VALUE ADDED**

Programs as mentioned above continue to foster strong relationships within the College and within the wider Community. Participation at events continues to grow and feedback indicates that all groups including parents, staff, students and members of the wider Community feel the extra-curricular activities offered by the College are greatly valued.

As a pilot school for the Respectful Relationships program, the College continues to move forward in these areas.

#### **PARENT SATISFACTION**

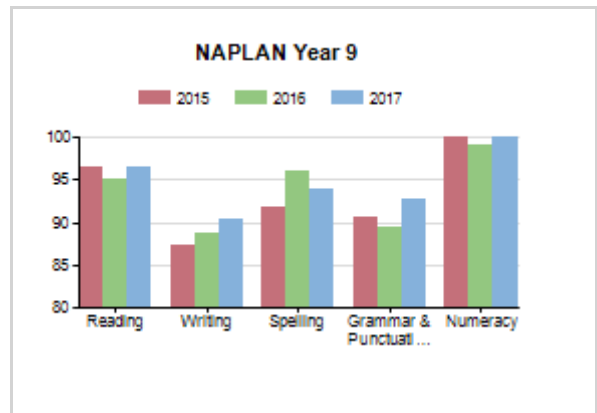
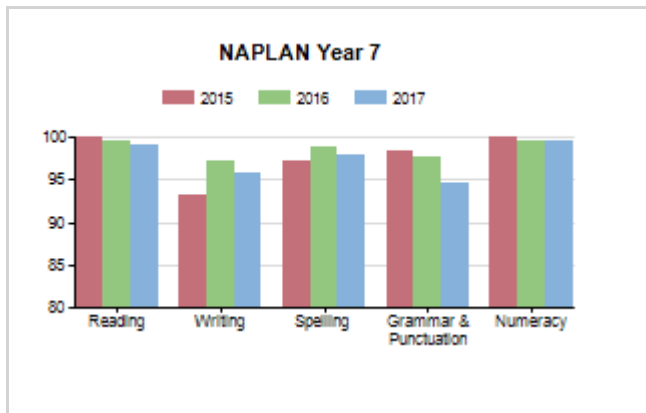
Data taken from the SRC parent data indicates the perception of the College in the areas of Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement and Peer Relations has remained fairly consistent with previous years data. In most indicators of parent opinion Salesian College was placed above the 60<sup>th</sup> percentile in most areas with community engagement, learning opportunity, staff engagement and student engagement being strengths in the opinion of our parents.

## School Data

**E1162**  
**Salesian College, Chadstone**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2015</b>	<b>2016</b>	<b>2015 - 2016</b>	<b>2017</b>	<b>2016 -</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>2017</b>
			<b>%</b>		<b>Changes</b>
					<b>%</b>
<b>YR 07 Grammar &amp; Punctuation</b>	98.4	97.8	-0.6	94.7	-3.1
<b>YR 07 Numeracy</b>	100.0	99.5	-0.5	99.5	0.0
<b>YR 07 Reading</b>	100.0	99.5	-0.5	99.0	-0.5
<b>YR 07 Spelling</b>	97.3	98.9	1.6	97.9	-1.0
<b>YR 07 Writing</b>	93.3	97.3	4.0	95.7	-1.6
<b>YR 09 Grammar &amp; Punctuation</b>	90.7	89.5	-1.2	92.7	3.2
<b>YR 09 Numeracy</b>	100.0	99.2	-0.8	100.0	0.8
<b>YR 09 Reading</b>	96.5	95.2	-1.3	96.5	1.3
<b>YR 09 Spelling</b>	91.9	96.0	4.1	93.9	-2.1
<b>YR 09 Writing</b>	87.3	88.8	1.5	90.3	1.5



<b>YEARS 9 - 12 STUDENT RETENTION RATE</b>	
Years 9–12 Student Retention Rate	93.06%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y7	94.79
Y8	93.68
Y9	93.26
Y10	93.28
Overall average attendance	93.75

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	90.82%

**STAFF RETENTION RATE**

Staff Retention Rate	81.93%
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**TEACHER QUALIFICATIONS**

Doctorate	0.00%
Masters	17.50%
Graduate	55.00%
Certificate Graduate	7.50%
Degree Bachelor	85.00%
Diploma Advanced	15.00%
No Qualifications Listed	1.25%

**STAFF COMPOSITION**

Principal Class	3
Teaching Staff (Head Count)	97
FTE Teaching Staff	91.906
Non-Teaching Staff (Head Count)	46
FTE Non-Teaching Staff	42.262
Indigenous Teaching Staff	0

**MEDIAN NAPLAN RESULTS FOR YEAR 9**

Year 9 Reading	582.10
Year 9 Writing	582.50

Year 9 Spelling	590.00
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	610.80

### SENIOR SECONDARY OUTCOMES

VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	95%

**NOTE:**

The School's financial performance information has 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 <http://www.acnc.gov.au>