

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**SALESIAN  
COLLEGE**  
CHADSTONE EST.1957

## Salesian College, Chadstone



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## Minimum Standards Attestation

I, Robert Brennan attest that Salesian College 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24 May 2019

## 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 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 1055 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 2018 Year 7 cohort was drawn from approximately 55 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

Once again the College enjoyed a successful year in 2018. The year proved to be quite challenging for the College as we grappled with ways to address the recommendations coming out of the 2017 school review whilst commencing the Administration building project. These important tasks ensured our problem solving skills were called upon regularly. Finding a car park became a daily challenge here at the College, whilst finding somewhere to meet was equally difficult. The year is entrenched in my memory as one of organised chaos as we shuffled staff, put up fences, blocked off driveways, all in the name of progress. With that said, it has been a truly enjoyable year with an enormous amount of energy being channelled into our core business of learning and teaching. We built, dreamed, collaborated and pondered all the while staying true to the rich traditions of our founder Saint John Bosco.

Building on a very healthy intake of 225 boys at Year 7, the student population grew again in 2018. The College commenced the year with 1060 enrolments with strong numbers in each year level with the exception of Year 11. We look forward to a small increase in 2019 before a significant growth in 2020 when the current Year 11 group will graduate. The College is in a healthy position enjoying a positive reputation in the community.

The College is pleased with the academic achievements of the Class of 2018 with nineteen boys (13%), performing exceptionally well, achieving an ATAR score of 90 or above. The College Dux for 2018, with an ATAR score of 99.6 was Anthony Sirait. Other pleasing aspects of the VCE results include; 34% of the boys obtaining an ATAR score over 80 and more than half the cohort of Year 12 boys gaining an ATAR of 70 or over. The College average ATAR score continues to be well above the state average for boys. Overall, we witnessed a slight increase in our results when compared to the previous year.

In a year that was in most ways, similar to most, one thing stood out in my mind: that being, the response of our staff to the challenges placed before us by the ACER (Australian Council for Educational Research) review and recommendations. With real zest and enthusiasm, our staff contemplated numerous elements of a new pedagogical framework before formulating one that will take the College forward for many years to come. The collaboration and collegiality witnessed as we debated the possibilities of a variety of pedagogies and methodologies was fascinating to observe. The new pedagogical framework will enable us to deliver the best possible learning outcomes for our boys moving forward. Our framework is built on the

foundations of three pillars: Visible Learning, Formative Assessment and Educational Data, underpinned by three bridges: Literacy, Project Based Learning and Problem Based Learning.

Of course, the building works provided a sense of excitement and all in the community look forward to moving into our new building towards the end of Term One, 2019. Staff and students keenly anticipated having a home for student services and learning support as well as having a grand entrance to the College befitting the prestige of this wonderful school.

The commitment to Christian faith and Salesian tradition remained central to every endeavour. Celebrating a variety of feasts and College occasions through the Eucharist remained the font of our mission. College Liturgies, including the Opening School Year Mass, Mary Help of Christians Mass, Valedictory Mass and the End of Year Mass were all joyous celebrations. Student participation and the reverence they showed at these gatherings was outstanding.

The Catholic identity was also enhanced through prayer, liturgy, social justice, community service, as well as through formal Religious Education classes. Through these activities our boys were exposed to our Catholic values and the teachings of the Church. The Retreats at each year level were significant occasions for spiritual reflection for the boys. The opportunity for our boys to reflect on the person they are, the experiences and relationships that have formed them as well as being able to contemplate their future.

Faith in action became an area of focus as the College developed a framework for delivering a well thought out formation program which will develop in our boys' empathy for others, a commitment for helping others in our community less fortunate than ourselves. In addition, a full review and revamp of the College Oratory program took place, better placing us to be able to deliver a personal development program that will meet the demands placed on our boys in their time here, as well as preparing them for life post Salesian College.

Community service played a big part in College life, delivered through our fundraising and community service activities. Each year level was exposed to a need in the community, increasing in complexity and sophistication and challenging the boys at their particular age and stage of life. The boys raised in excess of \$25,000 for the Salesian Missions during Don Bosco Oratory Week as well as supporting 'Tinnies for Vinnies', Caritas and Christmas appeals in each of the other terms throughout the year. The annual Sleep Out was again well supported, with the boys enjoying our guest speaker generating a real sense of purpose and mission amongst the boys.

The College sports program continues to thrive, with boys participating fully in the sporting life, enthusiastically competing in a myriad of ACC sports. Whilst we had limited success, winning premierships only in junior football, all boys who represented the College did so with pride and in a sportsman like manner, doing themselves and the College proud whilst providing the community with a real sense of joy.

The House Cup was once again hotly contested providing a thrilling climax to the Valedictory Assembly when results were announced. The House Shields and House Cup bring out the competitive nature in all of the boys, with a real sense of enthusiasm and joy accompanying the presentation of the shields at the Assembly. Once again, results were very close with Moroney House winning two individual shields (Cultural and Citizenship), whilst Collinson and Savio each won one shield (Academic and Sport respectively). Moroney House won the House Cup for the fourth year running with Savio finishing second, Collinson third and Ancey finishing fourth. The College carnivals were even more competitive, with the prize of being the house champion taking on greater significance. However, there was still a great deal of fun had by 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. The College bands performed on numerous occasions, both in the school and in the wider community. College Assemblies, Primary School Fetes, Arts festivals, Spring and Autumn concerts, Cabaret Night and during Oratory Week were just a few of the forums in which they performed. Thirty of our student musicians represented the College bands at the Gold Coast, successfully gaining a Gold medal. The Music program continues to provide a very important vehicle for cultural growth for all in the community.

The College once again had a great number of boys participate in inter school debating and public speaking, with all boys involved in public speaking through the English program, whilst a good number of boys participated in the House Debating Competitions. Overall, there were some very pleasing results, which were well recognised at our revamped Public Speaking and Debating Awards Night. This area of the College continues to develop, and is becoming a robust part of our culture. We look forward to further growth and development in coming years.

Student leadership in the College continued to mature and develop under the guidance of Mrs Malwina Dwyer. College Captain, Mark Linden, Vice Captains Adrian Nadonza and Jamie Phung along with the rest of the Student Congress, quietly setting the tone for the College as well as formulating a number of new initiatives for implementation. Student Congress continued to be a valuable forum providing a vehicle for students to raise issues important to themselves.



There were many new initiatives discussed in this forum that have either been implemented or will be in the coming years. The Student Leaders were able to lead a number of fundraising activities, raising much needed funds for the designated charities whilst providing much fun for the community. There were a number of highlights including the raising of a significant amount of money for the Salesian Missions, and organised several large events that took much coordination. The House Captains also did a wonderful job when it was their turn to organise sporting carnivals and house events.

I would also like to thank the Parents Association, which did a great 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 the Mothers' and Fathers' Day Breakfasts, Year 7 Orientation and Social Evenings are vital in making our families, in particular our new families, feel welcome. I would like to thank Tracey Stone and her team for all the wonderful work they do in supporting the College.

I congratulate and thank all the Salesian College Chadstone staff for the tireless effort, I am always very grateful for the great work they do. The extra hours and their general willingness to do anything required for the success of the boys was again evident throughout the year. We would be hard pressed to find a more dedicated, harder working staff and the care and concern they demonstrate for the boys is exceptional.

So it is with a great sense of joy and pride that I am able to reflect on the 2018 School Year and all that has taken place here at Salesian College Chadstone.

## Church Authority Report

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

Salesian College Chadstone is a very large family, with more than one thousand pupils in 2018. And when one adds the number of parents and staff, past students and families, one can safely claim that this family is made up of several thousand people. If we were to consider the various occupations and fields of work and influence, we would be amazed by the volume of 'good' that this group can generate!

In the world there are thousands of Salesian schools and other works, all aiming to be a force for good and a presence of God and of gospel values. While this Salesian movement began with one man (Don Bosco) and several committed priests and brothers, it has continued to thrive and develop under the guidance of religious Salesians and dedicated lay partners. The future is certainly in the hands of the lay people associated with the Salesian mission. This fact is becoming more obvious every year also in the Australian context, as the number of religious Salesians decreases.

2018 has been a year of consolidation in the school carrying out its mission of bringing to life the joy of the gospels and being a witness to God's kingdom to the boys entrusted into our care. There many highlights throughout the year including College Masses and retreats, social justice activities and many other opportunities for the boys to give witness to the Catholic identity of the College. There were also a couple of major events outside the College which have significant influence on the College.

One Church event that has given fresh hope to the Salesian mission is the Synod, a gathering of representatives of the Catholic Church, which was held in Rome in October 2018 to discuss the topic of "Young People, Faith, and Vocational Discernment". While we at Salesian College may have had very limited involvement, there is no doubt that the outcome of the Synod will have important effects on the future of the Salesians and their work.

There are two other areas that will have a significant impact on the mission of education in the Australian context. I refer to the implementation of the recommendations of the commission of inquiry into child abuse in Catholic (and other) institutions. The second area is that of the protection of religious freedom.

Once again the future of Catholic education is in the hands of the lay people who are committed to maintaining the identity and ethos of the Catholic faith. Surely this is what differentiates a Catholic school, and what justifies its existence!

Salesian College Chadstone continues to upgrade its facilities. A new 'Student Services, Learning Support and Administration' building commenced in the second half of 2018 and should be ready by early in the 2019 school year, while the teaching staff have been working towards the implementation of a new Pedagogical Framework. This is all very positive and attractive. But in the end, this College will be judged by what it produces, not just "great men", but especially "good Christians and honest citizens", as Don Bosco wanted his pupils to be. To achieve this, we all need to work together – students, parents, staff, past pupils and supporters.

The College Advisory Council continued to provide support and guidance to the College Principal and Leadership Team. The council's priorities in 2018 were providing ongoing advice to the leadership team with regards the construction of the new administration building and the formation program for staff to ensure the Salesian charism of the College continued to enlighten staff on their role in a Catholic school in the Salesian tradition.

In conclusion, I wish to express my appreciation, and that of the Salesians and of the College Advisory Council, to the Principal, staff and parents, for their trust and dedication, for their loyalty and encouragement. We all look forward proudly to a bright future for Salesian College.

## Education in Faith

Goals & Intended Outcomes	Achievements
<ul style="list-style-type: none"> <li>To compose and implement a Student Salesian Formation Program</li> </ul>	<ul style="list-style-type: none"> <li>Student Formation Program drafted, approved and partially implemented with full implementation expected in 2019.</li> <li>Year 7 Eat Up Australia program began with over 2500 sandwiches made for children in need over a number of primary schools across Melbourne.</li> <li>Year 9 students participated in Community Service Expo Days which introduced them to a variety of community service opportunities for future involvement.</li> <li>Year 9 students also participated in the KOGO (Knit One Give One) program. The boys learnt to knit squares that made a blanket which was donated to KOGO to give to the less fortunate.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to develop a Social Justice program to increase participation of both staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>Social Justice Co-ordinator appointment made.</li> <li>Caritas involvement increased and over \$8000 was raised.</li> <li>All Staff and Students were involved in awareness program and fundraising for our Salesian missions raising over \$35,000.</li> </ul>

**VALUE ADDED****Staff Formation Program/Accreditation**

Five Year Formation Program: Year 3 program successfully completed covering Church and Salesian formation.

Church Formation:

- ✓ The Bible Explored
- ✓ The Gospels
- ✓ Historical Development of the Eucharist

Salesian Formation:

- ✓ Strenna: Let us cultivate the Art of Listening and Accompaniment
- ✓ Don Bosco's Pedagogy: An introduction
- ✓ Exploring The Preventative System
- ✓ Reimagining Don Bosco's pedagogy for our school today

A further two members of staff have achieved their Accreditation to teach in a Catholic school with one successfully completing their course to be accredited to teach RE in a Catholic School.

An additional two members of staff have enrolled in and completed their first year of a two-year accreditation course to be able to teach RE in a Catholic School.

**Oratory Program**

- ✓ Revised according to the CEM Identity and Growth Documentation.
- ✓ Revised according to a new scope and sequence based on each year level developing in the areas of Study Skills Leadership, Decision Making, Personal Wellbeing and Relationships.
- ✓ Development of a skills continuum in each of these above areas.
- ✓ New teaching and learning programs developed including visible learning (learning intentions and success criteria).
- ✓ All resources developed to accompany the teaching and learning programs.

## Learning & Teaching

### Goals & Intended Outcomes

- Informed by the ACER report, developed a Learning and Teaching School Improvement Plan to be rolled out from 2019 – 2023.
- An element of this plan is the development and introduction of a new Pedagogical Framework, designed to support teachers in the delivery of quality, evidence based teaching and learning practices, ultimately improving student-learning outcomes.
- Seek to involve a wide pool of teaching staff to research and develop the Pedagogical Framework.
- Ensure that the Pedagogical Framework is founded on the evidence and findings of leading educational practice.
- Consider and review curriculum structures in light of the Pedagogical Framework.
- Consider and review POL structures.
- Commence the implementation of the Pedagogical Framework – Learning Intentions, Success Criteria, Developmental Frameworks.

### Achievements

#### Pedagogy

In 2017, on behalf of Catholic Education Melbourne, noted educational experts Trevor Gordon and Dianne Pekin from the Australian Council for Educational Research (ACER) conducted a review of Salesian College Chadstone. Their findings provided the College with a great deal of positive feedback on our current practices, environment and culture, while also recommending the further development of our pedagogical practices.

Informed by Gordon and Pekin's report, Salesian College Chadstone developed a Learning and Teaching School Improvement Plan to guide the College's educative mission for the period from 2019 – 2023. An element of this plan is the introduction of a new Pedagogical Framework, designed to support teachers in the delivery of quality, evidence based teaching and learning practices, ultimately improving student-learning outcomes.

A diverse teaching team assisted with the research and development of the Pedagogical Framework. Teaching staff visited numerous schools. Staff collated notes and offered insights into the construction of the Pedagogical Framework.

Our new Pedagogical Framework was launched, reviewed and endorsed by both teaching staff and the Leadership Team.

The Pedagogical Framework is founded on the evidence and findings of leading educational theorists, most notably Professor John Hattie and Professor Dylan Wiliam. They illuminate that visible learning strategies enhance the role of teachers, who become evaluators of their own teaching. Coupled with Professor John Munro's 'High Reliability Literacy Techniques' as well as Professor Patrick Griffin's 'Developmental Model', the Pedagogical Framework will systematically seek to support teachers in the delivery of quality evidence based teaching and learning practices, to drive student learning and engagement.

A key plank of the Pedagogical Framework is the newly conceived combination of interdisciplinary curriculum approaches, Project Based Learning and Problem Based Learning. The aforementioned elements of the Pedagogical Framework will be introduced into curriculum over the coming years, with a PBL Year 7 and Year 8 Biretta Pilot commencing in 2019.

Overall, the Pedagogical Framework seeks to build upon Salesian College's strong teaching and learning foundation. It offers skill development relevant to modern workplaces, a culture that empowers curiosity and purposeful collaboration, teaching that engages and technology that enables genuine exploration amongst our students.

### **Curriculum**

As part of our new Pedagogical Framework, staff began developing, implementing and documenting Learning Intentions and Success Criteria.

Departments commenced working on Developmental Frameworks. These frameworks document the skills learnt from Years 7 – 10 on a continuum. This will be used to help to assess where our students are at, and to allow students to understand what the next step in their learning ought to be.

## NAPLAN Testing

### Year 7

<b>Average NAPLAN scores for each domain</b>							
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Reading</b>	557	555	554	554	564	569	562
<b>Writing</b>	521	515	524	524	537	537	525
<b>Spelling</b>	561	565	569	569	566	569	559
<b>Grammar</b>	554	550	549	549	566	560	557
<b>Numeracy</b>	577	577	568	568	590	589	576

### Year 9

<b>Average NAPLAN scores for each domain</b>							
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Reading</b>	595	594	581	578	575	581	600
<b>Writing</b>	581	568	563	558	553	578	583
<b>Spelling</b>	599	590	598	589	597	595	611
<b>Grammar</b>	592	586	575	571	562	573	602
<b>Numeracy</b>	625	625	612	606	614	613	610



### Years 9 – 12 Student Retention Rate

The Years 9 – 12 student retention rate at Salesian College is 92.05 This represents a slight decline from 2017.

### Victorian Certificate of Education

The VCE completion rate in 2018 was 99%.

Strong academic achievements of the Class of 2018 were realised with 19 boys achieving an ATAR score of 90 or above. The top ATAR was 99.6. The 90+ percentage of 13% was a 2% increase on 2017 results, but ATAR scores of 70+ increased from 51% to 57%. 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.

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

<b>2013</b>	16	36	46	99.35	10	31
<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
<b>2018</b>	13	35	57	99.60	6	31

#### POST-SCHOOL DESTINATIONS

TERTIARY STUDY	64.9%
TAFE / VET	14.9%
APPRENTICESHIP / TRAINEESHIP	6.8%
DEFERRED	8.1%
EMPLOYMENT	4.1%
OTHER – INCLUDES THOSE LOOKING FOR WORK & OTHER	1.4%

#### STUDENT LEARNING OUTCOMES

Analysis of Year 7 NAPLAN scores for the period 2016- 2018 indicated that the student performance has remained relatively static in the areas of Reading, Writing, Spelling and Grammar. There has been a slight regression in Numeracy.

Pleasingly, there have been modest gains at Year 9 level with incremental improvements in all areas.

The College is currently working with a software designer to create an application that will allow us to more readily discern NAPLAN trends in individual and at cohort level.

## Student Wellbeing

### Goals & Intended Outcomes

- Increase levels of effective communication between staff and families re student academic progress
- Increase the focus of students' classroom application, behaviour and appearance with staff, students and families
- Increase student voice and ownership of student wellbeing issues in the College
- Increase the amount of House activities run for students during the school year

The defining character of every Catholic school, is demonstrated in the way that people in that community treat each other. The compassionate legacy of St John Bosco and the Salesian family is very much alive here in Chadstone as shown by the dedication of all the people who are working together in this essential area of our school.

Teams of staff working in personal development in the classroom in the Oratory program as well particular help in the areas of student wellbeing and learning support are all a part of the significant investment the College makes into the overall support of our boys here at Salesian.

The College's enrolment continues to be healthy. Much of this can be ascribed to the pastoral care and discipline provided by all who work at the College. Our parents speak positively of the support their boys get as they navigate the challenging time of adolescence and decipher their pathway in the senior school and beyond. We have worked assiduously at keeping our parents informed of their boy's progress and including them as much as possible in all aspects of their boy's education. We know that that boys experience better academic results when their parents are well informed of their progress.

### Achievements

The Wellbeing Team worked extremely well during the year. With the new Administration and Student Services building project taking place throughout the year, the team was asked to work under quite difficult conditions as the College was pressed for space.

The Pastoral Team and Assistant Principal – Faith and Mission have worked closely to further develop the personal development program for the boys at all levels. 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.

Learning Indicator Report data, produced every four weeks, allowed the College to ensure that families and staff were well aware of boys who were showing signs of struggling with their learning. The data is filtered and communicated to families and staff to ensure that we are aware of any student who appears to be having difficulty with their work and working in teams to help find ways to improve performance.

Heads of House worked hard to increase boys' involvement throughout the year in activities that were planned by students at lunchtimes and during Don Bosco Oratory week. The student House Leaders, encouraged by their Heads of House, contributed strongly to the culture of the school throughout the year. Fundraising for Salesian charities got a considerable boost through their efforts.

School absence and lateness continued to be a focus in 2018. Regular communication with families regarding their boys attendance percentage as well as ensuring parents are aware of the punctuality of their sons to class have made significant inroads into better class attendance figures.

### **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 2018 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 for them, a smoother transition into Year 7.

The College continues to provide Loss and Grief programs for 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 Autism 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, 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 Assistant Principal - Students. Much of what happens on a daily basis is organised, planned and prepared by this team. Year Level Coordinator'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 driven 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**

ACC sport

House sport and activities at lunchtime

Instrumental music

School productions

Public Speaking

Debating

Future Focus at Year 10

Formation type activities for students Oz Bosco, Caligero, Retreat programs

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 SATISFACTION**

2018 Report Data from the SRC surveys indicate the boys experienced an improvement in the areas of school engagement, school climate, teacher student relationships, belong to their school, learning disposition and student safety. The data suggest boys are well ahead of like schools.

Of concern, was the overall data in Year 11 who were in many cases report a level of satisfaction below like schools. This data was also reflected in the Monash Resilience Survey data. The Pastoral and Wellbeing teams were briefed and action plans put into place to work with the resilience of the students for 2019.

It was pleasing to see and overall improvement in student satisfaction at the College in 2018. The continued hard work of the Pastoral, Wellbeing and learning support teams has made a significant difference in this area.

## STUDENT ATTENDANCE

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

- 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 coordinators 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 be keep a check on all absences and use the information to ensure they have knowledge relating to the boys in their care.
- Every four weeks a 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 Coordinator.
- Each term, families are contacted by mail, where the student's attendance is reported to be less than 90%.
- A support process to raise the level of attendance is in place.

## 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 by 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 a 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

- Compose a student leadership development plan
- Compose a staff leadership development plan
- Deliver the new building on time and on budget

### Achievements

#### Student Leadership

- In 2018 Student Leadership matured significantly with the Student Congress forums becoming a beehive for student proposals and presentations. The Student Congress gatherings were timetabled and formalised further to ensure clear reporting lines for students on all areas of the school and opportunity to discuss issues relevant to them.
- A Student Leadership development plan was included within the newly designed Oratory Program. The plan was scoped and sequenced to meet the age and stage of the boys at each of the year levels as well as to challenge the boys wishing to develop their leadership skills further than the generic program. The revamped program ensures all boys are exposed the skills and experiences of leadership required of them to develop as leaders regardless of formal leadership positions.
- New positions of student leadership were added to our structure so as to now include a Student Leader of Wellbeing, a leader of Altar servers, as well splitting the Mission Ambassador's role to include a Liturgy Captain and a Social Justice Captain. Events allowing boys to demonstrate their leadership included: the Bishop's conversation, Catholic Education Week, ANZAC ceremonies and Positive Relationships Day with Sacred Heart Girls' College. Our student leaders represented the College proudly on all occasions.

#### Staff Leadership Development plan

- Unfortunately there is nothing to report on the staff leadership development program as no work was completed on a plan, however, staff were still encouraged to participate in external programs targeting leadership development.
- The College increased the number of Positions of Leadership in a revamped structure to compliment the new curriculum initiatives being developed across the school.

- Practices to assist with staff development including professional walks, student feedback, annual reviews, class observations were undertaken with modifications to improve the efficacy of these practices.

### Staff Development 2018

The College continued with the Group 8 Development Team in 2018. Specifically, we used their feedback tool to survey students about teacher efficacy. The College entered into a partnership with NewTech as we explored and developed our understanding of Project Based Learning and began creating projects to pilot contemporary pedagogy projects in Year 7 & 8 Biretta classes and also to build capacity of staff members. The Curriculum Innovation Team worked tirelessly to develop a new pedagogical framework. The classroom visits program continued throughout the year. During this time, leadership team members viewed teacher practice and then provided feedback.

Various external professional development sessions were undertaken by staff in 2018. Further, the College also conducted the Annual Review Program where there was opportunity for reflection on the year and construction of goals for 2019.

The College also continued with its staff formation program, completing Year Three of a five year plan. This largely focussed on the pedagogy of St John Bosco, with an emphasis on the preventative system.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2018

The total expenditure on staff professional learning was \$58 144. This represents an approximate average of \$440 per staff member. This figure is taken across all staff as there is a number of professional development activities which all staff attend, however, a significant portion of this spend is on areas directly linked to teaching and learning. Some of the major spends include anaphylaxis training for all staff at a cost of \$5 050, Group 8 work with all teaching staff amounting to \$5 000, Learning Management Training costing \$3 692, Bursaries for Further Studies of \$7 887 and research and development associated with the new pedagogical framework of \$6 026.

#### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

133

#### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$407.82

## TEACHER SATISFACTION

The 2018 school improvement data was consistent with the data from the past few years. We continued to see less than favourable feedback in some areas including Individual and School Morale as well as in the area of Supportive Leadership. Two areas that are of concern for staff are decision making and communication whilst the issue of workload is another significant area on which to focus.

In terms of learning, staff indicated that feedback to them was still an area of concern with most other areas in this section remaining consistent. According to staff feedback, there is room for improvement. Whilst recognising this, the College Leadership Team is not alarmed as we continue to move through a significant period of change in the College. A significant change to the Year 12 program caused some staff some concern. Unfortunately, the productive and effective timetable change introduced in 2015 in combination with the Oratory program continue to cause angst among some staff members. These results indicate that we still have much ground to gain as a school to ensure that the strong growth of the previous years is built upon in 2019.

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, workload, and empathy areas for us to work on in 2019.

## College Community

### Goals & Intended Outcomes

- Launch new College website.
- Increase the number of reunions with a view to make them self-funding.
- Implement electronic medical forms and explore permission slips.
- Further develop alumni data and communication and connection to the College.
- Further enhance communication with parents with parent seminars and brochures/information sheets.

### Achievements

The new College website was launched in March at the College Hall of Fame dinner. This followed months of liaison with Ignite Online to develop a product of which the College is truly proud. The website went on to win three international awards later in the year confirming the high standard of the website.

A specific strategy the College identified to increase the involvement of past students in the College was to increase the number of reunions the College hosted. Traditionally, the College held one year and forty year reunions. In 2018 five, ten and twenty year reunions were added, which for the great part, were very successful events. These events reconnected us to men who have not been back to the College since their graduation. We were able to update our data bases and identify key contacts in each of the groups which we hope will hold us in good stead moving forward.

A past pupils tutoring program continued. This involved high achieving Year 12 students from the previous year being invited to return to the College to tutor Year 12 boys. Past Pupils have also assisted with our Futures Week and the sports program. The College also held its annual Hall of Fame Dinner which was, once again, a great success.

Community programs that were consolidated in 2018 were the Year 8 boys Father and Son Evening and the Mother and Son night for the Year 7 boys. They continue to be a highlight for the College with increased attendance and participation in both of these events.

The College continued to work with its Catholic feeder schools to ensure effective and productive relationships continued to grow. The College ran our annual 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.

Student Led Conferences entered their second year and were once again extremely well received and heightened parent involvement in their son's education.

Programs including the Becchi Day Program, Information Nights, Parenting Seminars, Report Nights, Art Expo, Whole School Liturgies and Assemblies, Musical Performances, Sports Presentation Night, Mother's and Father's Day Masses and Breakfasts continue to provide opportunity for parents to participate and contribute to building the school community through their involvement and attendance at such events. Our Parents' Association plays a very active role in animating and catering for a number of these events.

The College maintained the relationships with our primary schools through activities such as regular of school visits by the Principal, our practise of visiting all future Year 7 boys when they are in Year 6, the 'Be a Salesian Kid for a Day' program, attendance by members of the Leadership Team at primary school assemblies, as well as band and drama performances. As part of the Year 9 Bosco Day program students undertake community service placements. 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 newsletters.

Further improvements were made in communicating with parents making better use of the Parent Access Module in the school intranet allowing parents and guardians to gain ready access to more information relating to their sons. These include performance in work requirements, attendance history and any disciplinary action. 2018 saw the introduction of online medical forms for parents to maintain. Whilst we had a slow uptake of the facility, eventually, we were able to get parents to provide the relevant information. This initiative means the College should have up to date information for all our boys which is vital for so many activities the boys engage in on a daily basis.

A number of Salesian staff leaders attended the annual Salesian Immersion day. 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.

Boys have opportunities to assist charities including St Vincent de Paul, Caritas, and Salesian Missions, respond to disasters both local and global, student Blood Bank visits, Ozanam House visits, host clients from the Oakleigh Centre (Connections Group). We also conduct annually our Community Week, a whole school celebration of our Salesian Community.

We have maintained a positive professional relationship with Australian Catholic University and Monash University and developing strategic relationships with local businesses and key suppliers.

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

College communication with our community was once again very favourably received by all members. The College newsletter which was replaced during 2018 by a fortnightly blog is highly regarded with the College receiving positive feedback on a regular basis.

Production of the bi-annual alumni Griffin magazine is another communication touchpoint with past students that continues to develop and connect past pupils to the College's present day. This high circulation magazine highlights past students who have achieved extraordinary life and or professional success, acting as role models for current and past students to aspire to and leverage industry opportunities.

During Community Week, our Legacy Breakfast took place, targeting past pupils who have sons at the College, fostering the notion of legacy within the community and repeat enrolments within families.

This communication is supported by cost effective targeted Facebook, Instagram and Google advertising campaigns (to key potential demographic areas), Hoyts cinema screen advertising at Chadstone Shopping Centre, targeted billboard advertising at Chadstone Shopping Centre, Real Estate boards, the College Annual as well as the constant stream of individual communications sent out by the College daily.

We also made a concerted effort to ensure we communicated to the wider community and maintained a presence advertising in publications including:

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

#### **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.

#### **PARENT SATISFACTION**

Data taken from the parent feedback surveys indicates the perception of the College in the areas of Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement and Peer Relations has remained fairly strong and consistent with previous years data. In most indicators of parent opinion Salesian College was placed above the 70<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 placing us at the CEM average.

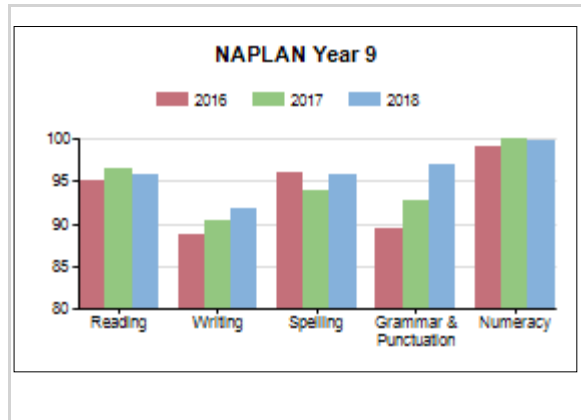
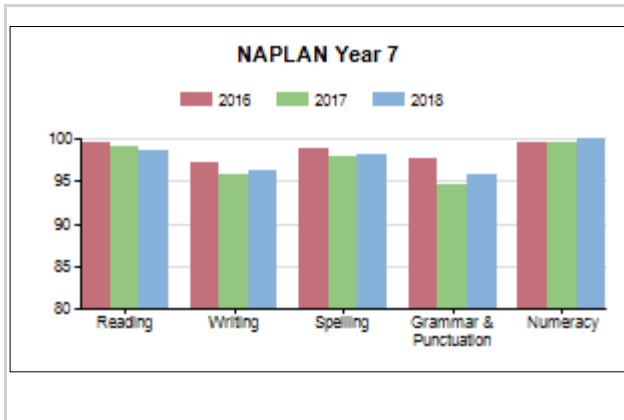
## School Performance Data Summary

E1162  
Salesian College, Chadstone

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2016</b>	<b>2017</b>	<b>2016 - 2017</b>	<b>2018</b>	<b>2017 - 2018</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 07 Grammar & Punctuation	97.8	94.7	-3.1	95.9	1.2
YR 07 Numeracy	99.5	99.5	0.0	100.0	0.5
YR 07 Reading	99.5	99.0	-0.5	98.6	-0.4
YR 07 Spelling	98.9	97.9	-1.0	98.2	0.3
YR 07 Writing	97.3	95.7	-1.6	96.3	0.6
YR 09 Grammar & Punctuation	89.5	92.7	3.2	97.0	4.3
YR 09 Numeracy	99.2	100.0	0.8	100.0	0.0
YR 09 Reading	95.2	96.5	1.3	95.8	-0.7
YR 09 Spelling	96.0	93.9	-2.1	95.8	1.9
YR 09 Writing	88.8	90.3	1.5	91.7	1.4





<b>YEARS 9 - 12 STUDENT RETENTION RATE</b>	
Years 9 to 12 Student Retention Rate	92.5%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y07	92.7
Y08	92.4
Y09	91.5
Y10	92.3
Overall average attendance	92.2

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	90.0%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	91.5%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	20.5%
Graduate	49.4%
Graduate Certificate	6.0%
Bachelor Degree	86.7%
Advanced Diploma	12.0%
No Qualifications Listed	1.2%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2
Teaching Staff (FTE)	97.2
Non-Teaching Staff (Headcount)	54
Non-Teaching Staff (FTE)	46.4
Indigenous Teaching Staff (Headcount)	0

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	31
VCE Completion Rate	99%
VCAL Completion Rate	99%

<b>POST-SCHOOL DESTINATIONS AS AT 2018</b>	
Tertiary Study	64.9%
TAFE / VET	14.9%
Apprenticeship / Traineeship	6.8%
Deferred	8.1%
Employment	4.1%
Other - The category of Other includes both students Looking for Work and those classed as Other	1.4%