

2019

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



**SALESIAN
COLLEGE**
CHADSTONE EST.1957

Salesian College, Chadstone



Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview.....	4
Principal's Report	5
Church Authority Report	10
Education in Faith	12
Learning & Teaching	15
Student Wellbeing	21
Child Safe Standards	26
Leadership & Management.....	27
College Community	30
School Performance Data Summary	34

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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

19/06/2020

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 1080 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 2019 Year 7 cohort was drawn from approximately 63 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 2019 school year held many highlights and posed many challenges for the community as each year does, however, the College was able to meet all the challenges faced and once again enjoy a fruitful year. The year was one of forward movement in the curriculum area with great inroads made into the implementation of the Salesian College Learning Matrix which is the College's response to addressing the recommendations coming out of the 2017 school review. The Administration Building Project was completed at the end of Term One with all of us happily moving into our new facilities for the commencement of Term Two. It has been a truly rewarding year with an enormous amount of energy being channelled into our core business of learning and teaching allowing us to build on our rich Salesian traditions.

Enrolments remained strong with 204 boys joining us to commence their secondary studies in Year 7. With enrolment numbers growing the student population reached 1080 students with strong numbers in each year level with the exception of the Year 12 cohort. We look forward to our last significant increase in 2020 with the current small Year 12 group of 120 graduating to be replaced by 200+ boys joining us in Year 7. The College continues to enjoy healthy numbers building on the positive reputation we are enjoying in the community.

The College enjoyed pleasing academic result with 16% of the Class of 2019 performing exceptionally well, achieving an ATAR score of 90 or above. The College Dux for 2019, with an ATAR score of 98.7 was Joseph Cefai. Other pleasing aspects of the VCE results include; 34% of the boys obtaining an ATAR score over 80 and 55% of 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.

As previously mentioned one of the most pleasing aspects of the year was our ability to knuckle down and focus on our core business of learning and teaching. The response of our staff to explore and develop our key focus of formative assessment was amazing. With real zest and enthusiasm, our staff contemplated the numerous formative assessment tools, trialling, unpacking and discussing them in a concerted effort to provide the best possible feedback to their students for their learning. All this, building on our previous focus of making learning more visible for the boys. The collaboration and collegiality witnessed as we created our suite of formative assessment tools and debated the strengths and weaknesses of each was fascinating to observe. The new pedagogical framework will enable us to deliver the best possible learning outcomes for our boys moving forward.

Of course, the building works provided a sense of excitement for the community moving into our new administration building towards the end of Term One, 2019. Staff and students didn't take long to adjust to the new facilities available to them. Having purpose designed facilities for Student Services, Learning Support, College administration and staff recreation facilities as well as the creation of a grand entrance to the College that befits the prestige of this wonderful school, were celebrated by all in the community.

Celebrating significant feasts days and College occasions through the Eucharist remained central to witnessing 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 and highlighted the College commitment to our Christian faith and Salesian tradition.

Religious Education classes, retreats, prayer, liturgy, social justice, and community service, ensured our boys were exposed to Catholic values and the teachings of the Church. Catholic identity remained a focus for all in the community. Faith in action continued to develop as a significant area of focus for the boys. The College further developed a framework for delivering a well thought out formation program in the hope that through it we will develop in our boys an empathy and a commitment for helping others in our community less fortunate than themselves. The College implemented significant changes to our Oratory program following some recommendations that came out of the last school review. The changes allowed us 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.

As always, the Community Service Program played an immense 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 listening to our guest speaker who generated a real sense of purpose and mission amongst the boys. A couple of highlights were the Year 9 Community Service activities. Working with the 'Seniors on the Move' group we witnessed the boys hosting, catering and intermingling with a group of seniors at the Christmas in July lunch and the Christmas activity morning in November. The boys did themselves and the College proud on both these occasions.

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 and badminton, 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.

Competition for the House Cup was as hot as ever and brought out the competitive nature in all of the boys. Valedictory Assembly was a spirited and enthusiastic occasion with a real sense of enthusiasm and joy as the results for the individual shields and House Cup were announced. Results were as close as ever, with Savio House winning two individual shields - Cultural and Sport, whilst Moroney won the Citizenship shield and Annecy the Academic shield. Savio House took out the Bosco House Cup for the first time with Annecy finishing second, Moroney third and Collinson finishing fourth. The College swimming and athletics carnivals enjoyed a carnival type atmosphere and 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. As part of the music group's three-year touring program, it was the year of a local tour. The boys travelled through the country regions of Victoria playing for seniors and primary schools alike, providing for a lot of joy and happiness. 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. The Junior boys were able to take out at the ACC Debating Competition and were placed second in the Junior Public Speaking section as they built on the great work of their coaches and teachers. 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 Ms Molly Tilley and Mr Paul Azar. College Captain, Bo de Silva, Vice Captains Nicholas Thomas

and Dimitri Adamopoulos, along with the all 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 and have a real voice in their College. A number of new initiatives were proposed and implemented by the Student Congress. These included the introduction of an Environmental Captain, a revamp of the College sports uniform, the introduction of a VCE jumper amongst many initiatives to improve the learning environment. valuable forum providing The student leaders were able to lead 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 significant amount of money for the Salesian missions as well as organising a number of events that involved a large number of the boys. The House Captains also did a wonderful job when it came to their turn at leading and engendering House Spirit at the sporting carnivals and house events.

A new initiative in 2019 was the introduction of two Science trips to NASA. In July, 14 junior boys ventured to the space station followed in December by a small group of senior students. All boys had a wonderful experience and the College will now run one of these excursions each year alternating the senior and junior trips. Thanks goes to Ms Carolyn Ellul for her initiative and planning in bringing these great opportunities to fruition.

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 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 Tracy 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.

A significant event of the 2019 school year was the retirement of Mr Neil Carter from his position of Deputy Principal after twenty plus years in the role. Neil's contribution to the College and the

legacy he leaves is outstanding and he is a significant reason the College is in the position it enjoys today.

So it is with a great sense of joy and pride that I am able to reflect on the 2019 School Year and all that has taken place here at Salesian College Chadstone.

Church Authority Report

College Rector and Advisory Council Chair's Reflection

As the new Rector of Salesian College Chadstone following Fr Frank Bertagnolli, I write this report for the 2019 school year in the name of Saint John Bosco, the founder of the Salesian Congregation and one of the major inspirations behind all that we do for our young people at the College.

Throughout 2019, I have been involved in a number of Masses and Liturgies that have had the full support of students, staff, parents and families. Notable among these have been the opening Whole School Eucharist, the Salesian Festival Day Mass, the celebration of the Assumption of Our Lady, the Sacramental Mass during which fifteen students received the Sacrament of Confirmation, and the Year 12 Valedictory Mass. However, perhaps the Eucharistic highlights of the whole year were the special Mothers' Day and Fathers' Day Masses, which were both attended by hundreds of very proud and happy Mums, Dads and Sons!

At the beginning Term 2 this year, I have also witnessed the completion of the College's new Reception, Administration and Student Services Building, with the administration section being named after Fr Edward (Ted) Cooper, who was a very innovative College Rector from 1964 – 1969 and again from 1974 – 1976. Not only does this most attractive building provide the College with an excellent public frontage, but it also gives clear priority to its 1070 pupils by providing state-of-the-art facilities for Student Services, Student Welfare and Learning Support.

However, the chief characteristic of the Salesian College Community that really stood out this year was its amazing awareness of those people in need and hardship, and its unflinching commitment to Christian service and social justice. As a result of this commitment, a great deal of time, energy and sacrifice went into raising much - needed funds for three major charitable projects during 2019: Caritas (Project Compassion), the St Vincent de Paul Society (Vinnies Winter Appeal) and the Salesian Missions in Cambodia.

Of these three most worthy causes, the College's wholehearted dedication to supporting the work of the Salesians for the poor young people of Cambodia produced something of a 'miracle'. Namely, as a result for the admirable efforts of students, staff and families working together, the princely sum of \$34,000 was raised for the Cambodian appeal! This tremendous outcome is undoubtedly a clear indication that the 'spirit of Don Bosco' - a spirit of exuberant joy

and loving kindness, of practical charity and assistance, of inventiveness, creativity and spontaneity – is alive and well at Salesian College in this modern era.

During 2019, the College Advisory Council continued to provide valuable guidance and support to the Principal and the members of the College Leadership Team, especially in regard to the completion of the new College Reception and Administration Building during the current year, and the provision of suitable buildings, both permanent and portable, to cater for increasing student numbers in the future. It also offered regular advice on the key areas of Student Safety and Protection, Compliance and proposed College Policies. In addition, it provided the College Captain and College Vice - Captains with an opportunity to voice students' issues and concerns, and to put forward proposals to make Salesian College a safer, more tolerant and more caring educative environment.

During the course of 2019, the College Advisory Council was also enriched by the addition of four new parent representatives who came from a variety of educational, financial and professional backgrounds and also made an immediate and positive impact on the workings of our Council. As an integral part of their orientation, the College Principal undertook to present a range of Induction Topics, which addressed the school's strategic plan, performance measurement, school structure, regulatory environment, funding arrangements, transition plan to become an incorporated entity, communication policies and protocols, and risk management.

In conclusion, as Chair of the Advisory Council and on behalf of the Salesians, of Don Bosco, I wish to express my gratitude and appreciation to the members of the Council, to the Principal, Leadership Team and staff, and to the students, past pupils, parents and families who make up the Salesian College community, for yet another year of considerable growth and progress in all areas of school life.

Father Greg Chambers SDB,
Rector and Chair of Advisory Council

Education in Faith

Goals and Intended Outcomes	Achievements
<ul style="list-style-type: none"> Develop a National and Overseas Salesian Immersion experience for students 	<ul style="list-style-type: none"> ✓ Trip to Cambodia organised and booked for June 2020. ✓ Twelve participants and four staff attending. ✓ Exploration of National program for alternate year has begun.
<ul style="list-style-type: none"> Review the Oratory program 	<ul style="list-style-type: none"> ✓ Revised to recognise and include whole school events such as carnival days, feast days etc (as a way of exploring belonging and joy; two of the College Values). ✓ Revised according to input from outside bodies in accordance with the areas of Study Skills, Leadership, Decision Making, Personal Wellbeing and Relationships. ✓ Revision and amendment of Oratory Reports to include participation in carnival days, retreats, festival days and skills in all five key areas. ✓ Skills also represent those in line with Victorian Curriculum capabilities. ✓ Oratory Certificates generated for each student based on their learning in the five areas and participation in school life. ✓ All resources checked and ensured single use across the College.
<ul style="list-style-type: none"> Enhance understanding of and participation in social justice 	<ul style="list-style-type: none"> ✓ Implementation of a whole school student social justice program. ✓ Year 9 community service program implemented with Monash 'Seniors on the Move'. ✓ Record amount of money raised for Project Compassion - \$10 410.60. ✓ Money Raised for Salesian Community in Cambodia \$34,000.00 (Term 2)

	<ul style="list-style-type: none"> ✓ Products for thirty five men's toiletry back packs for Ozanam House were collected and distributed. ✓ Over \$6000 was raised for Cambodia Flood Relief (Term 3). ✓ Forty five Christmas hampers for St Vinnies were distributed.
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VALUE ADDED

Staff Formation Program/Accreditation

Year 4 for the Five Year Formation Program ran successfully covering Church Teaching.

Church Teaching Formation covered:

- ✓ What Catholics Believe.
- ✓ How do we live and promote the Gospel in our school today?
- ✓ What is Catholic Social Teaching?
- ✓ Building a Culture of Life.

Salesian Formation

- ✓ Strenna: Holiness for you, too!
- ✓ Don Bosco in the 21st Century: Fundamentals of Youth Ministry.
- ✓ Don Bosco in the 21st Century: Developing Salesian Leaders.
- ✓ Don Bosco in the 21st Century: Sharing Experiences.

A further four 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 one member of staff have enrolled and completed their first year of a two-year accreditation course to be able to teach RE in A Catholic School.

The introduction of the first official Buddy Mentoring Program. Two sessions per term covering the topics below were implemented.

Term	Topic	
1	Get to Know You	House Games
2	Study Skills	House Games
3	Mental Health	House Games
4	The Year in Review	House Games

Learning & Teaching

Goals & Intended Outcomes

- Introduce and implement Formative Assessment strategies.
- Finalise future curriculum structures.
- Develop a coherent data collection plan.
- Consolidate Learning Intentions and Success Criteria.
- Implement PBL pilot program.

Achievements

Launch of Learning Matrix

The Learning Matrix was launched which allowed for a uniform approach to explaining key school improvement measures within the pedagogical framework.

New appointments were made to support the implementation of the Learning Matrix.

Assistant Principal Teaching, Learning and Innovation – Mrs. Kamila Bielinski

PBL Mentor – Ms. Emma Bradley

Literacy Mentor – Mrs. Niki Pinirou

Data Mentor – Mr. Darren Winfield

Data Team Members – Mr. Simon Dorrat, Mr. Dean Schimming, Mrs Fatima Nazar

All newly formed teams were asked to start developing and planning strategic plans for endorsement in 2020.

Formative Assessment

The roll out of a comprehensive two-year plan for AfL (Assessment for Learning) occurred. Professional Learning communities (PLC's) were the vehicle for dissemination of this key work. PLCs are an approach to school improvement where small groups of teachers work collaboratively at the school level to improve their own practice and therefore student outcomes. Each conducted session allowed for teacher collaboration, personal action planning, observations and reflective practice.



Workshop 1 – Working collaboratively

Workshop 2 – Clarifying and sharing Learning Intentions

Workshop 3 – Finding out what students are learning during a lesson

Workshop 4 – Providing Feedback

Workshop 5 – Activating students as instruction resources for one another

Workshop 6 – Developing hinge point questions

Workshop 7 – Making formative use of summative assessment

Workshop 8 – Reviewing the year

Data Plan

A data collection plan was collated. The data collection plan received feedback from YLC's, HoDs, teaching staff and was endorsed by the Leadership Team.

PBL Pilot Program

Curriculum structures were finalised. The PBL team implemented the Year 7 and Year 8 Geography and Science integration - 'The World Around Us'. The team also developed and planned a series of further subjects - Year 7 Humanities and English integration 'Literacy for Life' as well as the Year 9 integration of Geography and Science 'The World Around Us'. Further teacher professional development was planned and conducted.

Curriculum

The curriculum team worked in building capacity in Heads of Department, to lead their respective teams more effectively. Parameters surrounding leadership, collaboration and time management were key areas of this work.

The curriculum team also planned and successfully supported a subject selection information and expo night which took on a new structure. This evening facilitated a successful subject selection process for students in Years 7-11.

It has been a longstanding convention within the education fraternity to use 'criteria sheets' as the principal means of assessing the quality of student learning. Criteria sheets typically include: a group of half a dozen or so knowledge or skills areas (ie the criteria); a grading scale in the form of a 'very high to very low' continuum; a space to write a brief summative comment and; a space for the overall result.

Staff activities focussing on the analysis of internal assessment and the use of learning intentions and success criteria exposed some of the limitations implicit in the use of criteria sheets. In short, the accuracy of judgements yielded by criteria sheets is questionable and their capacity to enable teachers to improve student performance was deemed as manifestly inadequate. The teaching teams came to the realisation that data driven practice rendered current practice to be reassessed and realigned. Therefore, we sought a need to end our reliance on criteria sheets and, instead, implement high quality rubrics drawn from coherent developmental assessment frameworks.

Heads of Department were guided through the principles of developmental assessment. This approach compares student growth based on skill-based criteria and focuses on what students are ready to learn, at their point of readiness. Each subject team developed a Skills continuum based on the Victorian Curriculum this foundation served the development of individual task rubrics, that are now skill based.

NAPLAN Testing

Year 7

Average NAPLAN scores for each domain							
	2013	2014	2015	2016	2017	2018	2019
Reading	555	554	554	564	569	562	561
Writing	515	524	524	537	537	525	528
Spelling	565	569	569	566	569	559	567
Grammar	550	549	549	566	560	557	569
Numeracy	577	568	568	590	589	576	583

Year 9

Average NAPLAN scores for each domain							
	2013	2014	2015	2016	2017	2018	2019
Reading	594	581	578	575	581	600	592
Writing	568	563	558	553	578	583	556
Spelling	590	598	589	597	595	611	594
Grammar	586	575	571	562	573	602	574
Numeracy	625	612	606	614	613	610	612

Years 9 – 12 Student Retention Rate

The Years 9 – 12 student retention rate at Salesian College is 89.1%. This represents a slight decline from 2018.

Victorian Certificate of Education

The VCE completion rate in 2019 was 98%.

Strong academic achievements of the Class of 2019 were realised with 19 boys achieving an ATAR score of 90 or above. The College has also maintained a median Study Score of 31 and the percentage of students who achieved a study score of 40 or more is 8%.

College Dux, Joseph Cefai attained an ATAR of 98.7. Joseph received a perfect score of 50 in Environmental Science and was the recipient of a prestigious Premier's Award.

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
2013	16	36	46	99.35	10	31
2014	18	37	55	99.65	11	31
2015	17	30	47	99.80	9	31
2016	18	37	51	99.00	9.	31
2017	11	33	51	96.10	5	31
2018	13	35	57	99.60	6	31
2019	16	34	55	98.7	8	31

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	75%
TAFE / VET	13%
APPRENTICESHIP / TRAINEESHIP	9%
DEFERRED %	2%
EMPLOYMENT	5%

STUDENT LEARNING OUTCOMES

Analysis of NAPLAN results for the period 2017-2019 indicated that overall performance has been sustained with some growth for Reading, Writing, Spelling, Grammar and Numeracy.

Throughout 2017-2018 Year 7 NAPLAN results highlighted steady improvements and progression in Grammar, Spelling, Numeracy and Reading, results indicate a slight decline in Writing.

In 2018-2019 Year 7 NAPLAN data showed gains in Spelling, Grammar, Writing, and Numeracy with a slight decrease in Writing.

During 2017-2018 Year 9 results revealed a slight decline in Reading with significant growth in Spelling, Grammar and Numeracy with a static outcome for Writing.

Whilst the 2018-2019 Year 9 data highlighted steady improvements in Reading with sustained outcomes in Grammar, Writing, Spelling whereas Numeracy data sets indicate a slight decline.

The College is currently embedding an application that has allowed 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 2019. 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 2019 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 mental wellbeing and emotional regulation. 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 has also introduced the CORE program for boys who may have experienced significant trauma in their lives. The Program is focussed on empowering students to find, build and live their core values by using a series of structured PE strength-based activities. Social

skills programs have proved to be effective with boys in the junior years, particularly with boys identified as being on the Autism spectrum.

Student Voice

Since 2017 the College has been part of a Respectful Relationships Network of five Catholic Secondary Schools working together to engage students and parents in meaningful and shared conversations about key issues facing young people and families in our school communities. In 2019, a dynamic Student Network of Year 9, 10 and 11 students, young women and men, demonstrated genuine leadership when they collaborated to deliver two Parent/Carer Forums across the school year. The students took lead in identifying the key issues, and then developing, facilitating and driving interactive conversations with parents, carers and educators. Over the year students focussed on digital citizenship and harmonious families.

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 Paul Azar and Molly Tilley, the Student Leadership program is moving ahead positively. Student 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

Peer Mentoring Program – Year 7 – Year 11

STUDENT SATISFACTION

2019 Report Data from the CEMSIS surveys indicate the boys have remained consistent in their feedback from previous years. The one area of significant improvement was school belonging with small improvement in the areas of school climate, teacher student relationships and student safety. Rigorous expectations and student voice remained the same with very minor negative percentage changes in school engagement, learning disposition and Catholic identity. In all but five responses to the 59 questions asked, the data strongly suggests that the Salesian College students are well ahead of those at like schools.

The responses related to school belonging saw an overall increase of 11% which demonstrates the level of acceptance of the boys for who they are and the enjoyment they share of being together in class.

Of concern, was the overall data in the senior years where boys reported a level of satisfaction below like schools. The Pastoral and Wellbeing teams were briefed and action plans put into place to work with the resilience of the students for 2020.

It was pleasing to see and overall improvement in student satisfaction at the College in 2019. 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.
- Fortnightly 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.
- To be explicit in raising understanding and awareness of every member of the community of their responsibilities related to Child Protection.

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, pre service 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 are compelled to complete their child safety compliance annually.

Achievements

- All Child Protection policies were updated and made accessible on the College website and Intranet.
- 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.
- Visible reminders of expectations posted around the school.

Leadership & Management

Goals & Intended Outcomes

- Finalise new building and plan future facility developments.
- Initiate risk reporting to board.
- Develop a new Building Masterplan.
- Compose a staff leadership development plan.
- Continue to develop a centralised staff information system containing all updated procedures used by staff.

Achievements

Student Leadership

- In 2019 Student Leadership matured significantly with the Student Congress forums continuing to develop with increased sophistications in proposals being tabled by the students. We witnessed a positive increase in the number of proposals linked to student learning which was very pleasing.
- 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.
- 2019 was the first year of implementation for the Oratory Leadership Program. We were very pleased with the initial delivery and with minor tweaks will look for further improvements in the years to come.
- A new Student leadership position of Environmental Captain was introduced through the Student Congress to be taken up in 2020.

Staff Leadership Development plan

- The main focus for staff development in 2019 was the introduction of the Professional Growth Portfolio which incorporated a number of elements including:
 - Professional Growth Practices
 - Catholic and Salesian Formation
 - Teaching and Learning
 - Student Wellbeing
 - Personal Growth

All of these elements allow staff to plan and track their own development.

- The College once again 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.
- Professional Practice Sessions included a focus on Formative Assessment.

Staff Development 2019

The College continued with the Group 8 Development Team in 2019. Specifically, we used their feedback tool to survey students about teacher efficacy. A number of staff worked with NewTech to explore and develop further their 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 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 2019. Further, the College also conducted the Annual Review Program where there was opportunity for reflection on the year and construction of goals for 2020.

The College also continued with its staff formation program, completing Year Four of a five year plan. This largely focussed on the Teachings of the Church.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

The total expenditure on staff professional learning was \$86075. This represents an approximate average of \$626 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 \$4950, Group 8 work with all teaching staff amounting to \$5 000, Bursaries for Further Studies of \$17680,

Learning Management Training: Literacy \$4850, NCCD – Learning Support \$3700, Cert IV training \$3390, Leadership: \$15104.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	85
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$626

TEACHER SATISFACTION

The 2019 school improvement data showed an improvement with the data from the past few years. Some of the areas that continue to be a concern for staff are decision making process, communication and the issue of workload is another significant area on which to focus. Overall the feedback was as expected and predominantly positive. We witnessed a significant increase in the number of areas where staff responses either mirrored the responses across Catholic Education Melbourne or were more positive. We remain very aware that there is always room for improvement.

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 2020.

College Community

Goals & Intended Outcomes

- Review and revise reunion program.
- Further develop connections with Old Collegians with a view to form an Alumni Association.
- To develop a communication plan.
- Develop and implement communication processes for communication with parents.

Achievements

In 2019 we once again held five, ten and twenty year reunions, 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 2019 were the Year 8 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.

Learning Conferences are now embedded as part of student feedback and reflection on their learning. Once again they were 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 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' 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.

The Year 9 Community service program was further enhanced with a joint venture with 'Seniors on the Move'. These interactions included a Christmas Lunch in July and a Christmas games and Morning Tea later in the year. Both events were very well received.

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. 2019 saw the further development of online medical forms for parents to maintain. An increase in the uptake by parents to provide the relevant information, 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 2019 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, with a focus on 'Speaking up'. Graeme Sleeman was presented with the inaugural Legacy Award in recognition as a man of integrity for the role he played in assisting the Royal Commission into sexual abuse.

This communication is supported by cost effective targeted Facebook, Instagram and Google advertising campaigns (to key potential demographic areas), 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

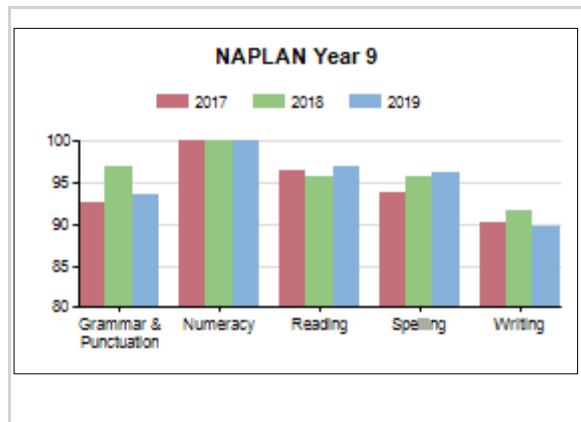
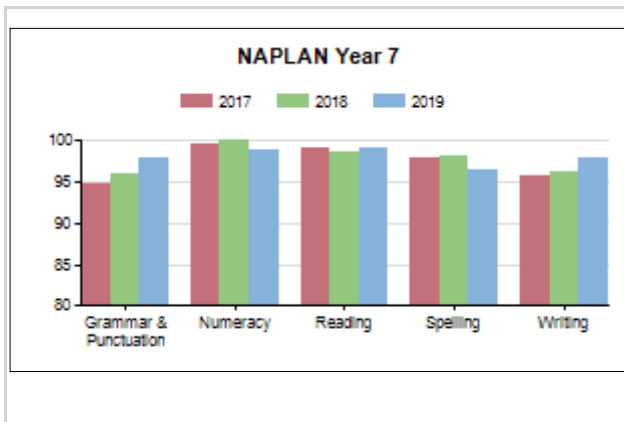
Data taken from the parent feedback surveys indicates the perception of the College in the areas of Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement and Peer Relations has remained fairly strong and consistent with previous years data. In most indicators of parent opinion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

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	94.7	95.9	1.2	97.9	2.0
YR 07 Numeracy	99.5	100.0	0.5	98.9	-1.1
YR 07 Reading	99.0	98.6	-0.4	99.0	0.4
YR 07 Spelling	97.9	98.2	0.3	96.4	-1.8
YR 07 Writing	95.7	96.3	0.6	97.9	1.6
YR 09 Grammar & Punctuation	92.7	97.0	4.3	93.6	-3.4
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	96.5	95.8	-0.7	96.8	1.0
YR 09 Spelling	93.9	95.8	1.9	96.3	0.5
YR 09 Writing	90.3	91.7	1.4	89.8	-1.9



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	89.1%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	94.0
Y08	92.4
Y09	91.6
Y10	91.3
Overall average attendance	92.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	79.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	27.0%
Graduate	50.6%
Graduate Certificate	4.5%
Bachelor Degree	87.6%
Advanced Diploma	12.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (FTE)	91.4
Non-Teaching Staff (Headcount)	50
Non-Teaching Staff (FTE)	45.2
Indigenous Teaching Staff (Headcount)	0

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	98%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	69.0%
TAFE / VET	7.0%
Apprenticeship / Traineeship	16.0%
Deferred	2.0%
Employment	4.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.0%