



Salesian College

Chadstone

2022

Annual Report to the School Community



Registered School Number: 1485

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Minimum Standards Attestation

I, Mark Ashmore, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

22/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

The year of 2022 was a year in which all students, families, staff and the Board rejoiced in the freedom to return to ways of “usual” student and school life in the first year of the Melbourne post Covid 19 life.

Salesian College Chadstone, like many institutions did the best it could over the challenging earlier two year period, and 2022 was a year when so many sacrifices and preparations were able to rewarded in so many ways.

2022 saw the continuation of a major structural change for the life of the College, while at the same time ensuring that all the rich traditions and practices of the Salesian Order are inculcated into the life of our students and their families.

Salesian College Chadstone now operates under the legal control of a new corporate entity, Salesian College Chadstone, which is an Australian public company and its governance is thereby controlled by the Board and has thereby moved from being under the direct control of the Salesian Order Inc in that respect but in doing so now calls on the collective wisdom of the Salesian Order which founded and operated the School since its first existence in 1956, and thereby still has two members of the Order, Fr Bernie Graham SDB and Fr Joe Binh Dinh SDB sitting on the Board. The Salesian Order remains in ownership the school.

Mr Stephen Moloney (BA, LLB) became the Chairman of the Board in August 2022 after the interim Chair, Fr Graham acted in that role during a large part of 2022. Salesian Chadstone now has in its Board composition five lay persons and two religious drawn from a variety of life experience and qualification (and all being parents or past students) and thereby bringing an energy and insight into the governance of the school.

Our new Principal, Mr Mark Ashmore, in his first full year has lead staff and students with a strong vibrancy in all action.

A new Strategic Plan has been prepared to guide all future development, to be worked together with an Annual Action plan, as worked upon and approved by the Board. In this way there will be clear direction for all future capital expenditures when decided to performed. Planning for that was set in process.

Considerable work has been performed by both Board subcommittees and the Board itself in preparing policy and practices to ensure child safety in always present in all aspects of College life, and consistent with the charism and mission of St John Bosco.

During this year the Victorian Registration and Qualification Authority (VRQA) conducted a comprehensive audit of the school and the school passed with “flying colours”. Of course there were things which were able to be seen as capable of improvement but the Board were delighted to receive a pleasing comprehensive approval of the workings of the school.

The Board has participated by presence in various ways to meet staff and understand the ways of the school.

The VCE academic results for 2022 showed a marked improvement and thereby demonstrate a genuine opportunity for all students to achieve academic excellence. The Board in committed to do all it can to provide opportunities for excellence for all students regardless of chosen or hoped for career path.

I express my gratitude for all the hard work done by the Staff of the College and the Board during 2022 in their mission to provide a quality of education and the opening of pathways in life for our students that St John Bosco would smile upon.

Stephen J Moloney BA/ LLB

Chairperson, Salesian College Chadstone Board

Salesian College Chadstone

Vision and Mission

Vision

A dynamic, joy-filled Catholic 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 1,100 young men from the south-eastern suburbs of Melbourne and is easily accessible by public transport. Set in large, attractive grounds, the College has extensive music, drama, media and technology facilities, a gymnasium, multi-use covered courts and three on-campus sports ovals. A broad, general range of subjects is available at VCE level. Special emphasis is placed on Religious Education, faith development, the integration of technology into the curriculum and the pursuit of all-round academic excellence.

The students are drawn from a wide geographical area and the 2022 Year 7 cohort was drawn from approximately 50 primary schools. The College community is enriched by the diversity offered by students from more than 60 different cultural backgrounds.

At Salesian College Chadstone, we promote initiative, a spirit of enquiry and a desire to strive for academic excellence through innovative and supportive teaching. We provide our boys and staff with every opportunity to develop all aspects of their lives. We work in partnership with parents and guardians to ensure we provide the best possible education to the boys entrusted into our care. We work with families, past pupils, parishes, educational and ecclesiastical institutions and other civic agencies to assist us in our endeavours. All aspects of College life are underpinned by a Catholic and Salesian ethos in an atmosphere of respect for all.

Principal's Report

Most of what I really need to know about how to live and what to do and how to be, I learned in kindergarten. People say that the early years of life is when a person absorbs more information and adapts behaviour than any other period in life.

In the final assembly of the year I shared excerpts from Robert Fulghum's book, All I Really Need To Know I Learned In Kindergarten. The text expresses that he already knows most of what's necessary to live a meaningful life - that it isn't all that complicated. He expresses that most of what I really need to know about how to live and what to do and how to be, I learned in those formative years.

- Share everything.
- Play fair.
- Don't hit people.
- Put things back where you found them.
- Clean up your own mess.
- Don't take things that aren't yours.
- Say you're sorry when you hurt somebody.
- Wash your hands before you eat.
- Flush.
- Warm cookies and cold milk are good for you.
- Live a balanced life - learn some and think some and draw and paint and sing and dance and play and work every day some.
- Take a nap every afternoon.

I am not suggesting that we all have cookies and milk around three o'clock every afternoon and then lay down with our blankies for a nap.

The skills and appreciation and joy for the small things make a difference in your life and the lives of others. This begins at an early age when you develop and nurture the skills, knowledge and attributes.

Then a pandemic arrives on our doorstep. We were required to stay home or live with restrictions to curb a health crisis. We each lost some of, for a better term, the "basics", of how we live: socialisation, communication and service.

Upon returning to 'normal' life and school in 2022 we have realised that life has not been normal. It was a challenge for many individuals, the community and society as we grapple with life post pandemic. In essence, we have had to re-learn the behaviours and attitudes that we learnt in kindergarten.

College Captain Daniel Amendola upon being told that he was being offered the role said we need to work with our Year 7, 8 and 9 students who have not experienced the Salesian way. It was a profound statement that has resonated during the year. I thank our Year 12 class of 2022 for the outstanding leadership they did to welcome all into our community and create the Salesian family spirit. Thank you, Daniel Amendola and College Vice-Captains Jake Johnston and Mitchell Wain.

The young men in our community returned to school being open to learn, or indeed re-learn, our Salesian charism and how we at Salesian work with one another in support, service and solidarity. There was a sense of value of being in the learning environment with the teacher and peers face-to-face. Thank you to our students for their tenacity and joy displayed in learning. It has been privilege to walk into classrooms and see the enthusiasm for learning. Our boys have demonstrated resilience, courage and confidence in pursuits in the classroom, sports field, on stage or behind a lectern.

Thank you to our students for being open to our Catholic faith – Oratory, mass, reflection days and how we live with one another in relationship. It was wonderful to witness numerous students participate in the Sacramental Program. A highlight was the anticipated Don Bosco Oratory Week which staff and students thoroughly enjoyed the liturgy focussing on diversity in our community and a joy-filled fun activities' day.

We are blessed to have the Salesians as part of our community who share their gifts each Friday morning for mass amongst regular staff and student attendees. It did take me until Term 4 to partake in a whole school mass but when it did eventuate it was a wonderful spiritual and community experience.

A personal highlight was attending the Salesian Pilgrimage. I was able to learn about the teachings and the impact of St Francis de Sales, St Jane Frances de Chantal, St John Bosco, Mama Margherita and St Mary Mazzarello. The memories of meeting Salesians and travelling with those who work in Salesian schools will continue to guide my leadership.

Jesus teaches us to love thy neighbour, to be kind, compassionate and forgiving. Whilst we have had to relearn how to do this as a society it has been evident for all to see here in our Salesian community. Our students have extended a warm welcome to create belonging for others by being respectful in our relationships.

Performing Arts came to life in 2022 with amazing events for students to gain a sense of belonging and joy. The production with Sacred Heart Girls College of Beauty and the Beast was thoroughly enjoying, providing many laughs amidst the high-quality performances. The student led initiative, SMASH, was an outstanding event with Avila College that enabled most in the crowd to sign along or dance in a very enjoyable evening. Our Year 7s too performed in their first concerts with our Autumn and Spring concerts providing wonderful entertainment.

Our Sport program provided memorable highlights. Our Swimming team were outstanding at the ACC championships, taking out the Division 2 winner trophy. The College achieved some excellent achievements in the ACC Athletics, Badminton and Triathlon competitions as well as recording encouraging performances in ACC Cricket, Basketball and Soccer. The Davie Egan Cup (Div 1 Soccer) and Davis Johnson Cup (Div 1 Football) were regained with strong wins over Mazenod College. The year concluded with the Basketball teams competitively representing the College at the Australian Schools Championships. The much-loved House Athletics and Swimming carnivals returned and the students enjoyed the comradery and friendly competition.

Debating and public speaking had a rightful place in the calendar with our students gaining success at DAV and public speaking forums. The House Debating Competition and the year level public speaking competitions highlighted the talents of our students as they presented to their peers and community audiences of social issues in society.

Our parents and carers have also been tremendous in their support of the College and their son/s this year. As events and activities began to occur parents attended in support of their son

and the College. Parent Association meetings, learning conferences, Mother's Day and Father's Day breakfast, and Valedictory were all wonderful celebrations.

During 2022, the College was reviewed by the Victorian Registration and Qualifications Authority (VRQA) to ensure we met standards expected of an educational institution. The College received wonderful commendations from the reviewers, including feedback of the resounding welcome felt from all members of the community. The School Review Report provided recommendations for future improvement.

Parallel to the school review process, the College underwent significant community consultation to develop an exciting Strategic Plan 2022-2026. The Strategic Plan builds upon the Salesian Charism and traditions that were established by the Salesians of Don Bosco and lay educators in our College history. Our plan provides an insight into the College's aspirations and new opportunities whilst ensuring a clear road map for the future. Consultation with the community, including students, parents, staff, past pupils, Board Directors and the Salesians of Don Bosco has enabled us to understand people's hopes, ambitions and priorities.

Our Strategic Plan 2022-2026 outlines seven strategic intentions for our learning community:

- Our Purpose and Direction
- Our Catholic Identity and Salesian Charism
- Our Learning Focussed School
- Our People and Culture
- Our Learning Environments
- Engaging our Families
- Our Community Partnerships

I thank all who have contributed to the development of our Strategic Plan for their time, energy and ideas to create what I believe is an exciting and aspirational plan for our future.

My thanks and congratulations also extend to our amazing Salesian educators and support staff who walked with our students every day to create our own Oratory here at Chadstone. Our community suffered COVID, cold and flus during winter months placing a strain on teacher availability. Despite these challenges, Don Bosco would be proud of our staff as they continued to welcome students and parents into our joy-filled dynamic community and provide support for one another. The care and loving kindness displayed by my colleagues is outstanding. Thank you.

The College looks forward to 2023 with clear strategic plans and the hope and optimism that all students and staff will learn in our joy-filled Catholic learning community.

Parish Priest's Report

“THERE'S NO PLACE LIKE HOME”

Homily of the Opening Whole School Mass

Home is where we find security, familiarity, warmth, comfort and love. It is also where we find our sense of purpose and meaning. Home is a sanctuary from a troubled world. It is place where you can be yourself.

For many people, home is where they live in families with their beloved members.

For others, home is their school, where they study, play and share with their friends.

For devoted Christians, home is their church, where they worship God, to be united with one another in Jesus Christ.

The charter for our Salesian school says:

In keeping with the Spirit of Saint John Bosco, the Salesian school community is challenged to be:

- A home that welcomes.
- A parish that evangelises.
- A school that prepares for life.
- A playground where friends meet and enjoy themselves.

To simplify, we can replace these concepts by Family (Home), Faith (Parish), Future (School) and Fun (Playground).

Of course, home is not just about a physical place. We can never detach from people we love, as Jesus proclaimed,

“I am the vine, you are the branches. Those who abide in me, and I in them, bear much fruit, because apart from me, you can do nothing.”

In 1980, for a number of political reasons, I had to escape from my home, my home town and home country, Vietnam, by boat. I arrived in Malaysia and was fortunately accepted by the Australian Government as a refugee. I came to Melbourne on Saturday 24th January 1981. On the first Sunday, after having celebrated mass, I found the local Catholic priest and asked, ‘Is there a Salesian College in Australia?’ He said, ‘Yes! There are a few’. Immediately I felt at home.

Remember that whenever you want and need, you can always get back to your home, parish, school and playground to be your true self. Salesian College Chadstone, amazingly, is the place of more than 100 nationalities. They all call it home, as they have called Australia home.

As Abraham Lincoln once said, "Whatever you are, be a good one." So whatever you become, be a good one. I ask you to remember God in your journey, and to take care of each other in your journey of life.

Catholic Identity and Mission

Goals & Intended Outcomes

1. Staff commitment and development

- Increase numbers of staff Accredited to Teach Re and lead in a Catholic School
- Implement Catholic and Salesian Formation experiences
- To improve Staff Wellbeing

2. Praying and celebrating

- Improve the culture of prayer within the College Community

3. Staff Professional Learning

- To improve staff professional learning experiences

Achievements

1. Staff commitment and development

- A further 1 staff member accredited to teach religious education in a Catholic school and 1 accredited to teach in a Catholic School
- 4 staff members enrolled in the Graduate Certificate of Religious Education (Year 2)
- Strenna 2022: Do all through Love; nothing through constraint (St Francis de Sales) – banners at reception, Chapel, RRC and at Mannix. Larger banner on the De Sales building wall for all to see how we at Salesian College do everything through love.
- Staff Professional Development on the Strenna presented by Fr Peter Carroll SDB
- 4 members of staff attended 'Don Bosco for Today; Giving a voice to the young looking at the past, motivation for the present and paving a way for the future
- 3 members of staff attended the Salesian Immersion experience
- The Catholic School Professional Learning was delivered to all staff exploring what makes our school catholic and how we can nurture and develop this into the future
- The Signs and Symbols Professional Learning was delivered exploring not only what signs and symbols mean in the Catholic Tradition but also discussing how we can recontextualise their meaning for young people today
- All Staff engaged in Professional Learning with a focus on Don Bosco's Oratory and the Salesian Charter. We attended a special Mass followed by activities exploring how the oratory looked, sounded and felt like.
- All staff participated in Formation activities as a Catholic School in the Salesian Tradition
- Staff Wellbeing Committee established
- Staff Wellbeing Group completed PL on how to improve staff wellbeing in schools
- Staff Wellbeing initiatives implemented

- Exploring ways in which we can support staff during this period of additional stress due to COVID. Creating a variety of opportunities for connecting, rebuilding relationships and well as work/life balance.
- All staff were encouraged to participate in a staff wellbeing survey. We had a very high response with over 90 staff responding including providing comments for consideration.
- A brief summary of data was shared on the Term Three Staff Day followed by the entirety of raw data posted in the OMNIA for further consideration.
- The College will explore staff wellbeing moving forward to be proactive rather than reactive in these challenging times.
- Staff Wellbeing Committee established
- A series of morning teas and events to gather staff to connect

2. Praying and celebrating

- Opening School Prayer Service was held in the Chapel and streamed live to all classes. A strong focus on the Salesian Charter. We also blessed badges for our Year 7, new students in other year levels and 12 students which were distributed in oratory classes. Our Senior leaders were also introduced and received their badges. We welcome New Staff and they received their framed Salesian charters. Mass welcomed Year 7 students, new students, Year 12's received their badges and new staff were introduced to the College community and received Salesian Charter
- Student leaders (7-12) have a regular invite to Friday Morning Community Mass which there has been a wonderful attendance. Past pupils, who are members of staff also joined them. Staff continue to attend when they can
- Our Ash Wednesday services were a wonderful beginning to our Lenten journey. Staff met for a prayer service and the blessing of ashes. As staff received their ashes they moved in oratories to run an Ash Wednesday service with their oratory and distribute Ashes to the students.
- Year 11 Reflection Day engaged a new presenter who engaged the staff students in thinking about stereotypes, in particular breaking down the ideas about male masculinity.
- Engaged the College community in praying for the people impacted by the unfolding situation in the Ukraine. Prayers and Masses offered, awareness and raising money for the Salesian who continue to work in the Ukraine despite the dangers.
- Year 12 Reflection Day took place at Dromana Camp, Safety Beach. Students were involved in reflecting on their journey and the idea of unity. The day was delivered by Sam Clear and oratory teachers.
- Staff and students attended our resurrection masses where they were given the opportunity to reflect and celebrate the Easter season and what it means for them today.
- Community acknowledge The Feast of the Assumption with a special prayer service delivered in Oratory
- Don Bosco's Birthday celebrated
- Memorial Year Level Masses conducted

- Year 7 students begin attending their annual Reflection Day with a focus on ‘What does it mean to be Salesian’?
- Prayer, Vision, Mission and Values presented at the start of each meeting

3. Staff Professional Learning

- All middle leaders attended the ‘Leadership in a Catholic School’ professional learning which focused on leadership and building Catholic Culture. The professional learning covered the importance of leadership in organisations, key attributes in leadership to assist conflict and change, and what it means to be a leader/faith leader in a Catholic School.
- Professional Learning Team had its first meeting which explored the nature and purpose of the team as well as norms
- All middle leaders attended the ‘Leading a learning focussed school’ professional learning which focused on key elements of leading in the area of learning and building a culture of learning and high performance.
- Professional Learning Team continues to work on Norms, Policy and priorities for Terms 3 and 4; exploring not only what the priorities are but how they will be delivered. Focus on faith, learning, student wellbeing and building capacity in others.

VALUE ADDED

1. Staff commitment and development

- Each Monday and Thursday briefing – raffle drawn. Gifts related to Catholic and Community based activities
- Athletics and Swimming House Carnival BBQs raised over \$2000 for Caritas
- Shrove Tuesday was held as a House competition and raised (a record) of \$2128.10 for project Compassion
- Raised \$14000 for Salesians and Caritas, with all money being directed to support those displaced in the Ukraine.
- Salesian Festival Day took place. It began with an opening ceremony which included a smoking ceremony, procession of flags and prayers in different languages helping us celebrate our diversity

2. Praying and celebrating

- Sacramental Program being prepared
- 20 boys are preparing for the sacrament of Confirmation on the 14 October

Learning and Teaching

Goals & Intended Outcomes

- Introduce the next iteration of the data dashboard to inform teacher practice in conjunction with the 'Data Wise' program
- Refine and embed the use of Developmental Assessment practices
- Explore ways to garner feedback from students to direct teacher practice and curriculum planning
- Integrate a guided data-based reading program pilot at Year 7
- Work with Heads of Departments to embed PBL and Formative Assessment practices
- Plan and implement initial phase of the recommendations stemming from the Year 9 Review
- Implement the new EAL curriculum
- Genre Map each key curriculum area and then create annotated model texts
- Embed the teaching of Literacy skills into the Year 7 Oratory program and key areas of PBL
- Plan, develop and curriculum map PBL and PrBL projects
- Ensure completion of the Graduate Certificate in PBL and PrBL for relevant staff

Achievements

As part of the consequences of COVID-19, Salesian College, like many schools across the globe experienced a disrupted 2021. As a community we rose to the challenge and exhibited resilience, unity and determination.

Data

- Managed the development and implementation of a new student data dashboard DASH (Data Analytics Student Hub)
- Developed and facilitated the Salesian 'Harvard Data Wise' program via professional learning sessions using the PLC format, enabling teachers to:
 1. Learn techniques to source, create and analyse student data
 2. Utilise the DASH dashboard to understand student and class performance
 3. Develop skills in applying data to inform teaching practices and improve student outcomes
 4. Create a shared language around data and techniques for collaboration
- Rollout the Data Fundamentals professional learning to further improve teachers' data literacy

Literacy

- EAL Curriculum implementation
- Phase 1 of genre mapping completed

Curriculum

- Actively engaged with the MACS and Melbourne University collaboration addressing developmental assessment practices
- Developed internal developmental assessment professional development
- Facilitated the developmental assessment professional learning to Heads of Department to build personal knowledge and understanding
- Launch the Salesian College Reading program (SCRIP) in Year 7 Literacy and Life
- Formative assessment via PLCs - incorporated professional learning conversations on effective teacher to teacher feedback. Department teams reflected upon experiences and learning from incorporating formative assessment strategies into teach practice. Teams determined strategies which are most effective within their discipline.
- Project Based Learning - continued to build teacher knowledge and understanding via:
 1. Active teaching
 2. Project planning
 3. Review and refinement
 4. Professional learning
- Partnered with New Tech to trial and deliver the Graduate Certificate in PBL and PrBL
- Established overarching curriculum mapping practices
- Plan and implement the initial phase of the recommendations stemming from the Year 9 Review.

STUDENT LEARNING OUTCOMES

- Improvement of staff data literacy
- Development of Year 9 electives
- Development of Year 9 World Around Us and Year 9 Literacy and Life for 2023 for the whole cohort
- Online NAPLAN testing across the whole school
- Introduction of ACER adaptive testing
- After school tutoring program for VCE
- Review the learning and teaching policy
- Introduction of sharing practice within department meetings

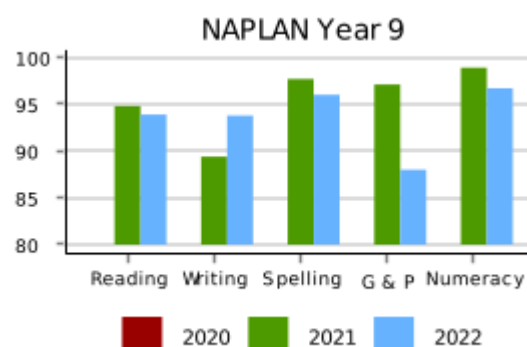
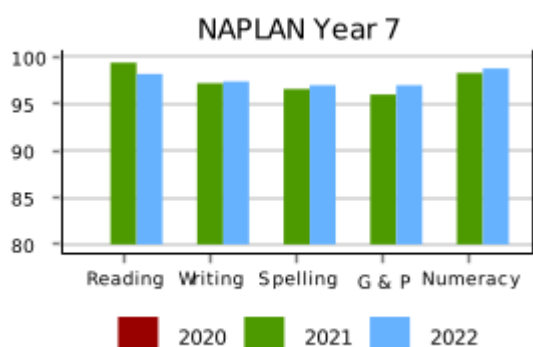
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	580.4
Year 9 Numeracy	597.1
Year 9 Reading	588.8
Year 9 Spelling	584.9
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	96.0	-	97.0	1.0
YR 07 Numeracy	-	98.3	-	98.8	0.5
YR 07 Reading	-	99.4	-	98.2	-1.2
YR 07 Spelling	-	96.6	-	97.0	0.4
YR 07 Writing	-	97.2	-	97.4	0.2
YR 09 Grammar & Punctuation	-	97.1	-	88.0	-9.1
YR 09 Numeracy	-	98.9	-	96.7	-2.2
YR 09 Reading	-	94.8	-	93.9	-0.9
YR 09 Spelling	-	97.7	-	96.0	-1.7
YR 09 Writing	-	89.4	-	93.8	4.4

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Return to School and Transition of New Students

The commencement of the 2022 academic year saw the return to Face to Face teaching at Salesian College Chadstone. A key priority of the college was supporting the return to school of all students. One of the key challenges facing the community was the transition of new students in Year 7 and also the introduction of students from Years 8 and 9 who had faced very disrupted learning over the previous two years.

Therefore, ensuring student wellbeing was one of the key focus points of the Pastoral and Wellbeing Teams during 2022. The Pastoral Team monitored student wellbeing and academic progress through using Learning Indicator Report Data and student voice through Wellbeing surveys.

The Salesian Community was greatly relieved to return to school in 2022. However, unexpected challenges emerged during the year. In particular, the student body faced challenges with building positive relationships, re-acclimatizing to a classroom learning and developing their personal and collective resilience. Responding to these challenges was an important focus of the college leadership and pastoral teams.

Ensuring a sense of community and fostering care for the physical environment remained important priorities for the college.

Achievements

There was a significant focus upon the significance of Oratory sessions and the role of the Oratory teacher in following up with student wellbeing. The Pastoral Team led sessions with Oratory teachers to provide them with strategies to monitor student wellbeing in their classes, follow up with students and parents and the processes that they can follow should they have ongoing concerns about the wellbeing of any students in their class. The intention was that students would feel a greater connection to school and improved engagement with their learning.

The College Wellbeing Team have worked closely with Year Level Coordinators to deliver specialist Wellbeing sessions to each year level. These sessions are intended to help address some of the challenges that you men are facing today. In particular, topics such as healthy lifestyles, the importance of adequate sleep, diet and exercise are covered during these sessions. In addition, there are also discussions about the impacts of alcohol and vaping. More broadly, these sessions also cover Respectful Relationships, Healthy Masculinity, Mental Health, Stress Management and Resilience.

During 2022, there were guest presentations from representatives of The Pat Cronin Foundation, Man Cave, Proactive Policing and the White Ribbon Foundation for Years 9-12. Additionally, the college has signed a Partnership with The Resilience Project for 2023. The Resilience Project is a nationally known organized which fosters student mental health through proactive practices.

There has been a continued focus upon how the college can best support young people as they return to school and re-engage with their education. This has included the delivery of Professional Learning to staff in the area of Restorative Practices to assist students to manage their relationships with their peers and staff as they return to school. In addition, the Year Level

Coordinators then work closely with their Oratory team to embed key ideas from Mental Health First Aid into their Oratory sessions. The intention of Mental Health first aid training is to encourage teachers to focus upon the mental health of their students and to implement strategies to support them.

The College Captains, Daniel Amendola, Jake Johnson and Mitchell Wain developed the theme for the year of 'Get Around Them' which encouraged students of all ages to support their peers and to ensure a feeling of welcome and inclusivity permeated the college. These young men and the other college leaders did an outstanding job to build a sense of community in the college and encouraged the students to reconnect with each other.

At Mannix Campus, the 'Mind Your Mannix' scheme was trialed. This scheme involved individual Oratory groups taking responsibility for ensuring the cleanliness of the interior and exterior of the campus and was very successful. A similar scheme will be adopted at the Bosco Campus and will involve the participation of all year levels.

The College Leadership and Pastoral Teams continued to invest in a number of proactive initiatives to help keep our families engaged with the College, and stay connected with our community. Some of these initiatives included:

- Information and Q&A nights, which gave parents the opportunity to ask questions related to some of their concerns, such as returning to school after the lockdown, and any adjustments to curriculum or VCE matters due to online learning
- The Time and Space events, Mother and Son (Year 7) and Father and Son (Year 8) were an informative and interesting experience for parents and students alike
- A Year 7 Social Event which provided Year 7 parents with an opportunity to experience 'a day in the life' of their sons
- Mothers and Fathers' Day Breakfast and Masses which drew a large number of people from our school community
- Learning Conferences were held during Term 1 and Term 3 which allowed for parents to receive feedback about their son's wellbeing and academic progress
- The Physical and Sport Department organized a Sport Awards Evening which was very well attended
- In Term 4, new Year 7 students and parents were able to attend an Information Evening which featured a 'pop up' uniform stall which raised money for the Salesian Missions.

Student Services Case Management Meetings

With the increase awareness of the effect of the pandemic on young people and monitoring their mental health, our Student Services Case Management meetings, chaired by the relevant Dean of Students were more critical than ever. It is during these crucial meetings that involve all relevant parties of the College Student Services teams, we are able to identify boys who are flagged to be at risk and implement support plans to care for our boys.

Student Leadership

Our Student Leadership body continued to thrive under the coordination of Ms. Georgina Dow and Mr. Dylan Chow and our three College Captains in 2022. Our student leadership, led by our three captains were responsible for a number of initiatives in 2022 which we hope will have a lasting impact on Salesian College. Some of these included: College Clean-up Program, Wear it Purple Day, RUOK Day, Minus 18 Project, World's Greatest Shave and St. Vinnie's Cup which

was the annual football match and BBQ which is intended to raise money for the society of St. Vincent de Paul.

Mr. Chow and Ms. Dow also led the Student Congress during Terms One and Three. This is an inspiring event which allows leaders from all year levels in the college to present their ideas about how the college can be improved. Some of the proposals from the 2022 Congress included: a college clean-up, VCE subject proposals and a new bike area, fund raising initiatives and changes to the school uniform. It is very positive to witness so many students who are so invested in their college and hear their ideas as to how the college can be improved for all students.

VALUE ADDED

- Year 7 Social event occurred at the beginning of the school year
- Year 8 Camp at Phillip Island
- Year 9 City Experience
- Year 7 and 8 Time and Space Events
- Year 7 trip to the Enchanted Adventure
- Retreats to Don Bosco Centre in Brunswick
- Year 9 Respectful Relationships program with Sacred Heart occurred featuring a presentation from Elephant Ed
- Year 10 Dance with Sacred Heart
- Year 11 Retreat with presentations from Tomorrow Man
- APSPA Leaders Conference at St. Mark's College Port Pirie
- Year 7 Information Evening for new Year 7 students occurred in November
- Oratory program had a focus on mental health and wellbeing
- Peer mentoring was re-introduced with outside activities
- Year 12 Formal
- Year 12 Valedictory assembly, mass and dinner
- The Year 12 completion rate, encompassing VCE 100% and Applied Learning students was 92%

STUDENT SATISFACTION

Student embraced being back on campus and thoroughly enjoyed being with friends. They enjoyed the 'Welcome Back' activities which had been planned.

The 2022 Report Data from the MACSIS survey was collected. It demonstrated that the College results were above the MACS average for 2022 in a majority of areas. Most

significantly, it was well above average in teacher- student relationships, school belonging, learning disposition, safety and school climate.

Although student satisfaction in some year levels was lower than reported in 2021; it is possible that this could be attributed to some of the challenges which students faced when returning to a face to face learning environment.

Overall, the 2022 MACSIS results indicated that in most areas, the students of Salesian College are satisfied with their learning experience at Salesian College Chadstone.

STUDENT ATTENDANCE

The process for monitoring attendance is as follows:

- Attendance rolls are marked in each lesson.
- Parents/guardians of a student who is marked absent without explanation by 9:30am, is sent a text message asking them to inform the College of the legitimate reason for the absence.
- Anomalies in the rolls are followed up by administration staff in the first instance. Subsequently, Year Level 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 monitor student attendance and track student absences and use the information to ensure they have knowledge relating to the boys who are in their class.
- Fortnightly 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 of students whose attendance of concern is in place.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

93.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	89.9%
Y08	89.0%
Y09	89.5%
Y10	89.3%
Overall average attendance	89.4%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	92.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	59.0%
TAFE / VET	19.0%
Apprenticeship / Traineeship	13.0%
Deferred	1.0%
Employment	7.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

- To continue the development of a child safe culture where the College actively upholds and promotes the wellbeing and safety of every student at Salesian College.
- A commitment to the protection of students through the provision of a nurturing, respectful and safe school environment where each student is able to flourish in their learning and development.
- To be fully compliant with all aspects of Child Protection and wellbeing requirements
- To continue to raise the understanding and awareness of every member of the community (inclusive of volunteers) of their responsibilities related to child safety, wellbeing and protection, including relevant legislative responsibilities within the State of Victoria, and specifically the requirements set out in the updated 11 Child Safe Standards (Ministerial Order No. 1359).

Achievements

Child Safety processes were followed regarding visitors to the College and the employment of new staff, casual relief teachers, pre-service teachers and volunteers to ensure all were compliant with Child Safety protocols.

We were successful in meeting our 2022 Victorian Registration and Qualifications Authority (VRQA) Child Safety audit requirements. The Melbourne Archdiocese Catholic Schools (MACS) supported the College's continued development of its Child Safety policy suite over the course of the year to ensure we met the implementation requirements of the updated 11 Child Safety Standards.

All staff participated in recurrent Child Safety training and professional learning sessions during the course of the year, along with meeting their annual child safety compliance requirements.

- Our Child Safety policy suite was updated to reflect the requirements of the updated 11 Child Safety Standards
- A 'Child Safe Standards Action Plan' for 2023-2024 was developed in consultation with all staff to ensure we meet the implementation requirements of the updated 11 Child Safe Standards.
- Information regarding the updated 11 Child Safety Standards (Ministerial Order No. 1359) and other Child Safety requirements were shared with our community online and revised and new policies have been made available on our website.
- A comprehensive Child Safety and Wellbeing training program was developed and delivered for all staff and improvements were made to how we induct new staff and volunteers to the College.
- Student awareness regarding making complaints was promoted and encouraged through the College Oratory Program and by displaying posters in classrooms.

Leadership

Goals & Intended Outcomes

The College in 2022 had a new leadership perspective with new Principal, Mr Mark Ashmore, beginning his first year as Principal and Fr Joe Binh Dinh beginning his role as College Rector.

The governance of the College was also evolving, with the newly incorporated Board beginning the year with an interim Board Chair, Fr Bernie Graham. Fr Bernie Graham, a current Director, replaced Fr Greg Chambers in the role who had undertaken numerous years as Board Chair, College Rector and Principal at Salesian College Chadstone.

The following goals and intended outcomes were envisaged:

- Collaboratively develop explicit whole school improvement plans (Strategic Plan, Annual Action Plan, Business Plan, Master Plan)
- Engage stakeholders in developing strategic intent, by identifying and analysing data within an informed cyclical review process
- Strategic planning strategies including examples such as conversation mapping, emergent theme discussions, and coherence mapping
- Establish a committee that oversees professional learning and staff growth and improvement
- Develop professional learning framework/policy that focusses on discipleship, witness and evidence-based practices
- Research and create emerging, middle and senior leadership workshops to develop leaders of faith and learning
- Faith formation for College leaders and for all Board Directors
- Further enhance the Professional Growth Portfolio
- Directors of the Board are introduced to staff to meet and greet, listen and understand, and share their role and functions in overseeing the governance of the College
- Board members are invited to College events so that they are a presence in the community
- Develop a formation program

Achievements

The College Leadership goals and intended outcomes were aspirational yet many were able to be achieved despite challenges relating to staffing.

A significant achievement for the College was maintaining continuity to learning and teaching to ensure outstanding results despite staff absences caused by COVID requirements. Staff mental wellbeing became a focus and the Leadership Team prioritised strategies to ensure staff were supported amidst unprecedented staff attendance and teacher shortages.

The College also underwent significant change in Leadership personnel at all levels of the College due to retirements, illness, child birth or seeking new opportunities.

In 2022, the College appointed an Executive to the College Principal, Assistant Principal – Students and Engagement and Business Manager. The Assistant Principal – Learning and Teaching resigned for a new senior leadership position in December leading to an employment search for 2023. There were numerous leadership roles that were also successfully filled.

The successful transition of an interim Board Chair to a new Board Chair (first lay Board Chair Mr Stephen Moloney) and Deputy Board Chair Ms Rita Davis lead to ongoing improvements to governance at the College.

- Employment of key Senior Leaders for the College
- Role clarity of Senior Leadership positions through the renewal of Role Descriptions and the development of an Organisation Chart
- The development of an aspirational Strategic Plan
- Development of supporting strategic planning documents including an Annual Action Plan and Business Plan, as well as a process for Master Planning for 2023
- Comprehensive engagement of stakeholders to develop strategic intent, by identifying and analysing data within an informed cyclical review process
- Successful VRQA School Review with wonderful commendations and a small number of recommendations
- Establishment of a committee that oversees professional learning and staff growth and improvement
- The development of a professional learning framework/policy that focusses on discipleship, witness and evidence-based practices
- Researched and the creation of emerging, middle and senior leadership workshops to develop leaders of faith and learning
- Senior Leadership Team formation days and planning days established to enable strategic planning
- Faith formation for College leaders and for all Board Directors
- The development of renewed Professional Growth Conversations to be implemented in 2023
- Directors of the Board were introduced to staff to meet and greet, listen and understand, and share their role and functions in overseeing the governance of the College
- Board members attended numerous College events so that they are a presence in the community
- Professional learning afternoons were reviewed and the structure changed to encompass the holistic approach to adult learning with a clear focus on community prayer, child safety and learning and teaching
- A renewal of Positions of Leadership (POLs) to align to the Strategic Plan for the 2024-2026 cycle of leadership
- Developing a healthy connection between Leadership and the Consultative Committee
- Establishment of a Staff Wellbeing Committee

- An informed response to the changes associated with the proposed VCEMEA, with changes to scheduled class time, extras for teachers, professional practice time, time in lieu, remuneration for POLs and parental leave.
- Restructure of the Administration Team and the work spaces
- Refurbishment of College Reception area to bring together student and general reception
- External painting works to refresh the College
- Introduction of a Director – Events and Community Development to oversee key College events and connect to community organisations, including Alumni.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- VCE conferences
- behaviour management workshops
- targeted teaching in the maths classroom seminars
- literacy and numeracy workshops.
- Many staff took up opportunity to join professional networks, especially those offered through MACS South Eastern region.
- New study designs and changes to the Applied Learning curriculum accounted for many of the curriculum based professional learning.
- Non-teaching staff also attended PL in the areas of cyber security, new technology systems, compliance and child safety/teenager well-being

Number of teachers who participated in PL in 2022	87
Average expenditure per teacher for PL	\$1261

TEACHER SATISFACTION

The pool of participants from staff that completed satisfaction survey was less than half of previous years,

A positive improvement was observed around student physical and psychological safety while at school. Overall the level of satisfaction increased from 78% to 79% from 2021 to 2022 period.

Identified areas for improvement included greater focus on the quality of relationships between staff members and leadership team, and the perception of the effectiveness of the leadership team, improved teaching conditions.

Professional Development opportunities and Staff Safety were highlighted as areas for future improvement

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.1%
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TEACHER QUALIFICATIONS

Doctorate	1.1%
Masters	38.2%
Graduate	42.7%
Graduate Certificate	7.9%
Bachelor Degree	88.8%
Advanced Diploma	12.4%
No Qualifications Listed	1.1%

STAFF COMPOSITION

Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	102.0
Teaching Staff (FTE)	95.7
Non-Teaching Staff (Headcount)	59.0
Non-Teaching Staff (FTE)	54.5
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

- Carry out 65-year College Anniversary celebrations
- Continue to strength connection in our community through in person events
- Recommence Secondary School Experience Days with local Primary Schools

Achievements

As face-to-face learning returned uninterrupted, focus was placed on re-connection as a guiding value both within the College and wider community.

Welcoming in an inclusive way, the diverse community was reengaged through face-to-face events, unpacking the impact that belonging plays in learning and in life.

Plans were put in place to celebrate the College's 65th Anniversary, honouring the achievements and vision of the Don Bosco story, remembering all who have generously contributed to our community. This could be seen through the release of the College's Strategic Plan publication and online video.

Events ran with consistently high attendance, including Secondary School Experience Day with local Primary Schools, Mothers' Day, Fathers' Day and transition events. Receiving record attendance, the 2022 Hall of Fame event (hosted by past student Sasha Lawrence) explored how personal and community connections enrich our lives.

Continued effort was made to connect through publications such as the Griffin and Year Book.

Community engagement was further supported by re-targeted Facebook, Instagram and Google advertising campaigns, real estate boards and daily electronic sent out to the community.

A concerted effort to ensure communication was made with the wider community through advertising presence in:

- Catholic Schools Guide
- Herald Sun Newspaper
- Dux Magazine (Leader newspaper)
- Real Estate Folders
- Independent Schools Guide publication

VALUE ADDED

Programs as mentioned above continue to foster strong relationships within the College and within the wider Community. Participation at events continue to grow and feedback indicates that all groups including parents, staff, students and members of the wider community value the extracurricular activities offered by the College.

PARENT SATISFACTION

Results indicated a lower pool of parents participated compared to that of 2021, with only 65 parents participating in the survey

Our result in comparison to MACS overall showed greater satisfaction compared to other schools

Due to social restrictions our ability as a school to engage families face to face was impacted leading to a slight decline in family satisfaction.