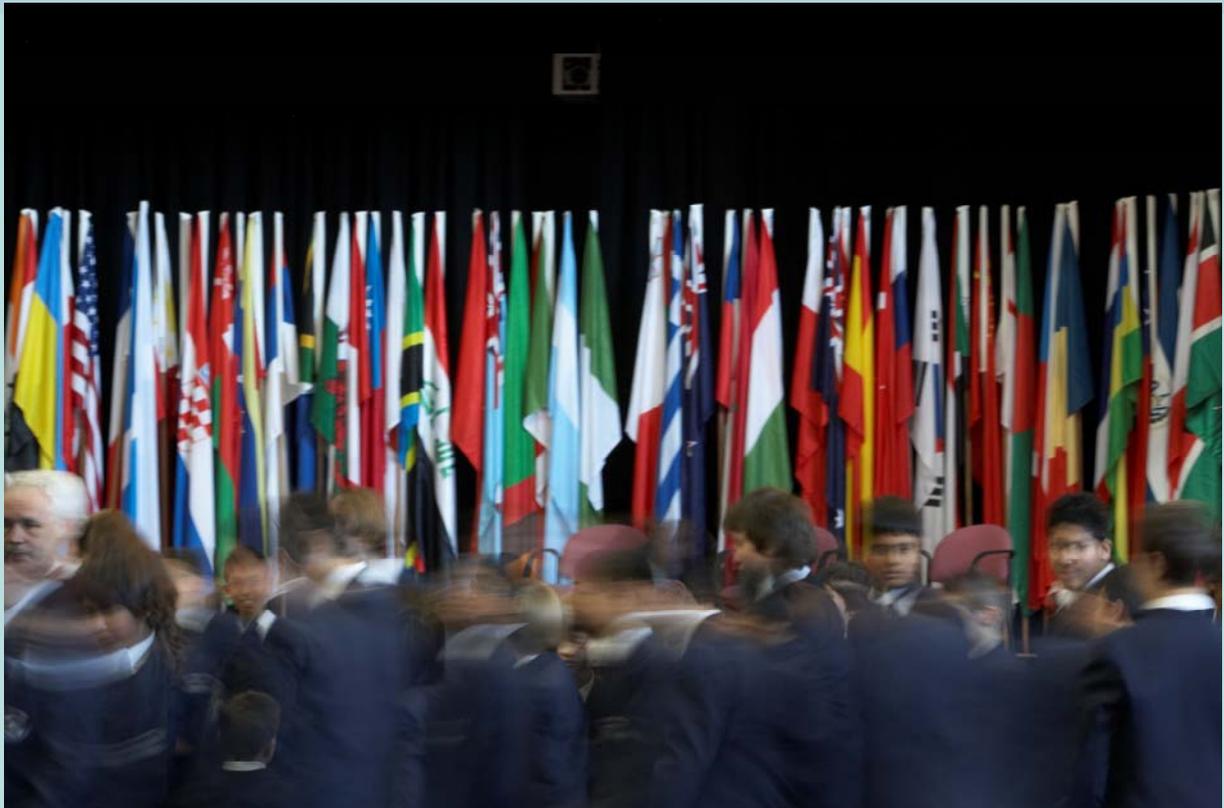




2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

Salesian College Chadstone

REGISTERED SCHOOL NUMBER: 1485



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Our College Vision

Introduction

Salesian College Chadstone, which is owned and operated by the Salesians of Don Bosco (Salesian Society (Vic) Inc.), takes its accountability responsibilities seriously. Hence, it seeks, via this report, to provide the College community with fair, reliable and objective information about the performance of the College across a range of areas.

The report also outlines information about the life and activities of Salesian College as well as initiatives and developments of major interest and importance to the College community during the year, and the achievements arising from the implementation of the College's Development Plan.

College Vision Statement

Salesian College Chadstone is a Catholic School for boys, which proudly proclaims the Good News of Jesus Christ, the faith and teachings of the Catholic Church, the educational principles of St John Bosco, and the importance of family.

As such, Salesian College Chadstone is committed to building a community which:

- ensures that Christian values underpin all aspects of College life within an atmosphere of respect for all
- provides students and staff with every opportunity to develop spiritually, intellectually, emotionally, culturally and socially
- promotes initiative, a spirit of enquiry and a desire to strive for academic excellence
- welcomes and celebrates the achievements of all within an environment of joy and optimism.

College Overview

Salesian College Chadstone is a Catholic secondary school for boys. It was 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 935 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 2010 Year 7 cohort was drawn from approximately 60 primary schools. The College is enriched by the diversity offered by students from more than 80 different cultural backgrounds.

Significant achievements during 2010 included:

- continuing improvement in academic results at the VCE level
- the consolidation of the new Student Management Framework
- significant improvements to the College's facilities, particularly the Occhiena Building containing 6 General Purpose Learning Areas, the refurbishment of the Library to create the Rua Resource Centre and the refurbishment of the College Chapel
- continued development of the pedagogical capacity of staff
- better integration of student wellbeing services and programmes
- the continued development of the quality of curriculum documentation
- the launching of the Biretta Class in Year 7 for students of high academic capacity
- continued improvement to personnel team frameworks and structures

Enrolments

The total number of enrolments for 2010 is significantly increased from the 913 students enrolled in 2009. During the year fifteen students departed and six students enrolled.

The overall growth in enrolments is indicative of a continuing pattern of increasing enrolments.

	February Census	August Census
Year 7	172	171
Year 8	174	173
Year 9	163	161
Year 10	177	172
Year 11	140	140
Year 12	117	117
Total	943	934

Catholic and Salesian Ethos

Goals and Intended Outcomes

Salesian College identified four goals broadly related to Education in Faith:

1. Continue to build knowledge and awareness of our shared Catholic and Salesian Ethos
2. Encourage greater engagement of staff and students in prayer and liturgical life of the College
3. Curriculum and Pedagogy in Religious Education
4. Encourage greater engagement of staff and students in faith in action activities

Achievements

The Catholic and Salesian ethos of the College was developed during 2010 by:

- ✓ The enthusiastic participation of the College community in the “Hope for Haiti” campaign during which staff, students and families raised in excess of \$37,000
- ✓ increasing the number of staff accredited to teach in a Catholic school by six
- ✓ conducting a staff “pilgrimage” to St Patrick’s Cathedral, which also included a tour of the Mary MacKillop Heritage Centre and Salesian input drawing on the experience of the relationship between Don Bosco and Michael Magone
- ✓ the increased willingness of staff and students to participate in Salesian activities such as World Youth Day Salesian Pilgrimage, Samoa Salesian Mission Immersion Experience, Salesian Captains Camp and OzBosco
- ✓ inviting Rev. Professor Francis Moloney to provide a professional learning activity: “Introduction to the New Testament”
- ✓ conducting a professional learning activity on “Leading Prayer, providing a greater variety of prayer resources, modelling the leading of prayer, expanding the Staff Prayer Roster, encouraging Teachers to engage their students in prayer and improving the quality of prayers in the “Daily Briefing”
- ✓ establishing project teams in the Religious Education Department to work on specific curriculum/assessment tasks
- ✓ incorporating a literacy component in all assessment tasks

Learning and Curriculum

Goals and Intended Outcomes

Throughout 2010 Salesian College focused on three key goals related to Learning and Curriculum:

1. Continue implementation of new 'Student Management Framework' to promote 'more effective classroom student management for improved academic outcomes';
2. Improve student learning outcomes;
3. Support new learning and curriculum initiatives including the:
 - reintroduction of VCAL
 - development and use of e-Learning resources
 - introduction of the Biretta Class (for highly academically able boys in Year 7)
 - development and introduction of a range of new Bosco Units (multi-disciplinary cross curriculum units used in the Year 9 programme)
 - establishment of a comprehensive Literacy Plan to be developed and implemented over the next three years.

Achievements

Learning and Curriculum was enhanced during 2010 by:

- ✓ the continued implementation of the new Student Management Framework to enhance student learning
- ✓ establishing the weekly Study Planner checks as a regular routine in College life
- ✓ professional learning activities to further assist teachers to implement behaviour management strategies that enhance student learning
- ✓ ensuring ongoing updating and improvement of curriculum documentation
- ✓ utilising project teams to drive ongoing pedagogical development
- ✓ showcasing and celebrating the work of teacher project teams as examples of high quality pedagogical practice
- ✓ incorporating an e-learning dimension into 'rich assessment tasks'
- ✓ the implementation of new English and Mathematics structures at Year 9 to include Advanced Mathematics and Advanced English
- ✓ students in Years 7 and 9 participated in a thorough preparatory program for the NAPLAN tests
- ✓ the implementation of an additional class of Year 10 Advanced Mathematics from the beginning of Term 2
- ✓ analysing the text types used in Units 3 / 4 exams and sharing the resultant data with students and teachers

- ✓ refining subject selection processes to challenge and, in some cases, preclude students from taking subjects for which they had not met prerequisite scores
- ✓ A series of activities was conducted to assist students undertaking Units 3 / 4 studies to optimise their learning, including:
 - a goal setting exercise at the beginning of the year
 - a thorough GAT preparation programme
 - study skills sessions undertaken as breakfast seminars
 - an additional parent/teacher evening for Units 3 / 4 students
 - practice examinations in the Term 3 holiday period
- ✓ establishing a timetable structure and allocating appropriate teaching personnel, and resources to assist with the re-introduction of the Victorian Certificate of Applied Learning (VCAL)
- ✓ undertaking a review of VCE subject offerings and committing the personnel and resources to offer Units 3 / 4 Further Mathematics, Units 1 / 2 Psychology, International Politics, Interactive Digital Media and Environmental Science to Year 11 students in 2011
- ✓ the introduction of the Biretta Class for students of high academic capacity
- ✓ establishing a committed team of Biretta Class teachers, providing them with training and allocating them to the same staff room
- ✓ preparing for the extension of the Biretta Class into Year 8 in 2011
- ✓ the development and implementation of a number of new Bosco Units (multi-disciplinary cross curriculum units used in the Year 9 programme), which were well received by students and considered positively by teachers
- ✓ commencing the development and progressive implementation of a comprehensive Literacy Project by:
 - launching the project in the context of a whole staff presentation
 - establishing a Literacy Project Working Party
 - incorporating literacy activities into a number of staff development days
 - members of the Learning and Curriculum Team taking the lead by presenting videos featuring various literacy activities which had been used in their classes
 - undertaking an analysis of text types used in Units 3 / 4 exams was conducted with the resultant data shared at a PLA
 - undertaking an analysis of NAPLAN data
 - ensuring the literacy was a focus for staff professional development
- ✓ continuing to focus on ICT and e-learning including
 - conducting an audit of ICT skills/concepts taught across the curriculum
 - piloting a Year 7 class having ready access to computers in their classroom, which anecdotally proved very successful
 - incorporating an e-learning component into 'Rich Assessment Tasks'
 - continuing to provide staff with a variety of e-learning professional learning experiences
 - establishing a more comprehensive ICT and e-Learning Technical Support Team

Year 7 NAPLAN Testing

% of students at or above the Minimum Standards					
	2008	2009	08 – 09 Change	2010	09 – 10 Change
Reading	98.3	97.6	- 0.7	98.8	1.2
Writing	98.9	97.0	- 1.9	98.2	1.2
Spelling	95.4	98.8	3.4	98.8	0.0
Grammar	94.3	99.4	5.1	94.0	- 5.4
Numeracy	98.9	98.2	- 0.7	99.4	1.2

Year 9 NAPLAN Testing

% of students at or above the Minimum Standards					
	2008	2009	08 – 09 Change	2010	09 – 10 Change
Reading	96.4	94.4	- 2.0	96.2	1.8
Writing	97.7	89.0	- 8.7	94.9	5.9
Spelling	96.5	96.1	- 0.4	92.4	- 3.7
Grammar	95.9	92.2	- 3.1	96.2	4.0
Numeracy	99.4	98.9	- 0.5	96.7	- 4.0

Median NAPLAN Results for Year 9

The average standardised results provide a measure of the median score achieved by students in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The median score is the middle score obtained by Year 9 students at the school, i.e. when all

the scores are ranked from highest to lowest, half the scores will be above and the other half will be below the median. The median score represents the average Standard Level achieved by students in Year 9 at the school; generally the median score will be between 4.5 and 6.

Median Score	2008	2009	Change (2008 – 2009)	2010	Change (2009 – 2010)
Reading	5.30	5.24	– 0.06	5.38	0.14
Writing	4.61	4.48	– 0.13	4.48	0.00
Spelling	4.87	4.71	– 0.16	4.90	0.19
Punctuation and Grammar	4.67	4.52	– 0.15	4.65	0.13
Year 9 Numeracy	5.12	5.02	– 0.10	4.94	– 0.08

Overall NAPLAN Results

The 2010 NAPLAN results demonstrate that the percentage of Salesian College students at or above the National Minimum Standards remains high and most results are above or comparable to like schools. There have been increases in most areas, despite some unexpected decreases, which will become a focus of attention for 2011. The most pleasing increase is in Year 9 Writing, which has been low in recent years and which rose by 5.9% in 2010.

Years 9 – 12 Student Retention Rate

The Years 9 – 12 student retention rate was 87.97%

Victorian Certificate of Education

The VCE completion rate in 2010 was 100%.

The 2010 VCE results show continued pattern of improvement in a variety of areas as the following statistical information demonstrates.

VCE Median Study Score

The median study score for the past 8 years is presented below:

	2003	2004	2005	2006	2007	2008	2009	2010
Median VCE Study Score	31	32	32	31	30	31	31	31

% 40+ VCE Study Scores

The percentage of study scores at or above 40 (out of 50) for the past 8 years is presented below:

	2003	2004	2005	2006	2007	2008	2009	2010
% 40+ VCE Study Score	8	8	10	9	8	7	8	10

ENTER / ATAR 90+

The percentage of students with a University Entrance Ranking (ENTER / ATAR) of 90 or better for the past 7 years is presented below:

	2004	2005	2006	2007	2008	2009	2010
% 90+ ENTER / ATAR	14	24	19	15	13	14	16
% 80+ ENTER / ATAR	36	37	33	31	28	34	32
% 70+ ENTER / ATAR	53	50	53	57	46	51	56

Comments on the 2010 VCE Results

The 2010 VCE results demonstrate a pattern of continued improvement. A total of 43 boys achieved 66 study scores of 40 or better (out of 50) in a total of 22 different subjects; this is equivalent to 10% of all study scores, an improvement of 2% on 2009. The depth of the boys' achievements is reflected in the reality that 27% of scores were 35 or above and 59% of scores were 30 or better. The median study score was 31, equivalent to last year.

The number of students achieving an ATAR (Australian Tertiary Entrance Rank) of 90 or better also increased by 2%. This year 18 students, or 16% of the cohort, achieved an ATAR of 90 or better, placing them in the top 10% of the state. 32% of students achieved an ATAR of 80 or better and 56% achieved an ATAR of 70 or better. Seven boys achieved an ATAR of better than 95.

The strength of Salesian College's results is an indication that the strategies we have been adopting to improve the academic culture and students' learning outcomes are bearing fruit. Over the past two years teachers have made considerable efforts to more thoroughly and carefully document their teaching and learning programmes and have deliberately incorporated contemporary learning strategies into classroom practice. Students are now directly reaping the rewards of the work of their teachers.

Post-school destinations

Of the 117 Year 12 students to complete VCE in 2010, 107 accepted positions in tertiary institutes including universities and TAFE Colleges. Five students commenced pre-apprenticeship training and three gained immediate employment.

Total	2010
Number of Students	117
Tertiary study	107
Pre-Apprenticeship Training	5
Apprenticeships	0
Employment	3
Looking for work	0
Looking for study	0
Other: ill, unknown	2

Pastoral Care and Student Wellbeing

Goals and Intended Outcomes

Throughout 2010 Salesian College focused on four key goals:

1. Improve capacity of parents and staff to address Student Wellbeing issues
2. Improve classroom Personal Development programs
3. Improve the Monitoring of Students' Learning and Wellbeing
4. Ensure appropriate support for the consolidation of existing programs, projects and services

Achievements

The effectiveness of prevention, intervention and restorative wellbeing programmes was enhanced by:

- ✓ beginning to develop a more integrated approach to student wellbeing
- ✓ establishing a new referral system for the counselling programme
- ✓ establishing a procedure for documenting the wellbeing goals of students
- ✓ using data more effectively and systematically to identify students' needs
- ✓ documenting students' needs and goals more systematically
- ✓ hosting CEO organised seminars for parents on drugs, alcohol and peer pressure
- ✓ collecting and collating ideas and resources for Years 7 – 12 personal development program
- ✓ developing a team based approach to the delivery of pastoral care and student wellbeing programmes, initiatives and services
- ✓ refining the Futures Week Programme for Year 10
- ✓ conducting targeted group programmes related to "loss and grief", "anger management" and "social skills"

Student Attendance Rate

The overall student attendance rate for 2010 was 94.41%. The attendance rate for each year level is shown below:

Year Level	Attendance Rate (%)
7	95.48
8	94.84
9	93.53

Year Level	Attendance Rate (%)
10	92.16
11	95.44
12	96.40

STUDENT SATISFACTION

Year 7 students provided very positive feedback regarding their Orientation Camp

Year 7 students thought that the three best things about Salesian College were the Camp, the Canteen and Sport.

Year 12 students were very appreciative of their Retreat experience.

Feedback regarding the swimming and athletics carnivals indicated students appreciated these experiences and recognised that there were increased levels of attendance and participation.

Student Leaders indicated that working together on “Project Haiti” brought the whole school community together.

Year 8 students indicated that they valued their Camp and the Mediaeval Day.

The student representing the College on the Salesian Mission Immersion to Samoa thought it was the best experience of his life.

Students attending the school production of Macbeth thought it was the best the College had ever staged.

Year 9 students frequently voiced their appreciation of the Year 9 Mannix Programme; in particular they appreciated the facilities and enjoyed the Bosco Units.

Students participating in the OzBosco activities thought that the experienced helped them to be better Christians.

Year 12 students expressed their gratitude for their teachers during end of year celebrations.

Leadership and Management

Goals and Intended Outcomes

Throughout 2010 Salesian College focused on three key goals:

1. Continue to build a culture of review and continual improvement
2. Improve leadership capacity of staff
3. Implement new e-Learning and ICT Support structures

Achievements

The leadership and management of Salesian College was enhanced throughout 2010 by:

- ✓ reviewing events and activities on an ongoing basis, using a variety of methods and in a range of forums
- ✓ team leaders developing an understanding with their teams that regular reviews are an important component of continual improvement
- ✓ the employment of quality new leaders for 2010
- ✓ establishing a leadership training programme in collaboration with the Catholic Education Office, an initiative which received an enthusiastic response from current and emerging leaders
- ✓ encouraging teachers without a POL to take a leadership role in Project Teams
- ✓ utilising Teaching and Learning Project Team presentations as an opportunity to celebrate the work of teachers
- ✓ implementing, over the course of the year, a more sustainable e-Learning and ICT Technical Support Structure including the appointment of an e-Learning Co-ordinator, a network engineer and an ICT Technical Support Team Leader

Teaching Staff Attendance Rate

The overall teaching staff attendance rate was 88.87%. Please note that the staff attendance rate is not a reflection of sick leave. These figures also include staff who were absent on any type of leave including:

- Long service leave
- Maternity leave
- Leave without pay
- Study leave

Staff on any type of leave during the year have been counted as not being in attendance during that leave.

Teacher Retention Rates

The proportion of teaching staff retained in a program year from the previous year was 80%. Staff who were on extended leave (e.g. maternity leave, long-service leave, extended sick leave) have not been included in this figure. Teachers employed on short term contracts are included.

Teacher Qualifications

The table below lists the highest qualifications of teachers. While many teachers hold multiple degrees, only the highest degree is considered in the table.

Doctorate	1.23 %
Masters	12.35 %
Graduate Diploma	46.91 %
Graduate Certificate	1.23 %

Bachelor Degree	32.1 %
Diploma Advanced	1.23 %
Other	4.95 %

Teacher Participation in Professional Learning

The key foci for professional learning during 2010 were the ongoing implementation of the new Student Management Framework, the introduction of a literacy project, the continuing improvement of the pedagogical practice of teachers and the integration of e-learning strategies into teaching and learning. There has been a concerted effort to provide additional opportunities for teachers to gain accreditation to teach in a Catholic school. Professional learning activities have included:

- ✓ Literacy
- ✓ Student management
- ✓ Salesian Educational Spirituality
- ✓ Rich Learning Activities Using ICT
- ✓ 'Rock and Water'
- ✓ ActiveStudio (interactive whiteboard software)
- ✓ Middle Leaders Leadership Development Programme
- ✓ Scripture: Introduction of the New Testament
- ✓ First Aid: anaphylaxis and CPR
- ✓ The life, work and spirituality of St. Mary MacKillop

Expenditure upon Professional Learning

The College's commitment to the professional learning of staff continued. In 2010 more than 70 teachers participated in professional learning activities and more than \$39,000 (in excess of \$550 per teacher) was spent on the provision of professional development opportunities.

TEACHER SATISFACTION

According to the 2010 Insight SRC survey data it is the perception of staff that:

- they are generally energetic and enthusiastic about their work
- there is a positive emotional tone in the school
- there is a high degree of alignment between their own goals and approach to work with that of the College
- they have good career prospects or opportunities for progressing
- there is effective communication in the planning of the curriculum
- the classroom student management framework is highly effective
- there are high levels of student learning motivation
- the College is focused on quality teaching and learning
- there are relatively low levels of student misbehaviour
- the percentage of class time spent dealing with misbehaviour is low
- the work demands on them are very high
- they would like greater levels of appraisal and recognition

College Community

Goals and Intended Outcomes

Throughout 2010 Salesian College focused on four key goals focused on:

1. increasing the level of engagement with the wider community
2. increasing the level of engagement with the Salesian Family
3. increasing levels of parent participation
4. improving the effectiveness of marketing and promotions activities.

Achievements

During 2010 there were increased levels of engagement with the wider community including:

- ✓ active cooperation in activities with Sacred Heart Girls College
- ✓ continuing participation in various sporting and cultural activities conducted under the auspices of the Associated Catholic Colleges
- ✓ Salesian students participating in a variety of public functions
- ✓ numerous Catholic and State schools utilising College facilities
- ✓ the commencement of a Past Pupils Soccer Club
- ✓ involvement of numerous businesses in the "Project Haiti" fundraising

The level of engagement with the Salesian Family has increased significantly during 2010, including:

- ✓ an increased number of students and staff participating in OzBosco 2010
- ✓ an increased number of staff attending the annual "Salesian Immersion Day"
- ✓ student leaders attending Salesian College Captains Conference
- ✓ increased appreciation for our solidarity with the international Salesian Family through the "Project Haiti" appeal

During 2010 there was an increased level of parent participation in life of the College, including:

- ✓ continued improved attendance rates at Parent Association meetings
- ✓ very strong support from the parent community for the "Project Haiti" appeal
- ✓ improved attendance at the Musical Production
- ✓ very high levels of parent attendance at musical performances
- ✓ good parent participation in the inaugural Expo Night
- ✓ excellent parent attendance at Parent-Teacher Nights

There were a number of improvements in the College's marketing and promotions activities during 2010, including:

- ✓ increasing numbers of students participating in the "Be a Salesian Kid" programme
- ✓ visits by the Principal to all Catholic Primary Schools in Priority parishes
- ✓ a more professional approach to Open Nights

PARENT SATISFACTION

According to the 2010 Insight SRC data it is the perception of parents that:

- there are high levels of satisfaction with the education their sons receive from the College
- the College is highly focused upon improving its performance
- the teachers are enthusiastic and passionate about their work
- their children enjoy and are stimulated by the learning provided by the College
- the classroom student management framework is fair and effective
- reports provide useful information about the learning of their sons
- students are well prepared and supported during their transition to the next stage of their schooling
- students are offered an appropriate range and quality of extra-curricular activities
- students have very high levels of connectedness with the College and enjoy being part of the College's learning community
- students are highly motivated and want to learn
- parents desire more opportunities to participate in school planning
- their sons should be provided with more opportunities to develop social skills

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	2,972,505
Other fee income	113,616
Private income	202,034
State government recurrent grants	1,618,140
Australian government recurrent grants	5,967,362
Total recurrent income	10,873,657
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	7,350,020
Non salary expenses	2,328,802
Total recurrent expenditure	9,678,822
Capital income and expenditure	Tuition
Government capital grants	100,000
Capital fees and levies	
Other capital income	—
Total capital income	1,118,266
Total capital expenditure	1,714,097
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	4,298,166
Total closing balance	4,793,997

*Note that the information provided above does not include the following items:
 System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*

Future Directions

Key Goals for the 2010 Salesian College Annual Action Plan

Catholic and Salesian Ethos

1. Continue to build knowledge and awareness of our shared Catholic and Salesian ethos
2. Greater engagement of staff and students in the spiritual, prayer and liturgical life of the College
3. Improve curriculum and pedagogy in Religious Education
4. Encourage greater engagement of staff and students in faith in action activities

Learning and Curriculum

1. Improve Student Learning Outcomes
 - Project teams
 - Professional learning
 - Short and long term strategies for NAPLAN and VCE
2. Embed recent learning and curriculum initiatives within the culture and practice of the College
 - VCAL
 - Biretta Class
 - e-Learning Project
 - Literacy
 - Learning Support
 - Introduction of new VCE subjects
 - Year 9 Bosco Units and Mannix Leadership Programme
 - Rich Learning Tasks
 - Curriculum Documentation
 - National Curriculum
 - Subject selection prerequisites

Student Wellbeing

1. Ensure that introduced programmes, projects and services are consolidated and more effectively integrated into the overall life of the College
2. Respond to new and emerging challenges
3. Review overall Pastoral Care and Student Wellbeing Framework
 - Staff training and professional development
 - Resources (including on-line resources)

Leadership and Personnel

1. Continue to build culture of review and continual improvement
2. Continue to develop staff leadership capacity
3. Consolidate, develop and improve recent initiatives

Facilities and Resources

1. Continued implementation of the College Masterplan
2. Improve financial and resources processes