



2011 ANNUAL REPORT TO THE SCHOOL COMMUNITY

Salesian College Chadstone

REGISTERED SCHOOL NUMBER: 1485

2011 Annual Report to the College Community



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Contact Details

ADDRESS	Bosco Street Chadstone VIC 3148
PRINCIPAL	Mr Robert Brennan
ADVISORY BOARD	Fr John Papworth SDB
TELEPHONE	(03) 9807 2644
EMAIL	welcome@salesianchad.vic.edu.au
WEBSITE	www.salesianchad.vic.edu.au

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 950 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 2011 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 2011 included:

- the re-opening of the refurbished Chapel, which has captured the spiritual imagination of the College community;
- the re-opening of the refurbished Library as the Rua Resource Centre, which has rapidly become a centre for study, research and learning;
- the success of the visit of the Relic of Don Bosco, which enriched the College community's appreciation of the gift that Don Bosco is to Salesian College and the Church;
- the increased sense of solidarity brought about by the whole school effort to raise \$25,000 for the new Salesian school in Samoa;
- the continued improvement in academic performance, particularly at the VCE level, as evident by the record number of students with an ATAR of 90 or greater;
- the increased parent participation in groups, activities and events;
- the success of the Primary Science programme and other initiatives seeking to promote positive interactions with local primary schools'
- the preparations for the introduction of laptops to all students in 2012.

Enrolments

The total number of enrolments for 2011 increased slightly from the 934 students enrolled in 2010 to 942. During the year 75 students departed outside our Year 12 cohort of 134 and 25 students enrolled outside our Year 7 cohort of 145. The overall growth in enrolments is indicative of a continuing pattern of increasing enrolments.

	February Census	August Census
Year 7	150	148
Year 8	171	170
Year 9	170	169
Year 10	162	164
Year 11	160	159
Year 12	134	134
Total	942	944

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. Improve 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 2011 by:

- ✓ Enthusiastic participation of the whole school community in the visit of the relic of Don Bosco, with large numbers of people attending public functions and staff and students engaging in celebrations;
- ✓ Active participation of 6 students and 2 staff in the Australian Salesian World Youth Day Pilgrimage, which visited Salesian centres in Rome and Turin before moving on to Madrid, Spain;
- ✓ Large group of students involved in OzBosco, the Salesian Youth Spirituality Weekend;
- ✓ A greater number of students leading prayer at Assemblies and prayers better prepared than previously;
- ✓ The re-organisation of the social justice group and the formation of J³S (Jesus, Justice, Joy and Salesian) with an enthusiastic group of staff who provided formation for a core group of students;
- ✓ Explicit connections being made between fundraising, awareness of issues and liturgical celebrations in an attempt to establish a more integrated approach to social justice, fundraising and prayer;
- ✓ The celebration of Ash Wednesday in Homerooms, thus strengthening the homeroom culture and providing greater opportunity for staff and student involvement in prayer and liturgy;
- ✓ The renovations to the St John Bosco Chapel, which provided the opportunity for increasing and developing the spiritual awareness of the College Community;
- ✓ The improvement of students engagement in the spiritual life of the College community as a result of a new sense of ownership of and identification with the College Chapel by students;
- ✓ The development of the Chapel as a 'sacred space' and the renewed emphasis upon appropriate actions and gestures;
- ✓ The introduction of the new translation of the English Language Mass

Learning and Curriculum

Goals and Intended Outcomes

Throughout 2011 Salesian College focused on two key goals related to Learning and Curriculum, namely to:

1. Improve student learning outcomes;
2. Embed recent learning and curriculum initiatives within the culture and practice of the College.

Achievements

Learning and Curriculum was enhanced during 2011 by:

- ✓ The achievement of an improved VCE median score of 32;
- ✓ The renovation of the library as the Rua Resource Centre and the development of this space as a centre for study, learning and research;
- ✓ The development of a VCE past papers resource for staff and students and the associated improvement in the use of VCE past papers to improve student examination performance;
- ✓ The continued incorporation of more Rich Learning Tasks into a greater number of courses;
- ✓ The continued improvement of course documentation;
- ✓ The progressive and sequential development of the Literacy Project, including:
 - professional development sessions for all staff,
 - an analysis of the wording and language style of questions in VCE past papers,
 - extensive training of a core group of teachers as literacy mentors,
 - integration of literacy strategies into classroom practice,
 - incorporation of literacy strategies into course documentation,
 - sharing and showcasing of literacy strategies as part of ongoing professional learning,
 - preparation of training modules for all teachers in all departments in 2012;
- ✓ The continued development of ICT infrastructure, resources and services
- ✓ The ongoing professional development of staff in the use of ICT to enhance learning
- ✓ The preparation for the roll-out of laptop computers to all students at all year levels early in 2012;
- ✓ The introduction of an extended 'Head Start' for VCE Unit 3 2012;
- ✓ The increased use of visual displays in classrooms;
- ✓ The extension of the Biretta programme into Year 8 and preparation for the further extension of the programme into Year 9 2012;
- ✓ The introduction, staffing and resourcing of new VCE subjects in Year 11 and preparation for the extension of these into Year 12 in 2012;
- ✓ The continued consolidation of the re-vitalised VCAL Programme, with a more integrated approach to the achievement of student outcomes;
- ✓ The utilisation of Expo Night as a celebration of student learning and achievement.

Year 7 NAPLAN Testing

	% of students at or above the Minimum Standards				2011	09 – 10 Change
	2008	2009	2010	08 – 10 Change		
Reading	98.3	97.6	98.8	+0.5	99.0	+1.2
Writing	98.9	97.0	98.2	-0.7	95.0	+1.2
Spelling	95.4	98.8	98.8	+3.4	99.0	-
Grammar	94.3	99.4	94.0	-0.3	98.0	-0.4
Numeracy	98.9	98.2	99.4	+0.5	99.0	+1.2

Year 9 NAPLAN Testing

	% of students at or above the Minimum Standards				2011	09 – 10 Change
	2008	2009	2010	08 – 10 Change		
Reading	96.4	94.4	96.2	-0.2	99.0	+1.8
Writing	97.7	89.0	94.9	-2.8	95.0	+5.9
Spelling	96.5	96.1	92.4	-4.1	96.0	-3.7
Grammar	95.9	92.2	96.2	+0.3	98.0	+4.0
Numeracy	99.4	98.9	96.7	-2.7	99.0	-2.2

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)	2011
Reading	5.30	5.24	– 0.06	5.38	0.14	5.5
Writing	4.61	4.48	– 0.13	4.48	0.00	-
Spelling	4.87	4.71	– 0.16	4.90	0.19	5.3
Punctuation and Grammar	4.67	4.52	– 0.15	4.65	0.13	4.7
Year 9 Numeracy	5.12	5.02	– 0.10	4.94	– 0.08	5.2

Overall NAPLAN Results

The 2011 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 increases are in the median scores for Year 9 Numeracy, which rose to 5.2 in 2011.

Years 9 – 12 Student Retention Rate

Salesian College

Apparent Student Retention	2008	2009	2010	2011	2012	% Change 2008 - 2012	2013	2014	2015	Indicator
Enrolments (7-10)	669	690	686	654	639	-4.5%	0	0	0	
7-10 Retention rate - Benchmark	90.0%	90.0%	90.0%	90.0%	90.0%	N/A	0.0%	0.0%	0.0%	
7-10 Retention rate - All Schools	97.6%	97.6%	97.9%	97.0%	96.4%	-1.2%	96.4%	96.1%	95.8%	
7-10 Retention rate - Like Schools (Size)	99.4%	99.9%	97.8%	94.4%	96.0%	-3.4%	93.8%	92.6%	91.4%	
7-10 Retention rate - This school	99.3%	94.7%	92.7%	93.1%	93.1% 	-6.2%	90.4%	89.0%	87.6%	 90.0% or greater
Enrolments (11-12)	224	216	257	294	302	34.8%	0	0	0	
11-12 Retention rate - Benchmark	85.0%	85.0%	85.0%	85.0%	85.0%	N/A	0.0%	0.0%	0.0%	
11-12 Retention rate - All Schools	90.6%	90.9%	91.3%	91.2%	92.1%	1.5%	92.2%	92.5%	92.9%	
11-12 Retention rate - Like Schools (Size)	91.1%	90.5%	92.0%	91.1%	92.4%	1.3%	92.4%	92.7%	93.0%	
11-12 Retention rate - This school	91.9%	92.9%	94.4%	95.7%	91.3% 	-0.6%	93.7%	93.9%	94.0%	 90.0% or greater

Victorian Certificate of Education

The VCE completion rate in 2011 was 100%.

The 2011 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 9 years is presented below:

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Median VCE Study Score	31	32	32	31	30	31	31	31	32

% 40+ VCE Study Scores

The percentage of study scores at or above 40 (out of 50) for the past 9 years is presented below:

	2003	2004	2005	2006	2007	2008	2009	2010	2011
% 40+ VCE Study Score	8	8	10	9	8	7	8	10	9

ENTER / ATAR 90+

The percentage of students with a University Entrance Ranking (ENTER / ATAR) of 90 or better for the past 8 years is presented below:

	2004	2005	2006	2007	2008	2009	2010	2011
% 90+ ENTER / ATAR	14	24	19	15	13	14	16	20
% 80+ ENTER / ATAR	36	37	33	31	28	34	32	40
% 70+ ENTER / ATAR	53	50	53	57	46	51	56	60

Comments on the 2011 VCE Results

The 2011 VCE results reflect a pattern of sustained improvement, particularly in relation to the improvement in the median score, which reflects improvement across the whole cohort of students. A total of 50 students achieved 69 study scores of 40 or better (out of 50) in a total of 22 different subjects; this is equivalent of 9% of all study scores.

The depth of the boys' achievements is reflected in the record number of students achieving an ATAR (Australian Tertiary Entrance Rank) of 90 or better. 27 students, 20% of the cohort, achieved an ATAR of 90 or better, placing them in the top 10% of the state. This is an improvement of 4% on 2010. 40% of students achieved an ATAR of 80 or better. This is an improvement of 8%. 60% of students achieved an ATAR of 70 or better. This is an improvement of 8%. A record number of 13 boys achieved an ATAR of better than 95.

Post-school destinations

Of the 134 Year 12 students to complete VCE in 2011, 126 accepted positions in tertiary institutes including universities and TAFE Colleges. 5 students commenced pre-apprenticeship training and one student is looking for immediate employment.

Total	2011
Number of Students	134
Tertiary study	126
Pre-Apprenticeship Training	5
Apprenticeships	0
Employment	0
Looking for work	1
Looking for study	0
Other: ill, unknown	2

Pastoral Care and Student Wellbeing

Goals and Intended Outcomes

Throughout 2011 Salesian College focused on four key goals:

1. Ensure recently introduced programmes, projects and services are consolidated and more effectively integrated into the overall life of the College
2. Respond to new and emerging needs within the College Community
3. Review Overall Pastoral Care and Student Wellbeing Framework

Achievements

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

- ✓ Greater promotion of the Student Management Framework, including strategies for preventing and managing serious incidents;
- ✓ Promoting the use of merits among teachers which resulted in an increase in the number of Gold Bosco Awards;
- ✓ The commencement of a more systematic approach to the case management of students at risk;
- ✓ A more systematic approach to the training of student leaders, which resulted in more active engagement in planning and participation of the leaders in the overall life of the College;
- ✓ There was evidence of greater teamwork and an increased level of service to the College Community;
- ✓ Greater engagement between Heads of House and senior student leaders, with Heads of House taking a more proactive role especially in the Leadership Camp, weekly whole school assemblies, OzBosco, Community Week and other community functions, events and activities;
- ✓ A significantly improved level of teamwork in the operation of the Student Services Team
- ✓ Significant improvements to the Pathways Programme incorporating more strategic processes, deliberate focus on the needs of students, greater dialogue with students and family, and the systematic use of data;
- ✓ A more systematic and planned approach to PD
- ✓ The dramatically improved documentation supporting the classroom Personal Development Programme;
- ✓ The reinvigoration of the Rock and Water programme;
- ✓ The provision of Rock and Water training for a greater number of staff and preparation for even greater integration of this programme in 2012;
- ✓ A radically improved Futures Week, which was better planned, more practical, systematically programmed and incorporated the Year 10 Retreat;
- ✓ A greater focus on raising the awareness of the role of Home Room Mentor, together with the development of a process to explore this more thoroughly in 2012;
- ✓ A much greater appreciation of the value of Community Week as a result of greater levels of staff and student engagement in activities and events during the week;

Student Attendance Rate

The overall student attendance rate for 2011 was 94%. The attendance rate for each year level is shown below:

Year Level	Attendance Rate (%)
7	94.26%
8	93.96%
9	92.86%

Year Level	Attendance Rate (%)
10	92.91%
11	94.02%
12	95.41%

Student Satisfaction

Year 7 Students commented that they:

- thought that the Camp was the best experience in Year 7
- enjoyed making new friends
- found new subjects interesting
- appreciated the Retreat
- loved sport
- thought Expo Night was fun
- looked forward to school holidays

Year 8 Students commented that they:

- Found Community Day, the Camp and Mediaeval Day were the best experiences in Year 8
- Found the level of work more challenging than Year 7
- Enjoyed being able to try different sports
- Appreciated being able to have some choice in electives
- Really enjoyed sport, especially opportunities to play as a team
- Learnt interesting things such as mediaeval punishments, Pythagorus' Theorum, the volume of a sphere and ecology

Year 9 Students commented that they:

- Really enjoyed being on the Mannix Campus
- Appreciated the opportunities and responsibilities of the Mannix Programme
- Thought the excursions, the Camp, Bosco Day and electives were the best activities during the year
- Learnt interesting things such as Australian History, quadratic equations, making a humanities film, World War I, atoms,
- Recognised they got to know their friends in new ways

Other students commented that they:

- Were glad to be back on the main campus
- Felt that the Mannix Programme prepared them for Year 10
- Enjoyed the Dance Programme with Sacred Heart
- Couldn't believe how good the Year 10 Futures Week was
- Wished there are more activities with Sacred Heart Girls College
- Didn't realise how much work VCE was going to be

- Found that the standard of work increased dramatically from Year 10 to Year 11
- Loved the Year 12 Formal
- Appreciated the extra recognition given to Year 12 students
- Thought that the Head Start really prepared them Year 12
- Were glad that seniors still did sport
- Thought that the Year 12 Retreat was one of the highlights of the year
- Appreciated the value of friends more now that they were about to finish school
- Were grateful for the support of their parents
- Thought that most of their teachers did a pretty good job

Leadership and Management

Goals and Intended Outcomes

Throughout 2011 Salesian College focused on three key goals:

1. Continue to Build a Culture of Review and Continual Improvement
2. Continue to develop the leadership capacity of staff
3. Consolidate, develop and improve recent initiatives

Achievements

The leadership and management of Salesian College was enhanced throughout 2011 by:

- ✓ The recruitment of quality staff
- ✓ The progressive development of a Professional Planning and Review Framework, which was developed collaboratively with staff and progressively implemented in preparation for 2012
- ✓ The engagement of staff in the development and implementation of the Professional Planning and Review Framework
- ✓ The review and updating of the Board Documentation and a review of the membership structure
- ✓ The undertaking of a series of strategic planning activities as part of the process to update the Salesian College Five Year Strategic Development Plan
- ✓ The continuation of the Middle Leaders Programme utilising Michael Fullan's "Motion Leadership"
- ✓ Greater willingness of staff to utilise their capacity and preparedness to lead
- ✓ The consolidation of the ICT Support Team
- ✓ The employment of personnel and the development of processes to review, update and document Occupational Health and Safety
- ✓ The attendance of the whole Leadership Team at the Salesian Educational Leaders Conference

Teaching Staff Attendance Rate

The overall teaching staff attendance rate was 97%. Please note that this staff attendance rate is a reflection of personal leave only including sick leave and carers leave. These figures do not include staff who were absent on any of the following types of leave including:

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

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

School Related absence (teaching Staff) Out of a total of 15600 possible teaching days

Professional Development	Sport	Camps & Retreats	Leave (LSL, Approved)	Total
302	43	221	132	698
				4.5%

Teacher Retention Rates

The proportion of teaching staff retained from the previous year was 89 %. 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	2%
Masters	13%
Graduate Diploma	45%
Graduate Certificate	%

Bachelor Degree	26%
Diploma Advanced	2%
Other	12%

Teacher Participation in Professional Learning

The key foci for professional learning during 2011 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 2011 more than 80% of teachers participated in professional learning activities and more than \$75,000 (in excess of \$1070 per teacher) was spent on the provision of professional development opportunities.

Teacher Satisfaction

The following comments are a selection from the Staff feedback during the 2011 Strategic Planning Process:

- ✓ The way the boys respect staff members is notable, and there are areas of this that could also improve
- ✓ The staff is supportive, affirming and helpful to each other
- ✓ There is a friendly, positive dynamic in the school
- ✓ Social justice focus is developing and could improve further
- ✓ There is a good knowledge of and love for Don Bosco
- ✓ The Catholic and Salesian culture of the College is evident
- ✓ The beauty of the new/refurbished chapel has genuinely captured the interest of the boys
- ✓ The retreat programmes are systematic, developmental, well-structured and adequately resourced, although there should be constant review
- ✓ Many students are positively motivated to learn

- ✓ Excellent classroom environments: interactive whiteboards, air-conditioned, well maintained, etc and good access to resources
- ✓ Co-curricular programs are well done but may be under-resourced and require greater recognition
- ✓ The development of Curriculum Documentation was burdensome and time consuming, but has proved very useful, for instance: the learning and teaching plans are cohesive and helpful
- ✓ Pastoral Care is done well at Salesian College, it is a nurturing place that is supportive of staff members and families
- ✓ There is a positive connectedness with students beyond Year 12
- ✓ Communication could improve in a whole range of ways at a variety of levels
- ✓ Community Service is a positive experience for students and should be extended
- ✓ It would be good if the Year 12s had a common room
- ✓ The student leaders do a good job leading the Monday morning assemblies
- ✓ The sense of House identity is strong and it is time to develop it even further
- ✓ The 'Be a Salesian Kid' day is a positive experience for primary school children and a very valuable marketing strategy
- ✓ There have been great improvements in the overall facilities including the Bosco Plaza, the Chapel, the Rua Resource Centre and ITC
- ✓ More support for new teachers would be appreciated
- ✓ There has been an improvement in parent participation in community activities such as the Trivia Night and the Jazz Night

College Community

Goals and Intended Outcomes

Throughout 2011 Salesian College focused on continuing to foster its relationship with the local community, the Salesian and the wider community.

Achievements

The College's interaction with the local community, the Salesian family and the wider community was enhanced throughout 2011 by:

- ✓ The positive response by the local Catholic community to the presence of the Relic of Don Bosco at Salesian College;
- ✓ Sustained increased membership of the Parents' Association and more active involvement by a greater number of parents;
- ✓ Increased attendance at the Trivia Night and the Cabaret Night;
- ✓ Greater attendance of students, parents and members of the local community at the joint College Musical with Sacred Heart;
- ✓ The formation of a liturgical ensemble
- ✓ More staff involved in visits to primary schools
- ✓ Salesian College participation in the Australian Schools' Jazz Festival
- ✓ The Primary Science programme teachers being actively involved in local primary schools and local primary schools visiting Salesian College
- ✓ Increased participation by primary schools in the Salesian Kid Programme
- ✓ The success of the Sacramental programme which was jointly conducted with St Mary Magdalen Parish
- ✓ Utilising year 9 Bosco Day activities to increase the number of schools interacting with Salesian College
- ✓ Growing sense of solidarity with the Salesian Family through projects such as fundraising for the new Salesian school in Salelologa, Samoa, for which \$25,000 was raised;
- ✓ The continuation of visits to Ozanam House and visits by the Oakleigh Centre;
- ✓ The development of a new College Website, with improved functionality for parents and the capacity for email newsletters
- ✓ Improved communication as the result of the employment of a Promotions and Communications Officer.

Financial Performance

REPORTING FRAMEWORK	Accrual	\$
Recurrent income	Tuition	
School fees		3,105,218
Other fee income		99,733
Private income		207,187
State government recurrent grants		1,972,871
Australian government recurrent grants		6,327,405
Total recurrent income		11,712,414
Recurrent Expenditure	Tuition	
Salaries; allowances and related expenses		7,975,795
Non salary expenses		3,171,153
Total recurrent expenditure		11,146,948
Capital income and expenditure	Tuition	
Government capital grants		776,146
Capital fees and levies		1,278,615
Other capital income		154,872
Total capital income		2,209,633
Total capital expenditure		1,760,272
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance		4,793,996
Total closing balance		4,344,635

*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 2012 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. Review of College master plan
3. Improve financial and resources processes