# Salesian College

# Chadstone

**REGISTERED SCHOOL NUMBER: 1485**

# 2012 Annual Report to the College Community

**Contents**

**Contact Details**

| | |
|---|---|
| **ADDRESS** | Bosco Street<br>Chadstone  VIC  3148 |
| **PRINCIPAL** | Mr Robert Brennan |
| **ADVISORY BOARD CHAIR** | Fr John Papworth SDB |
| **TELEPHONE** | (03) 9807 2644 |
| **EMAIL** | welcome@salesian.vic.edu.au |
| **WEBSITE** | www.salesian.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**

A dynamic, joy-filled learning community, Salesian College inspires all boys to strive for excellence in the spirit of Don Bosco.

**MISSION**

Salesian College Chadstone is a Catholic School for boys in the Salesian tradition. We welcome all boys and their families, celebrate diversity and promote relationships built on mutual respect. All in the community are treated as valued partners in laying the foundation for life-long learning. We celebrate the achievements of all within an environment of joy and optimism.

Salesian College Chadstone is committed to building a caring community which:

- Ensures that a Catholic and Salesian ethos underpins all aspects of College life within an atmosphere of respect for all

- Promotes initiative, a spirit of enquiry and a desire to strive for academic excellence through innovative and supportive teaching

- Provides students and staff with every opportunity to develop all aspects of each individual

- 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.

**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 2012 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 2012 included:
- o Refurbishing College administration and board room;
- o Re-developing reception area;
- o Restructured staff appraisal process;
- o Continued tradition of social justice with a number of events and activities raising awareness of issues of injustice around the world as well as raising much needed funds for identified charities;
- o Re-structure of the learning support team to better meet the needs of boys with special  social and learning needs
- o Continued focus on improving academic performance at all levels with a particular focus on VCE results,
- o Introduction of a new College web site
- o Moved to electronic newsletter
- o increased parent participation in groups, activities and events;
- o the continued  success of the Primary Science programme and other initiatives seeking to promote positive interactions with local primary schools'
- o implementation of 1:1 laptops program for all students in 2012.

**Enrolments**

The total number of enrolments for 2012 increased slightly from the 934 students enrolled in 2011 to 940.  During the year  61 students departed and 16 students enrolled.  The overall growth in enrolments is indicative of a continuing pattern of increasing enrolments.

|  | February Census | August Census |
|---|---|---|
| Year 7 | 173 | 172 |
| Year 8 | 145 | 143 |
| Year 9 | 159 | 160 |
| Year 10 | 162 | 156 |
| Year 11 | 156 | 153 |
| Year 12 | 146 | 147 |
| **Total** | **941** | **931** |

**Catholic and Salesian Ethos**

**Goals and Intended Outcomes**

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

- o Improve staff and student engagement in liturgy, prayer and reflection
- o Incorporate literacy and IT strategies into the classroom RE Programme
- o Animate social justice groups and thereby stimulate appropriate social action
- o Enhance the formation in the Salesian charism of staff and students
- o Review and further develop the Retreat Program
- o Incorporate structured opportunities for prayer in all camps
- o Utilise National Curriculum to integrate Gospel values.

**Achievements**

The Catholic and Salesian ethos of the College was developed during 2012 by:

- ✓ Large group of students involved in OzBosco, the Salesian Youth Spirituality Weekend, which was hosted by the College.
- ✓ A greater number of students leading prayer at Assemblies and prayers better prepared than previously;
- ✓ 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 students involvement in prayer and liturgy;
- ✓ The improvement of student's engagement in the spiritual life of the College community.
- ✓ Three members of the Leadership Team attending the 2012 Salesian Pilgrimage study tour.
- ✓ Increased number of staff and student enrolment in community service activities eg Ozanam House.
- ✓ The further development of rigorous, interesting and relevant RE curriculum.

**Learning and Curriculum**

**Goals and Intended Outcomes**
Throughout 2012 Salesian College focused on two key goals related to Learning and Curriculum, namely to:
- o Prepare for the introduction of the National Curriculum
- o Implement laptop project
- o Incorporate additional, appropriate and targeted ICT learning activities into learning and teaching plan documentation in all subjects
- o Extend the literacy project to include literacy strategies into documentation for all subjects
- o Develop teacher capacity to effectively use targeted classroom strategies to enhance the learning of students with additional needs
- o Review assessment standards and practices in the light of changing circumstances
- o Support the ongoing development of VCAL
- o Develop a focused action plan for the Biretta Programme
- o Continue the development and documentation of the Personal Development program.

**Achievements**
Learning and Curriculum was enhanced during 2012 by:
- ✓ The development of plans for a substantial renovation of the Fedrigotti Wing to make it an exemplary environment for Twenty-first Century learning and teaching in Science
- ✓ The continued development of rich learning and assessment task via the means of Learning and Teaching Project Team meetings
- ✓ The continued improvement of course documentation especially with respect to preparation for the incoming National Curriculum
- ✓ The further development of the Literacy Project, including:
    - o The creation of five Reading Comprehension Literacy Modules
    - o Professional development sessions for all staff featuring the rollout of the Literacy Modules
    - o Implementation of the Literacy Modules by all teachers
    - o Teachers filming their use of literacy strategies and sharing them with colleagues during Learning and Project Team meetings.
- ✓ The rollout of laptops to all students and staff
- ✓ Professional development of staff in the use of ICT to enhance learning
- ✓ The continued consolidation of the re-vitalised VCAL Programme, with a more integrated approach to the achievement of student outcomes
- ✓ The utilisation of the Dux Assembly, Expo Night and Awards Nights as means of celebrating student learning and achievement.

**NAPLAN Testing**

**Proportion of Students meeting National Minimum Standard**

| | Year 7 | | | Year 9 | | |
|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Reading | 98.8% | 99.3% | 97% | 96.2% | 98.8% | 98.1% |
| Writing | 98.2% | 94.5% | 96.4% | 94.9% | 95.1% | 91.7% |
| Spelling | 98.8% | 98.6% | 95.8% | 92.4% | 95.7% | 95.5% |
| Grammar & Punctuation | 94% | 96.6% | 98.2% | 96.2% | 98.2% | 95.5% |
| Numeracy | 99.4% | 99.3% | 99.4% | 96.7% | 98.8% | 99.3% |

**Change in Proportion of Students meeting National Minimum Standard**

| | Year 7 | | | Year 9 | | |
|---|---|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| Reading | 1.2% | 0.5% | -2.3% | 1.8% | 2.6% | -0.7% |
| Writing | 1.2% | -3.7% | 1.9% | 5.9% | 0.2% | -3.4% |
| Spelling | 0.0% | -0.2% | -2.8% | -3.7% | 3.3% | -0.2% |
| Grammar & Punctuation | -5.4% | 2.6% | 1.6% | 4.0% | 2.0% | -2.7% |
| Numeracy | 1.2% | -0.1% | 0.1% | -2.2% | 2.1% | 0.5% |

**Median Standardised Results (Estimated VELS Equivalent Score) - Year 9**

| | Average Standardised Results | | | Change in Average Standardised Results | | |
|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2009-10 | 2010-11 | 2011-12 |
| Reading | 5.38 | 5.46 | 5.37 | 0.15 | 0.08 | -0.09 |
| Writing | 4.47 | 0 | 0 | 0.00 | -4.47 | 0 |
| Spelling | 4.89 | 5.14 | 4.91 | 0.19 | 0.25 | -0.23 |
| Grammar & Punctuation | 4.65 | 4.71 | 4.74 | 0.13 | 0.06 | 0.03 |
| Numeracy | 4.93 | 5.02 | 5.18 | -0.09 | 0.09 | 0.16 |

The  NAPLAN results demonstrate that the percentage of Salesian College students at or above the National Minimum Standards remains high and most results are comparable to like schools especially considering the College's  high LBOTE ratio.  Numeracy results are particularly strong in their own right and significantly so in comparison to like schools.

**Years 9 – 12 Student Retention Rate**

The Years 9 – 12 student retention rate at Salesian College is 79.89% and has remained consistently around the 80 % mark

**Victorian Certificate of Education**

The VCE completion rate in 2012 was 99%.

Since the turn of the century, concerted efforts have been made to encourage the school community to 'Step Up to 40'. A target was initially set where 10% of Units 3 / 4 study scores were at 40 or higher. In recent years, the College has been aiming to achieve 12% of Units 3 / 4 study scores at 40 or higher; a median study score of 32; and 20% of students achieving an ATAR of 90 or above. The following table summarises the College's VCE results for the past nine years. The data indicates that, despite various significant structural and pedagogical improvements, VCE outcomes remain plateaued. Median study scores remain in the 30-32 band whilst the percentage of study scores of 40 or high fall frustratingly within the 7-10% band. It is noteworthy that a disproportionately high number of candidates receive study scores of 37-39.

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

**Senior Secondary outcomes 2012**

Median Study Score    30

VCE Completion rate   99%

VCAL completion rate 80%

**Post-school destinations**

Of the 147 Year 12 students to complete VCE in 2012, 135 accepted positions in tertiary institutes including universities and TAFE Colleges.  Six students commenced pre-apprenticeship training and five gained immediate employment.

| Total | 2012 |
|---|---|
| Number of Students | 147 |
| Tertiary study | 135 |
| Pre-Apprenticeship Training | 6 |
| Apprenticeships | 1 |
| Employment | 5 |
| Looking for work | |
| Looking for study | |
| Other: ill, unknown | |

**Pastoral Care and Student Wellbeing**

**Goals and Intended Outcomes**

Throughout 2012 Salesian College focused on the following key goals:

1. Plan and develop new systems of services and support at the preventative level for all students
2. Respond to new and emerging needs within the College Community
3. Review Key Aspects Pastoral Care and Student Wellbeing Framework
4. Begin a review of the Personal Development and Student Leadership Programs in current operation at the College

**Achievements**

The effectiveness of prevention, intervention and restorative pastoral and wellbeing practices were 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 which increased involvement from key members of individual students' case management teams.
- A more systematic approach to the training 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 increased level of service to the College Community;
- A greater engagement between Heads of House and senior student leaders, with Heads of House taking a more actively 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 (now Pastoral Team);
- Significant improvements to the Pathways Program incorporating more strategic processes, deliberately focusing on the needs of individual students, greater dialogue with students and family, and the systematic use of data to enhance pathways;
- More systematic and planned approach to PD through a review of current practices;
- Improved documentation supporting the classroom Personal Development Program;
- The continuous reinvigoration of the Rock and Water program;
- The provision of Rock and Water training for an greater number of staff and preparation for even greater integration of this programme in 2013;

- An improved Futures Week, which was better planned, more practical, systematically programed and incorporated in the Year 10 Retreat;
- The development of a new Homeroom Mentor Role Description which outlines key connections to the pastoral care commitment that each mentor is required to support;
- An increasing 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 2012 was 94.53%.  The attendance rate for each year level is shown below:

| Year Level | Attendance Rate (%) | Year Level | Attendance Rate (%) |
|:---:|:---:|:---:|:---:|
| 7 | 95.45% | 10 | 94.15% |
| 8 | 94.28% | 11 | 94.42% |
| 9 | 94.90% | 12 | 93.16% |

Student Attendance Data is calculated using the following criteria:

"Number of students" X "school days in the year" = "total number of student days in the year"

"Number of absent days for each student all added together" = "total number of absent days"

("Total number of absent days" / "total number of student days in the year") X 100 = "% of days students were absent"

100 – "% of days students were absent" = "Student Attendance %"

**Student Attendance process**

- Student rolls are marked at morning homeroom and every period throughout the day
- Students arriving late to school are required to sign in at student reception
- Parents of students not attending for the day are expected to call in before 10.00am and send in a note the following day.
- Based on morning homeroom attendance, late sign ins and parent phone calls a report is generated. Parents of any student identified as being absent without notification is then sent an SMS informing them of the absence and asking them to notify us of the circumstance of the absence.
- Any student with an unexplained absence is then followed up by Head of House or Year level coordinator.

**Student Satisfaction**

There appears to be general satisfaction amongst the student and parent body with the College as evidenced through much of our survey results

Insight Survey Data

- 56th percentile with students feeling safe
- 37th percentile for student connectedness
- 15th percentile for student morale

Year 7 Entry survey

- 77% are happy at Salesian (4.2 on a 5 pt Leichardt scale)
- 65 % feel they are part of a supportive community (3.75 on a 5 pt Leichardt scale)
- 75% enjoyed studying at Salesian (4.13 on a 5 pt Leichardt scale)

**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:**
- Felt Community Day, the Camp and Medieval Day were the best experiences in Year 8
- Found the level of work more challenging than Year 7
- Really enjoyed sport, especially opportunities to play as a team
- Leant interesting things such as medieval punishments, Pythagoras' Theorem, 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:**
Some student responses to the Year 12 Exit Survey
- Satisfaction with College, staff and programs The teachers at Salesian College seem genuinely committed to helping me achieve the best results possible 72% (2.7 on a 3 pt Leichardt scale)
- Individual standard of teaching at Salesian College
  34.9%(29) Satisfactory 51.8% (43) Very Good
- Teachers respect me
  33.3% (28) Satisfactory 59.5% (50) Very Good
- Salesian College provides me with a well-rounded education
  39.8% (33) Satisfactory 47.0% (39) Very Good
- Safe from bullying at Salesian College

31.0% (26) Satisfactory 63.1% (53) Very Good
- Quality of education offered
  39.8% (33) Satisfactory 49.4% (41) Very Good
- How happy are you with the education at Salesian College
- 9.8% (8) 6/10  30.5% (25) 7/10 28.0%(23),8/10, 9.8% (8) 9/10, 9.8% (8) 10/10

Comments
- Caring community -Excellent/ caring staff
- Care from the teachers.  Students getting along well learning environment
- It is a good school filled with good people. With a new principal the College culture has improved
- Most teachers are dedicated and helpful, allowing us to perform at an adequate level.
- Salesian College Chadstone has a strong sense of community. Teachers are generally friendly and approachable, with the exception of a select few.
- Excellent extracurricular activities
- The friendly environment, everyone gets along great
- Diverse group of students. Generally good facilities. Friendly and helpful staff
- Good helpful teachers. 2. Education is good. 3. IT 4. Teacher support
- Great community of students - Strong sense of pride - The school is very up to date with technology and is constantly adapting and improving.
- Excellent teachers, good community, comfortable classrooms
- It provides a good environment that allows its students to participate in all fields, both academic and physically.
- Constant pursuit of achieving excellence and improving. Teachers who work hard for their students
- 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**

**Leadership Team**

The **College Leadership Team** is the key decision making body at Salesian College.  The Principal chairs the Leadership Team, which consists of the following members:

- Principal
- Deputy Principal – Learning and Curriculum
- Deputy Principal – Student Services
- Director of Religious Education
- Business Manager
- Director of Student Wellbeing

The other teams that play an important and significant role in the life of the College are the:

Learning and Curriculum Team      (Chaired by Deputy Principal – Learning and Curriculum)
Student Services Team      (Chaired by Deputy Principal – Student Services)

**POL Structure**

# 2012 Positions of Leadership

Principal:      Mr Robert Brennan

Deputy Principal: Learning and Curriculum:      Mr Neil Carter

Deputy Principal: Student Services      Mr John Visentin

Director of Faith & Formation      Mrs Nadia Knight

Director of Student Wellbeing      Dr Napoleon Rodezno

Business Manager:      Mr Jack Palumbo

| Position | POL | Time |
|---|---|---|
| Director of Faith & Formation | 6 | 12 |
| Director of Student Wellbeing | 4 | 10 |
| Year 7 Co-ordinator | 2 | 8 |
| Year 8 Co-ordinator | 2 | 8 |
| Year 9 Co-ordinator | 2 | 8 |
| Assistant Year 9 Co-ordinator | 1 | 3 |
| Head of House – Annecy | 2 | 8 |
| Head of House – Collinson | 2 | 8 |

| | | |
|---|---|---|
| Head of House – Moroney | 2 | 8 |
| Head of House – Savio | 2 | 8 |
| Head of English | 2 | 6 |
| Head of Mathematics | 2 | 6 |
| Head of Humanities | 2 | 6 |
| Head of Science | 2 | 6 |
| Head of Design | 2 | 6 |
| Head of LOTE | 2 | 5 |
| Head of Human Development | 2 | 5 |
| Head of Learning Support | 2 | 14 |
| Pathways Co-ordinator | 2 | 14 |
| Head of Information Services | 2 | 0 |
| Head of e-Learning | 2 | 5 |
| Head of Performing Arts | 2 | 5 |
| Head of Performance | 2 | 5 |
| Head of Sport | 2 | 8 |
| Assistant Head of Sport | 1 | 4 |
| Daily Organiser | 1 | 6 |
| Assistant to Director of Religious Education | 1 | 3 |

**Other Significant Positions of Responsibility**

- IT Manager
- Facilities and Resources Manager:
- Personal Assistant to Principal and Executive Support Officer for Leadership Team
- Registrar
- Promotions and Communications Officer:
- Canteen Manager

**Staff Representatives**

- College Advisory Board
- OHS Represenative
- Consultative Committee

**Staff composition**

Teaching Staff          85

Non-teaching staff      40

**Goals and Intended Outcomes**

Throughout 2012 Salesian College focused on three key goals:
- o Explore options for the ongoing development of governance structures and processes that reflect the changing circumstances of the College
- o Support the new principal is his role
- o Implement and review the Professional Planning Framework
- o Affirm the importance played by staff teams in building professional collegiality as a result of developing, implementing and reviewing team goals
- o Develop the leadership capacity of staff, including those holding positions of leadership
- o Implement and review the new Learning Support structure in the light of the 2011 Review
- o Consolidate e-Learning and ICT Support structure
- o Animate the new Performing Arts Structure
- o Review Sport
- o Develop the "Synergetic" package and integrate it with other platforms
- o Expand the information literacy services offered by the Rua Resource Centre team
- o Implement the position of Promotions Officer and build the "Public Relations" team.

**Achievements**

The leadership and management of Salesian College was enhanced throughout 2012 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 2013

- ✓ 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

**Teaching Staff Attendance Rate**

Official Staff attendance data shows teaching staff have an average attendance of 83.56% for non-teaching staff it is 89.53% with an overall average of 85%

**Detailed analysis of staff absence**

| Personal Leave | | | |
|---|---|---|---|
| | | **DAYS** | **DAYS** |
| Teaching Staff | Medical / Illness | 280 | |
| | Carers Leave | 104 | |
| | | Total Teaching | 384 |
| Non-Teaching Staff | Medical / Illness | 65 | |
| | Carers Leave | 9 | |
| | | Total Non-Teaching | 74 |
| | Other/ Funeral | | 25 |
| | Approved Leave / LSL | | 65 |
| | | **Total** | **548** |

| School Related Interruptions to teaching program | | |
|---|---|---|
| ACC Sport | 47 | |
| Camps Retreats | 139 | |
| Appointments / meetings | 75 | |
| Conferences/Transition/immersion | 44 | |
| | **Total** | **305** |

The overall teaching staff attendance rate was just under 98% when calculated by days missed compared to days available to teach.  The overall absence rate for teaching staff was 4.5 days per staff member for the year which equates to less than 3% absence for the year. Please note that the staff attendance rate is not a reflection of sick leave as figures also include staff who were absent on any type of personal leave including:

- o Long service leave
- o Leave without pay
- o Maternity leave
- o 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 79.45%.  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.

| Level | Salesian College | Like Schools | All schools |
|---|---|---|---|
| Doctorate | 1.32% | 0.97% | 0.89% |
| Masters | 13.16% | 15.57% | 15.53% |
| Graduate | 59.21% | 44.77% | 44.23% |
| Graduate Certificate | 6.58% | 5.45% | 5.11% |
| Bachelor | 85.53% | 81.21% | 80.52% |
| Advanced Diploma | 17.11% | 26.18% | 22.93% |
| No Qual listed | 1.32% | 7.42% | 9.6% |

**Teacher Participation in Professional Learning**

The key foci for professional learning during 2012 were the ongoing implementation of the 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

- ✓ Prayer in the Classroom
- ✓ First Aid: Epilepsy, anaphylaxis and CPR
- ✓ Introduction of SIMON intranet software
- ✓ Attendance at professional conferences

**Expenditure upon Professional Learning**

The College's commitment to the professional learning of staff continued. In 2012 more than 70 teachers participated in professional learning activities and more than $39,000 was spent on the provision of professional development opportunities for both teaching and non-teaching staff.

Breakdown of use of Professional Development Funds by Staff Category

| Teaching Staff | Non-Teaching Staff | Total |
|---|---|---|
| $33,732.05 (Approximately $490 per teacher) | $5,518.28 (Approximately $500 per staff member) | 39,250.33 |

As a learning institution the College is committed to assisting teaching and non-teaching staff to further their qualifications and career aspirations through the pursuit of further educational opportunities. To this end, funds were used throughout 2012 to encourage all staff to take advantage of professional development opportunities in a variety of different settings.

The following table details the provision of professional development opportunities to the teaching staff in 2012.

| Type of PD | Amount Spent | Staff Days (approx.) | Percentage of total spending |
|---|---|---|---|
| Externally provided | $17,541 | 49 | 45% |
| International Study | $3,854 | 11 | 10% |
| Pursuit of Further Qualifications (Teaching Staff) | $6358 | 18 | 16% |
| Internal Professional Development delivered by external providers | $8,260 | 23 | 21% |

In addition a substantial investment was made by committing approximately 54.5 staff hours per teaching staff member to internally delivered professional learning projects and presentations designed to assist the improvement of pedagogy and engagement with technology in the classroom.

A number of staff members also piloted a series of "Cool PD" sessions that provided short interactive pedagogy-based sessions on a voluntary basis to other staff members.

**Teacher Satisfaction**
The following comments are a selection from the Staff feedback forms collected during the 2012 school year:

✓ Good collegiality amongst staff

✓ Interaction between students and staff is great

✓ Support from management

✓ A good level of trust and respect amongst staff

✓ 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

✓ Salesian Charism is well promoted and lived out

✓ The Catholic and Salesian culture of the College is evident

✓ The retreat programmes are systematic, developmental, well-structured and adequately resourced

✓ Pastoral Care is done well at Salesian College, it is a nurturing place that is supportive of staff members and families

✓ There is an increased awareness and sense of House identity and pride

✓ The 'Be a Salesian Kid' day is a positive experience for primary school children and a very valuable marketing strategy

✓ There have been further improvements in the overall facilities including redeveloping the reception area, new administration area with further plans for 2013

✓ Welcoming and friendly staff

✓ Liturgies and retreats are a real strength

✓ Staff willingness to go beyond the call of duty

✓ 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 2012 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 2012 by:

- ✓ Sustained increased membership of the Parents' Association and more active involvement by a greater number of parents;

- ✓ Good 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**

Facilities and Resources
- o  Review the architectural Master plan in the light of new and emerging priorities
- o  Improve financial processes and resources processes by reviewing current practice
- o  Improving communication with Heads of Department and other key people
- o  Refining, adjusting or developing new processes as appropriate
- o  Reviewing assets register in the light of new Administration System.

| REPORTING FRAMEWORK | MODIFIED CASH    $ |
|---|---|
| **Recurrent income** | **Tuition** |
| School fees | 4,172,394 |
| Other fee income | 109,028 |
| Private income | 211,004 |
| State government recurrent grants | 1,912,310 |
| Australian government recurrent grants | 6,603,442 |
| **Total recurrent income** | **13,008,178** |
| | |
| **Recurrent Expenditure** | **Tuition** |
| Salaries; allowances and related expenses | 8,310,846 |
| Non salary expenses | 3,567,316 |
| **Total recurrent expenditure** | **11,878,162** |
| | |
| **Capital income and expenditure** | **Tuition** |
| Government capital grants | – |
| Capital fees and levies | 501,971 |
| Other capital income | - |
| **Total capital income** | **501,971** |
| **Total capital expenditure** | **906,252** |
| | |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
| **Total opening balance** | **4,344,635** |
| **Total closing balance** | **3,879,370** |

*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.*

**Key Goals for the 2013 Salesian College Annual Action Plan**

Salesian College Chadstone
2013 Annual Action Plan

**PRIORITY 1: Catholic and Salesian Ethos**
- o Improve staff and student engagement in liturgy, prayer and reflection
  - a. Review and further develop the Retreat Program
  - b. Embed regular staff formation experiences
  - c. Incorporate structured opportunities for prayer in all camps
  - d. Provide greater resources for staff to use in the classroom
  - e. Introduce Class masses
- o Further develop the Religious Education Curriculum
  - a. Incorporate literacy and IT strategies into the classroom RE Programme
  - b. Utilise National Curriculum to integrate Gospel values.
  - c. Balance content with reflection and personal spirituality
- o Animate social justice groups and thereby stimulate appropriate social action
  - a. Appoint a senior leader to take a leadership role and be the public face of the Social Justice League
  - b. Involve all middle school class leaders

**PRIORITY 2: Learning and Curriculum**
- o Improve boys' learning outcomes by:
  - a. Implementing Phase 1 of AusVels
  - b. Preparing for Phase 2 of AusVels
  - c. Incorporating additional, appropriate and targeted ICT learning activities into learning and teaching plan documentation in all subjects
  - d. Embedding the Literacy Project into Years 7-9 subjects using a focused program of professional development for key teachers
  - e. Developing teacher capacity to effectively differentiate Years 7-9 work requirements to cater for the needs of all boys
  - f. Reviewing and enhance assessment practices including:
    - i. Conducting a focused exploration of the principles underpinning assessment
    - ii. Reducing the number of Years 7-9 examinations
    - iii. Introducing formal revision activities in the lead up to Years 7-9 examinations
    - iv. Introducing ACER tests
  - g. Increase teacher capacity to use data to improve boys' learning outcomes

**PRIORITY 3: Pastoral Care and Student Wellbeing**
- o Finalise and begin implementation of the Personal Development Review, including Student Leadership.
- o Develop team structures and process in the Wellbeing team (counsellor, youth worker, learning support, student services team etc)
- o Articulate fully and embed the new Wellbeing Framework.
- o Consolidate and refine transition and pathways programmes and processes
- o Develop the role of homeroom mentor
- o Develop stronger Homeroom and House identity amongst staff and students
- o Refine and introduce new structure for regular assemblies to promote and recognise student achievement.

o Consolidate the use of SIMON for student monitoring and data collection

## PRIORITY 4: Governance, Leadership and Personnel

Further Develop Professional Development Culture at the College

- o Review governance structures and processes to ensure they reflect the changing circumstances of the College
- o Implement and review the Professional Planning Framework
- o Review and develop staff teams
- o Implement leadership programs for all staff, including those holding positions of leadership

Improve Communication across the College

- o Expand the information literacy services offered by the Rua Resource Centre team
- o Implement the position of Promotions Officer and build the "Public Relations" team.

## PRIORITY 5: Facilities and Resources

Improve use of Software Systems
Improve information sharing across business areas of the College
- o Review current practice
- o Improve communication with Heads of Department and other key people

Improve College Facilities

- o Review the architectural Master plan in the light of new and emerging priorities
- o Implement Stage 2 of Building Master plan
o Undertake the minor capital works and maintenance as determined by College priorities