



**SALESIAN
COLLEGE**
CHADSTONE EST.1957

Salesian College, Chadstone



2014 ANNUAL REPORT to the School Community

REGISTERED SCHOOL NUMBER: 1485

Contents

Contact Details.....	2
Minimum Standards Attestation.....	2
Our College Vision.....	3
College Overview.....	4
Principal's Report.....	5
Church Authority Report.....	8
Education in Faith.....	9
Learning & Teaching.....	12
Student Wellbeing.....	18
Leadership & Management.....	21
College Community.....	24
Financial Performance.....	27
Future Directions.....	28
VRQA Compliance Data.....	30

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Minimum Standards Attestation

I, Robert Brennan attest that Salesian College Chadstone is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our College Vision

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.

Values

- Integrity
- Respect
- Belonging
- Joy
- Dynamism

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 2014 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.
- At Salesian College Chadstone we promote initiative, a spirit of enquiry and a desire to strive for academic excellence through innovative and supportive teaching. We provide our boys and staff with every opportunity to develop all aspects of their lives. We work in partnership with parents and guardians to ensure we provide the best possible education to the boys entrusted into our care. We work with families, past pupils, parishes, educational and ecclesiastical institutions and other civic agencies to assist us in our endeavours. All aspects of College life are underpinned by a Catholic and Salesian ethos in an atmosphere of respect for all.

Principal's Report

The 2014 School year was a very successful year in many ways as the College continued to improve in all the areas identified in strategic planning and the Annual Action Plan.

The greatest aspect of this fine College is the people who make up the community: the staff, parents, priests, and, most importantly, the boys. It is all of these people that make this such a wonderful place to be.

We experienced a slight decrease in student numbers this year falling from 950 in 2013 to 935 in 2014. The fall in numbers was due in part to a smaller intake of Year 7 students. Demand for places in 2015 has exceeded expectation and we predict 2015 numbers climbing back above the 2013 enrolments.

One highlight for the year was the introduction of a new College song which has been adopted and embraced by all in the community, especially the boys. There is a sense of anticipation at each of our assemblies where the song is now sung.

The College was very pleased with the academic achievements of the class of 2014 with twenty nine boys performing exceptionally well achieving ATAR scores of 90 or above. The class of 2014 was ably led by the College Dux, Nathan D'Souza, with an ATAR score of 99.65. Other pleasing aspects of the VCE results include; 9% of boys achieving an ATAR score of 95 or higher, 18% of boys achieving an ATAR score of greater than 90 with 37% achieving an ATAR of greater than 80. The highlight of the excellent results achieved by Salesian College students was the increased number of Study Scores of 40 or above with 11.5% attaining this remarkable achievement, a marked increase over recent years. Overall, it has been an exceptional improvement, one that the College can be truly proud of. The Class of 2014 has set the standard for future classes to follow.

The College enjoyed another year of students acquitting themselves fully in all aspects of College life. The boys, once again, participated enthusiastically in all facets of the extracurricular program. Sport once again proved to be a popular pass-time amongst the boys with in excess of 500 boys involved in the ACC competition alone. In addition to winning the ACC Junior Badminton pennant, we made a number of finals, finished third in the ACC Athletics Carnival and, generally, had success in the way our boys participated and the sense of joy they provided for the community.

The intra school competition continued its evolution with the boys' commitment to their houses growing by the day and the rivalry amongst the houses intensifying. Houses, once again, competed in carnivals and competitions for points in the four individual shields: Sport, Academic, Cultural and Civics & Citizenship, all of which contributed to the overall house shield. Another popular pursuit of the Salesian boys is in music and the associated bands program. The College bands took every opportunity to perform around the state and at school providing great entertainment for the College community as well as the wider community. The Music program continues to provide a very important vehicle for cultural growth for all in the community. We witnessed students performing in the dramatic arts in the College musical Hair Spray, participating in community events and promoting social justice issues in the community. Debating and public speaking continued to develop in 2014 with a great number of boys participating in House competitions as well as inter school competitions with some very pleasing results.

The College, once again had a number of school celebrations and community gatherings. Cabaret Night and the Autumn and Spring Concerts were highlights.

Student Leadership was taken to a new level with the introduction of a new structure and a Student Congress. Ambassador positions for Academia, Culture, Mission and Sport were added to College Captains and House Captains to form the senior leadership team. The Senior Leadership team combined with leaders from the other year levels came together to form the Congress. College Captain, Michael Olivetti and Vice Captains Aidan Davitt and Robert D'Leema, supported by the four ambassadors, ensured student leadership in the College was taken to a new level. They provided great leadership to the student body throughout the year. The House Captains also did a wonderful job when it was their turn to lead at sporting carnivals and house events. This was never more evident than at the final assemblies for all houses where the winners of each shield as well as the community cup were presented. Student Leadership is an aspect of student life which the College is rightfully very proud.

Another highlight for the College is our liturgical celebrations. Our four major celebrations, the Opening School Year Mass, Mary, Help of Christians Mass, Valedictory Mass and the Community Week Mass were, once again, wonderful celebrations. The number of guests attending these gatherings continues to grow with those joining us enjoying the experiences.

An integral part of exploring spirituality with our students is our Retreat Program. All boys from Year 12 to Year 7 participated in retreats and the atmosphere at each of these was uplifting and it appears that the experience has been a positive one for those in attendance.

The College continues to experience great support from the Salesian Community through the Provincial, Fr Greg Chambers, the Vice Provincial, Fr Bernie Graham, and College Rector Fr John Papworth. We also enjoy the local support of staff members, Fr Cantamessa, Br Joe Ellul, Br Barry Parker and the rest of the Chadstone community. They all provide great support and guidance for myself and all others in the Salesian College community.

The College Board, under the direction of Fr John Papworth, oversaw the direction of the College providing much needed support and leadership throughout the year. The Board ensured College policy and the ethos of the College was upheld and further developed.

In 2014 we spent much time planning the refurbishment of the Naylor Arts wing which is to occur in 2015. We also completed some minor changes to the hall foyer and the major toilet block providing facilities more suitable to the boys. These, along with a number of other minor projects, have all been well received by the College community.

In summary, therefore, the 2014 School Year here at Salesian College, Chadstone has been a very successful one with many new initiatives undertaken.

Church Authority Report

College Rector and Board Chairman's Reflection

As the Rector of the Salesian Community and its mission, I am very pleased to have this opportunity to contribute my reflection on 2014 for the College Report.

Salesian College, Chadstone is part of a wonderful world-wide network of Salesian centres. Through the year this has been demonstrated in the support offered for the development of the Salesian School at Salelologa in Samoa, the visit to Samoa of the group of students as part of the Cagliari Immersion program and the fact that one of our recent Past Pupils (Declan Crowe) went as a Missionary Volunteer for a year in Samoa. Besides this focus on Samoa, the loading of Containers with donated equipment for the Timor Leste, has continued here at Salesian College. We often talk about Christian Charity, and there is living proof of Christian Charity in action at Salesian College.

It is with deep gratitude to the support of families and all involved in the College Community, that we complete the year with a sense of pride and satisfaction for what has been accomplished. 2014 has been a year of transition and adjustment to a new level of interaction to meet the demands of developments in education, especially in taking advantage of Information Technology.

The Staff of the College has responded and willingly accepted the task of review and renewal in programmes of teaching and learning, and they have happily shared talents and resources with each other creating a vibrant learning community. The programme of refurbishment of facilities has continued and has been a source of encouragement and stimulus in on-going development.

Interest shown in the results attained by students and appreciation for the spirit in the College Community, particularly its demonstrated capacity to integrate students from diverse family backgrounds, has been a source of affirmation and a stimulus to striving not only for results, but for genuine quality of life and the formation of strong upright characters.

As society and the needs of people are constantly evolving, so, also, are the programmes of learning and the Community experience at Salesian College

Congratulations are due to Mr Robert Brennan and his Leadership team; may God generously Bless all who are involved in making this educative Community such a clear and authentic continuation of Don Bosco's vision.

Education in Faith

Goals and Intended Outcomes	Achievements
<p>Improve staff and student engagement in liturgy, prayer and reflection</p>	<ul style="list-style-type: none"> • Prayer services have been developed to cover feast days, important events such as Anzac Day and where needed after natural disasters and tragedy. These took place in Homeroom classes • 10 boys nominated to receive Confirmation • Staff PD on how to lead students in prayer • What is prayer? PD for staff • Meditation PD • Beginning to plan a staff formation day as a pilgrimage • Student lead Ash Wednesday Services in Homeroom groups • Student lead prayer services on all retreats and camps • Student lead 'grace' before meals on camps/retreats • Continued class, year level and whole school masses (staff and students involved)
<p>Further develop the Religious Education Curriculum</p>	<p>Introduction of Learning, Liturgy, Life Curriculum which includes all elements of the program</p> <ul style="list-style-type: none"> • Learning – covering units of work based on the 'To Know Worship and Love' texts (Year 11 and 12 meeting the required outcomes) • Liturgy – attending and participating in class, year level and whole school masses. This includes learning about the feasts and celebrations (eg: St Patrick's Day, Ash Wednesday, Mary Help of Christians, St Dominic Savio etc...) • Life – social justice and how the Gospel is relevant to our world today

	<ul style="list-style-type: none"> • Introduction of portfolio as assessment in two year levels which includes class activities, reflections, personal, peer and parent evaluations.
<p>Animate social justice groups and thereby stimulate appropriate social action</p>	<p>Weekly meetings led by Social Justice Captain and Mission Ambassador.</p> <ul style="list-style-type: none"> • Agendas and schedules developed by the students • Proposals written and submitted by students to the Leadership Team of the College • Introduction of educative material for classes to support • Inaugural Salesian 'Sleep Out' as part of recognising the difficulties of being homeless • A small group of students attended an immersion experience in Cambodia where they assisted in building a house • Year 9 students raised enough money and community awareness to have a bridge built in Cambodia which allowed children to continue to go to school (Natural disaster had previously wiped out their access) • 1 student attended an immersion experience in Samoa working in a Salesian mission • Over \$5000 raised for Caritas Australia • Over 100 boxes of food, toiletries, clothing and blankets collected for St Vincent de Paul Society • Over \$11,000 collected for the Salesian Missions Office • 45 Christmas Hampers created by staff and students for our local St Vincent de Paul Society in Jordanville • Social Justice learning and action made as an official part of the Curriculum from Year 7-12

Added Value

- Social Justice Captain appointed
- Mission Ambassador appointed
- Immersion opportunities for students in the area of social justice
- Greater focus in the RE Classroom on liturgy and social justice
- Developed a new way of setting up the hall which allows for a more intimate setting
- Move away from test assessments towards portfolios

Learning & Teaching

Throughout 2014 Salesian College focused on a range of goals related to Learning and Curriculum which are outlined below:

Goals and Intended Outcomes	Achievements
Data and Differentiation	<p>The Curriculum Team engaged in a series of professional development activities designed to allow it to:</p> <ul style="list-style-type: none"> ▪ Develop a plan for the systematic collection of a range of student outcome data ▪ Monitor school-wide achievement in areas such as literacy, numeracy and cross-curricular skills ▪ Build skills in analysing and interpreting data ▪ Create a culture of self-evaluation and reflection within teams ▪ Use data as a means of identifying the learning needs of individual students ▪ Enhance the capacity of curriculum leaders to design classroom activities which meet students' learning needs and which are appropriately engaging and challenging
Curriculum Structure Review	<ul style="list-style-type: none"> ▪ Over the course of the past twenty years, the College has made some changes to its curriculum structures. These include: the introduction and decommissioning of a ten day timetable; alterations to the Years 10-12 timetable following a review of curriculum offerings; the introduction of a Year 8 elective program; and various changes subsequent to the establishment of the Year 9 Mannix Campus. Throughout the course of this period of time, the basic structure of the College timetable has remained in its seven 45 minute lessons per day format.

	<ul style="list-style-type: none"> ▪ Throughout the course of the first half of 2014, a series of staff seminars were devoted to a critical examination of our curriculum and pastoral structures. ▪ As a consequence of these deliberations, the College implemented a new curriculum structure for 2015 which featured: <ol style="list-style-type: none"> 1. A 10 day timetable 2. 60 by 40 minute lessons per 10 day cycles 3. A greater number of double lessons 4. The replacement of Homeroom with a new construct known as 'Oratory'
Integrated Year 9 Curriculum	<ul style="list-style-type: none"> ▪ The College established its Year 9 Mannix Campus in 2005. The abiding intention underpinning the program at the Mannix campus is to provide Year 9 boys and their teachers with their own space in which to engage in a curriculum based on experiential learning and applied tasks. Concerned that significant sections of the school community may not have welcomed the jettisoning of 'traditional subjects' such as English, Mathematics and Science taught as discrete areas, the College has, up to this point, retained a conventional academic structure for four days per week whilst endeavouring to cram the experiential and applied learning elements into the Bosco Day program on the remaining day of the school week. Consequently the Mannix Program supports two disconnected curriculums: a traditional suite of subjects is taught Mondays to Thursdays and, on Fridays, a completely different activities-based program is delivered.

	<ul style="list-style-type: none"> ▪ To address this issue, a Project Team was convened to: ▪ compose a report containing: <ul style="list-style-type: none"> ○ A summary of theoretical understandings of integrated curricula ○ Conduct fieldwork to find examples of best (and worst) practices in Year 9 curriculum models ○ recommendations about the viability of instituting an integrated Year 9 curriculum.
Classroom Learning Spaces	<ul style="list-style-type: none"> • Two significant steps were undertaken in 2014. In the first instance, Year 7 classrooms were equipped with light, crescent-shaped desks which can easily be configured into variously sized groupings. Whiteboards were also situated on more than one wall to allow the orientation of the room to be altered as the need arises. Finally, the computer infrastructure in these rooms was changed so that, rather than being confined to operating in a cramped position adjacent to the electronic whiteboard, teachers were able to use ICT resources from any position in the classroom. Secondly, the refurbished Science laboratories have been equipped with various types of furniture, equipment and ICT resources which engendered real possibilities to customise the classroom environment in order to facilitate a wide array of teaching and learning activities. Consequently Year 7 teachers and our Science staff have the opportunity to experiment with teaching and learning practices that, in other areas of the school, are either difficult or simply not possible.

STUDENT LEARNING OUTCOMES

NAPLAN Testing

Year 7

	Average NAPLAN scores for each domain						
	2009	2010	2011	2012	2013	2014	09 – 14 Change
Reading	550	571	548	544	557	555	+5
Writing	549	542	547	521	521	515	+6
Spelling	564	570	554	562	561	565	+1
Grammar	555	557	543	547	554	550	-5
Numeracy	572	593	568	565	577	577	+5

Year 9

	Average NAPLAN scores for each domain						
	2009	2010	2011	2012	2013	2014	09 – 14 Change
Reading	578	587	596	595	594	581	+3
Writing	575	586	611	581	568	563	-12
Spelling	583	582	599	599	590	598	+15
Grammar	571	587	586	592	586	575	+4
Numeracy	611	606	619	625	625	612	+1

The NAPLAN results demonstrate consistent and sustained improvement in all domains with the exception of Writing. The percentage of Salesian College students at or above the National Minimum Standards remains high and results in nearly all areas exceed those of 'like schools'. This is a significant accomplishment 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 83.04. This represents a modest improvement on last year's figures.

Victorian Certificate of Education

The VCE completion rate in 2014 was 100%.

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 in its recent history. As the following data shows, the 2014 results were the best in the College's history.

	% ENTER/ATAR			Top ENTER/ATAR	% 40+	Median
	90+	80+	70+			
2004	14	36	53	99.15	8	31
2005	24	37	50	99.25	10	32
2006	19	33	53	98.75	9	31
2007	15	31	57	97.75	8	30
2008	13	28	46	99.45	7	31
2009	14	34	50	99.55	8	31
2010	16	32	56	99.25	10	31
2011	20	40	60	99.15	9	32
2012	12	28	46	99.15	7	30
2013	16	36	46	99.35	10	31
2014	18	37	55	99.65	11.5	31

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	85.2 %
TAFE / VET	10.6 %
APPRENTICESHIP / TRAINEESHIP	2.8 %
DEFERRED	0.7 %
EMPLOYMENT	0.7 %

Student Wellbeing

Goals & Intended Outcomes

To enhance student's connectedness, wellbeing and safety.

- Implement Personal Development project.
- Implement Year 10 Pathways Program.
- Appoint Student Leader Co-ordinator.
- Restructure student leadership structure.
- Develop student leadership program for all students.
- Further develop Salesian Award.
- Enhance transition program across the whole school to include more formal rites of passage at relevant levels.

Achievements

Student Leadership

The appointment of a Student Leadership Co-ordinator provided the impetus for significant growth in opportunities and support for boys to develop their leadership skills and apply them within the College. The work of the College Ambassadors in bringing to life aspects of their responsibilities was outstanding. The Salesian Talent Night, Academic Tutoring program and the Lunchtime sport program are three such initiatives that were envisaged by the College Leaders, seen through the proposal stage at appropriate forums and delivered great benefit to students and the College.

The work in providing leadership training for boys at Year 11 who were considering a position of leadership for 2015 was an outstanding success and this will lead to further developments in the area of student leadership for 2015 and beyond.

Personal Development Restructure

In 2014 the College undertook to restructure the Personal Development program following a period of research and investigation in previous years. This was combined with the POL restructure and timetable considerations to provide for a new 'homeroom' structure which more closely reflects the Salesian charism and Catholic foundations of the College. With significant research and deliberation with the staff the new Oratory concept will be rolled out in 2015 and has the potential to change the way we work with the young men in our care in terms of their development in all areas.

Year 10 Pathways

The implementation of the Year 10 Pathways Program has been a great success in providing an applied learning approach for students who were disengaged with their learning and/or looking for a different pathway. Only one of the boys enrolled in this program did not successfully complete the full year program when many of these boys had poor prospects in terms of their academic success. The boys all were able to enroll in further training or education courses either at Salesian College in the VCAL program which is developing further, or, at other external providers which better suited their particular career pathway.

Salesian Awards

The Salesian award system continued to grow in terms of the significance placed by boys on receiving these prestigious awards. Boys have developed a consciousness of the importance of being involved in activities in all aspects of College life. There is also an increased willingness to volunteer and take on responsibility from many boys which can be attributed to the significance of the awards in the minds of the boys.

Student and Family Support

Under the leadership of the College Director of Student Wellbeing, there has been a significant improvement in the ability and confidence of the College staff to support boys even in the face of significant challenges. The collaboration of Heads of Houses and Year Level Coordinators with the Wellbeing Team has provided invaluable support for boys and families which has supported them to continue their education at Salesian College. The development of relationships with external agencies has greatly enhanced the College's ability to support boys and families.

Attendance Management Process:

- Student rolls are electronically taken for each class and data stored.
- Parents of students not in attendance for homeroom in the morning without the school receiving an explanation from home by 10.00am are sent a text message alerting them to the issue with a request of notifying the school if there is an issue.
- Year Level Coordinators follow up any non-explained absence that occurs during the day.
- Students are required to follow any absence up with a written note from home upon their return to school.

VALUE ADDED

- Counselling
- Full-time Youth Worker
- Student Leadership Opportunities
- Personal Development Program
- Year 10 Pathways Program

Student Satisfaction

Data from the SRC surveys indicate the boys are experiencing higher levels of emotional wellbeing (student morale, student distress and connectedness to school), stronger relationships with teachers (teacher empathy, purposeful teaching and stimulating learning), engagement in learning (learning confidence, student motivation and connectedness to peers) and that student behaviour (student safety and classroom behaviour) has also improved in every single indicator.

This data places Salesian College in the top 25% of Victorian secondary schools in 10 out of the 11 indicators and builds upon the improvements gained in 2013.

Leadership & Management

Goals & Intended Outcomes

To continue to strengthen school culture guided by a shared understanding of supportive leadership.	That the elements of empathy, role clarity, engagement and learning will continue to improve and be balanced.	Review and develop role descriptions for all positions in the College. Review staff seminars to ensure forums allow for more staff input. Review and restructure POL structure.
	That all staff see themselves as leaders in a learning community.	Develop a staged staff leadership program. Revisit role description for teachers to enhance their understanding of teachers as leaders.

Achievements

Role Clarity

In 2014 the College completed a review of current role descriptions and a process of consultation allowed us to develop updated and complete role descriptions for all positions in the College.

The opportunities for teachers to take up the role as leaders was enhanced by the instituting of staff seminars as well as teaching and learning forums. These were led by teachers as well as members of the Leadership Team at times in order to continue to develop our shared understandings, share exemplary practice and ensure forums allow for more staff input into decision-making.

The POL structure was examined as a staff and significant changes were made at the level of the Leadership Team with the positions of Assistant Principal – Students, Assistant Principal – teaching and Learning and Assistant Principal – School Organisation added to the structure to provide more clarity of roles and to provide opportunities for growth of leadership at the College. These positions are expected to provide improvements for the life of the new POL structure and beyond.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Professional Learning activities in 2014 have included:

- Enhancement of the pedagogical skills and knowledge of teaching staff via internal and external providers;
- Deepening of teachers' understandings of their content areas and the specific skills related to their subject demands;
- Development of skills in using VCE Data to enhance teaching and learning;
- Training in using key technologies to enhance learning and teaching;
- Year 9 Programmes
- Boys Education and Applied Learning
- Student Wellbeing
- Leadership
- Religious Accreditation and faith formation including the charism of the Salesians

The College has a strong commitment to professional learning for all staff which is based upon a premise of the need for continued improvement for both the teacher and the College.

A key focus in the Professional Development planning has been the need for teachers to learn from each other within the College in a range of formal and informal settings. The focus on the Teaching and Learning forums allowed teachers to share their practices and learning with other colleagues. This has been an increased focus for 2014 as we use less of our PD budget on external programmes and provide more opportunities for staff to learn from each other and hence improve both leadership and professional practice.

In addition to the teaching staff a significant number of non-teaching staff attended professional learning activities both internal and external to enhance their work with young

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	94
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$274

TEACHER SATISFACTION

The SIF data showed improvement in the areas of Individual and School Morale from the 2013 data and there was an increase in Supportive Leadership, Role Clarity, Teamwork, Empowerment and Ownership. In terms of learning, staff indicated that Appraisal and Recognition as well as Professional Growth had significant increases of 6% and 4% respectively. Professional Growth showed strong improvement from 2013 and Curriculum Processes an increase of 8% from the previous year.

There were increases in many other areas but highlights include improvements in Parent Partnerships (+4%), Teacher Confidence (+4%), Engaging Practice (+5.4%), School Improvement Focus (+5%) and Quality Teaching (+7%) indicating that Salesian College is a school building strong basis of growth for the present and the future.

The areas where Salesian College was placed in the top 25% of Victorian secondary schools included Student Motivation, Curriculum Processes, Student Management, Student Behaviour, Work Demands, Empowerment and Individual Morale.

College Community

Goals & Intended Outcomes

- Communicate more effectively with parents and guardians
- Further enrich our relationships with Catholic primary schools
- Involve Past Pupils in the life of the College
- Promote the College more effectively to our local community

Achievements

Facilitating communication between school and home

Communication of information to parents has been improved via greater usage of emails and text messages rather than paper-based communication. Concerted effort has been devoted to ensure that our website, 'Salesian Live', features up to date information concerning activities and events. In similar fashion, greater use has been made of the Parent Access Module so that parents and guardians can gain ready access to information such as performance in work requirements, attendance history and any disciplinary action.

Engaging with Parents / Guardians

Parents and guardians are valued as partners in education via such means as our Becchi Day Program, information nights, parenting seminars, report nights, our Expo event, Whole School Liturgies and Assemblies, musical performances, our Sports Presentation Night have the opportunity to participate and contribute to building the school community through their involvement and attendance at events such as reporting and information nights, musical concerts, Expo, Sports Presentation night as well as Masses and breakfasts to celebrate Mother's and Father's Day. Our Parents Association plays a very active role in animating and catering for a number of these events.

Interaction with other Australian Salesian schools and engagement with the Salesian Charism

Salesian staff leaders continue to play an integral role in the annual Salesian Immersion day, the bi-annual Salesian Leaders Conference and bi-annual Salesian Pilgrimage to France and Italy. The boys continued to participate in the annual OzBosco weekend to interact and learn about the Salesian charism. A number of eminent Salesian theologians gave presentations to staff on the spirituality of Don Bosco.

Involving Past Pupils in the life of the College

A function for Past Pupils who had graduated in 2013 was conducted. This was a very successful and well-attended event. A 'Year 13' tutoring program was initiated. This involved high achieving 2013 Year 12 students being invited to return to the College to tutor 2014 Year 12 boys. Past Pupils have also assisted with our Futures Week and the sports program. Furthermore, a number of former student have been employed as Learning Support Officers on a part-time basis. This initiative has enabled young men who know the College well to assist boys with specific learning issues.

Maintaining and developing links with local parishes and primary schools

Maintaining positive links with local parishes and primary schools has been advanced by a regular program of school visits by the Principal, our practise of visiting all future Year 7 boys when they are in Year 6, the 'Be a Salesian Kid for a Day' program, attendance by members of the Leadership Team at primary school assemblies, as well as band and drama performances. As part of the Year 9 Bosco Day program students undertake community service placements, many of which are in parish primary schools. Our Sport Department have continued to assist a number of primary schools with the running of their sports carnivals.

Maintaining and developing 'Community Involvement' opportunities for students

Boys have opportunities to assist charities including St Vincent de Paul, Caritas, and Salesian Missions, respond to disasters (eg Victorian Bushfires), participate in Clean Up Australia Day, student Blood Bank visits, Ozanam House visits, host clients from the Oakleigh Centre (Connections Group). We also conduct annually Community Week, a whole school celebration of our Salesian Community.

Maintaining a positive professional relationship with Australian Catholic University and Monash University and developing strategic relationships with local businesses and key suppliers

These relationships are fostered through positive discrimination in favour of Australian Catholic University in terms of student teacher placements and via promotion of the Monash University Scholars Program. We have been ably supported by various uniform, textbook, sporting goods and art suppliers. Moreover, local business people have generously involved themselves in our Year 10 Futures Week by conducting mock employment interviews.

PARENT SATISFACTION

Data taken from the SRC parent data indicates improved perception in the areas of Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement and Peer Relations from the 2013 data. In 17 out of the 18 indicators of parent opinion Salesian College was placed in the top 25% of Victorian Secondary schools.

The highlights of improvement in terms of the parent data include Extra-curricular (+7.6%), Transitions (+4.5%), Homework (+4%) and Student Motivation (+3.5%).

Financial Performance

REPORTING FRAMEWORK	Accrual \$
Recurrent income	Tuition
School fees	2,647,623
Other fee income	148,079
Private income	229,067
State government recurrent grants	1,864,700
Australian government recurrent grants	7,419,272
Total recurrent income	12,308,742
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	9,610,850
Non salary expenses	3,748,019
Total recurrent expenditure	13,358,869
Capital income and expenditure	Tuition
Government capital grants	0
Capital fees and levies	2,339,418
Other capital income	0
Total capital income	2,339,418
Total capital expenditure	2,309,442
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	4,774,901
Total closing balance	4,774,924

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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. 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

2015 Annual Action Plan

Education in Faith

INTENDED OUTCOME: Implement and further develop oratory program

TARGET: Course outlines completed.

INTENDED OUTCOME: Further develop and refine role of mission team.

TARGET: Role descriptions for each area developed.

Learning and teaching

INTENDED OUTCOME: Improved teaching practice through data analysis.

INTENDED OUTCOME: Continued development of a 21st Century pedagogy.

TARGET: New learning spaces developed.

TARGET: Increased use of ICT in the curriculum.

INTENDED OUTCOME: Continued teacher development.

TARGET: Implement Group 8 program.

TARGET: Implement Classroom visits.

Student Wellbeing

INTENDED OUTCOME: Strong personal development program.

TARGET: Implement and review Oratory Program.

INTENDED OUTCOME: Well developed individual pathways for all boys.

TARGET: Review and develop Year 10 pathways program.

INTENDED OUTCOME: Role clarity for Pastoral Teams.

TARGET: Review roles and structures for Pastoral Teams.

School Community

INTENDED OUTCOME: Increased parent student interaction.

TARGET: Implement father/son and mother/son activities.

INTENDED OUTCOME: Increased consultation with staff.

TARGET: Introduce staff forums allowing for review and feedback.

Leadership and Management

INTENDED OUTCOME: All students develop strong leadership skills and have a good understanding of service leadership.

TARGET: Review student leadership structure.

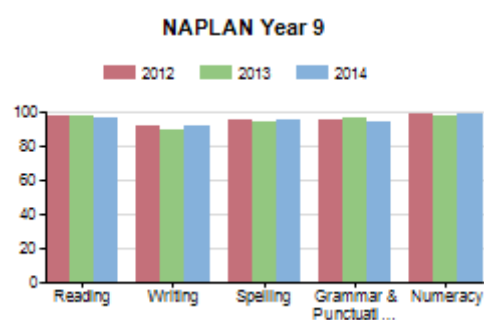
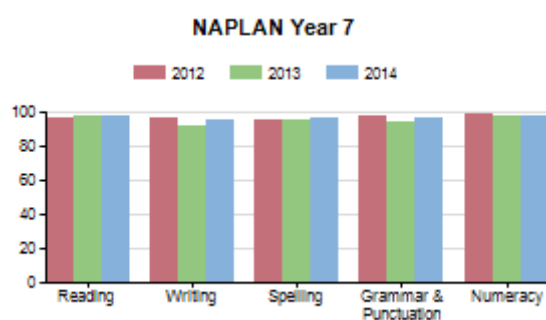
INTENDED OUTCOME: Increased role clarity for all staff.

TARGET: All role descriptions published.

TARGET: Positions of Leadership reviewed.

VRQA Compliance Data

E1162 Salesian College, Chadstone						
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS		2012	2013	2012–2013	2014	2013–2014
		%	%	Changes	%	Changes
		%	%	%	%	%
YR 07	Reading	97.0	98.4	1.4	97.5	-0.9
YR 07	Writing	96.4	92.0	-4.4	95.1	3.1
YR 07	Spelling	95.8	95.7	-0.1	96.7	1.0
YR 07	Grammar & Punctuation	98.2	94.1	-4.1	96.7	2.6
YR 07	Numeracy	99.4	97.9	-1.5	98.3	0.4
YR 09	Reading	98.1	98.4	0.3	96.9	-1.5
YR 09	Writing	91.7	89.1	-2.6	91.4	2.3
YR 09	Spelling	95.5	93.8	-1.7	95.1	1.3
YR 09	Grammar & Punctuation	95.5	96.9	1.4	93.9	-3.0
YR 09	Numeracy	99.3	97.7	-1.6	99.4	1.7



YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate

83.04%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

%

Year 7

93.41

Year 8

93.41

Year 9

87.73

Year 10

91.35

Overall average attendance

91.48

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

90.37%

STAFF RETENTION RATE

Staff Retention Rate

86.42%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	19.18%
Graduate	52.05%
Certificate Graduate	10.96%
Degree Bachelor	86.30%
Diploma Advanced	19.18%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	94
FTE Teaching Staff	87.519
Non-Teaching Staff (Head Count)	40
FTE Non-Teaching Staff	32.405
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	582.80
Year 9 Writing	570.30
Year 9 Spelling	600.70
Year 9 Grammar & Punctuation	580.70
Year 9 Numeracy	608.80

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	100%

POST-SCHOOL DESTINATIONS AT AS 2013	
Tertiary Study	82.6%
TAFE / VET	14.4%
Apprenticeship / Traineeship	7.8%
Deferred	1.1%
Employment	5.5%

