



PRINCIPAL'S REPORT: WHAT MAKES SALESIAN COLLEGE DIFFERENT

Salesian College is a Catholic secondary school for boys (Years 7 – 12). The College offers a broad, comprehensive curriculum and has a tradition of providing quality education in a caring environment.

The school is characterised by a competent staff, engaged students and a supportive community. There is a vibrant learning culture, excellent academic standards, and a strong commitment to pastoral care and student wellbeing.

In 2012 there are approximately 940 boys from a very diverse range of geographical, socio-economic, religious and cultural backgrounds.

- As a boy's only school, we have developed our teaching and learning program to meet the needs of the boys placed in our care.
- We specialise in boys education meaning we have become experts in identifying boy's needs, their learning styles, and most importantly we understand boys.
- One special characteristic of our school is that the boys here are so obviously happy together - and this positive, safe learning environment is the foundation of their educational journey with us. St. John Bosco, the founder of the Salesians, used to say to his students, "What I want is your happiness: now, tomorrow and forever." St. John Bosco's approach was to create a naturally happy environment in which to encourage excellence.
- We are blessed with wide open spaces on this beautiful site allowing us to provide boys with room to move and participate in physical activity and sporting events on site, an integral part of learning for boys.
- We enjoy being a multicultural community with our boys coming from more than seventy different cultural and religious backgrounds. This has enabled the community to establish a culture of acceptance and tolerance of difference.
- Our innovative **Year 9 Program** conducted on our completely separate Mannix Campus encourages growing independence, offers active learning experiences and adopts an enquiry learning approach. The program operates out of a state-of-the-art purpose build facility that is designed to facilitate the development of a cohesive learning community. The curriculum is a combination of traditional subjects and a series of cross-discipline project based units. The coherence of the overall program is assured by the innovative Mannix Leadership Award, towards which students strive throughout the year.
- Our **House System** nurtures a sense of belonging and connectedness. All staff and students are allocated to a House. Whilst Years 7 – 9 are organised horizontally by Year Group, there are a wide range of activities and projects conducted at the House level. Years 10 – 12 are vertically structured, with each homeroom consisting of boys from each of Years 10, 11 and 12. At the senior years organisation, delivery of pastoral care and student management are primarily House based.
- Our **Middle Years Program** promotes the learning and wellbeing of students in Years 7 – 9. The program focuses upon developing a strong sense of communal identity, encourages increasing choice and seeks to offer all students challenging and relevant learning experiences. The program encourages teachers to work in collaborative teams and to give particular attention to pedagogy.
- Our **Key Teacher Initiative** commences in Year 7 as boys from more than 60 feeder primary schools arrive. Two key teachers are appointed to each homeroom to teach the majority of the core subjects. This allows boys to relate more closely with a smaller number of teachers and enhances the sense of belonging in the homeroom. The key teacher concept is extended to Years 8 and 9 wherever possible.
- Our **Whole School Wellbeing Framework** promotes, supports and restores the wellbeing of students by the provision of a supportive community context, educative programs and a variety of services. In a school with a long and proud tradition of quality pastoral care, our whole school wellbeing framework is a natural extension of existing successful programs and service.
- Our **Learning Technologies and Multi-Media Classroom Project** has seen Salesian College move to the cutting edge of education technology. We have significantly upgraded our infrastructure and installed multi-media



equipment (interactive whiteboard, computer, data projector, DVD player and sound system) in every classroom. There is a One-to-One Laptop program for all boys from Years 7 – 12. These initiatives have revolutionised teaching for boys in the classroom.

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- Our **Facilities Masterplan**, which we have begun to implement, provides the blueprint for the development of excellent contemporary learning spaces that will enhance students' learning outcomes. In the past three years we have:
 - ❖ upgraded our learning technologies infrastructure
 - ❖ installed interactive whiteboards and multi-media equipment in every classroom
 - ❖ made a personal computer available to every teacher and student
 - ❖ constructed three additional classrooms and a computer laboratory at the Mannix Campus, as well as undertaking significant landscaping works
 - ❖ created the Bosco Plaza, a beautifully landscaped passive recreation area that has become the heart of the school
 - ❖ refurbished five staff office areas
 - ❖ undertaken phase 1 of the refurbishment of the administration area
 - ❖ refurbishment of the College Library to create the Rua Resource Centre
 - ❖ redesign of the College Chapel to create a contemporary prayer and worship space
- The introduction of the "**Biretta Class**" for highly academically able boys, which commenced in Year 7 in 2010 and has extended to Year 9 in 2012.
- Our **Serious about Learning** project has three components: (a) ensuring quality curriculum documentation; (b) improving teaching and learning practice; and (c) improving classroom management to enhance effective learning. All three aspects combine to allow Salesian College to build upon the significant improvements in student learning outcomes that have been achieved in recent years.
- Our embedded **Classroom Discipline Plan** has contributed to more fruitful professional relationships between students and staff and improved the quality of the classroom learning context. Our graduated response to student behaviour makes students responsible for their behaviour and also acknowledges improvement, contribution, participation and outstanding performance.