



Salesian College Chadstone

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Neil Carter, attest that Salesian College 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 2017 (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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Vision

Our College Vision

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 in all aspects
- 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, 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 1130 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 2019 Year 7 cohort was drawn from approximately 55 primary schools. The College community 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

Throughout 2020, as we dealt with the trauma of COVID-19, we collaborated, pondered and stayed true to the rich traditions of our founder Saint John Bosco. Our school continued to be a home, a place of welcome where boys share a strong sense of belonging and, most importantly a place of rich learning where the boys come to understand the deeper meaning of what it means to be a good Christian and honest citizen. The year robbed us of many of our traditional joys and celebrations. However, there were still many of our students' achievements to celebrate, and the charisma of Don Bosco continued to be lived out here at Chadstone on a daily basis.

We did not allow the restrictions and limitations placed upon us to derail or deter us. Whilst there were obstacles placed before us and many extra demands placed upon us, we continued to implement our re-imagined teaching and learning matrix, following the direction set in 2017 for a new way of approaching our teaching and learning for the years to come. We were also very successful in developing and implementing a continuity of learning plan to ensure that our teaching and learning were able to be maintained whilst we taught remotely.

Celebrating important feasts was made more difficult this year, with COVID-19 restrictions preventing us from gathering to celebrate the Eucharist after Term One. The only College liturgy we were able to celebrate was the Opening School Year Mass, with all other masses, including the Mary Help of Christians Mass, Valedictory Mass and the end of year mass all replaced by virtual services. Whilst these were done to the best of our ability, they were no substitute for the celebrations that we have become accustomed to. Student participation and the reverence they showed for our virtual liturgies were respectful.

Our social justice and community service programs and events were also compromised in 2020, meaning that spreading the Good News was limited to the formal Religious Education classes and a couple of activities that we could run online to ensure that our Catholic identity continued to be enhanced. Retreats were held very differently for each year level, whilst still providing the boys with significant occasions for spiritual reflection and discernment. The boys, and in particular the Year 12 boys, appeared to enjoy the opportunity to reflect on the people they are and the experiences and relationships that have formed them, as well as being able to contemplate their futures. Taking time out to ponder the questions of what part faith or God plays in their lives takes many of our boys out of their comfort zones. However, there is comfort in the knowledge that they do so in a safe and nurturing environment.

Whilst our faith in action programs were limited, they still provided a framework for delivering a well thought out formation program to develop in our boys a sense of the other and a commitment for helping others in our community less fortunate than ourselves. The College Oratory Program has seen significant developments over the past three years, and we were able to continue to deliver the vibrant and relevant curriculum that we believe meets the demands placed on our boys in their time here, and prepares them for life after Salesian College.

The inability to hold our traditional fundraising events meant that our efforts were down on previous years. However, it remained a component of our commitment to educate our boys on the need to help the less fortunate in our world and to raise much needed funds to support these people around the world. The traditional walkathon was completed on the STRAVA app, and the boys were able to raise in excess of four thousand dollars for the Salesian missions. Community week became an online extravaganza, and I was amazed at how staff and students alike supported and participated in the week of activities. Don Bosco would have been proud.

The College once again enjoyed the great support of the Salesian Community. The Provincial Fr Will Matthews, Vice Provincial Fr Bernie Graham and Fr Greg Chambers in his role as College

Rector and chair of the College Advisory Council provided much needed support and leadership for the College. The members of the Chadstone community, including Fr Cantamessa, Br Joe Ellul, Fr Lawrie Moate and the rest of the Chadstone Community continued to assist and support the boys in a number of ways. The Salesians offer great support and spiritual guidance to all in our community.

The student population grew again in 2020, increasing beyond 1,100 students to commence the school year. Enrolments continue to be strong, with in excess of two hundred boys in each year level from Years 7-10. Whilst the College exists in the context of a very competitive educational market, we are in a relatively healthy position, enjoying a positive reputation in the community.

Our VCE results were down on previous years. This reality is at least partially attributable to the unique conditions which prevailed last year. The College Dux for 2020, with an ATAR score of 99.7 was Jordan Dam. Other pleasing aspects of the VCE results include 29.7% of the boys obtaining an ATAR score over 80 and more than 47.9% of the cohort of Year 12 boys gaining an ATAR of 70 or over. The College average ATAR score continues to be above the state average for boys.

The College sports program was hit hard this year, with all ACC competitions cancelled after Term One. We were fortunate to win the ACC second division swimming carnival before going into lockdown, as well as enjoying a strong performance in Athletics. Our boys participated enthusiastically in these events. The College also enjoyed success in the Junior Public Speaking Competition, winning the pennant, and also finishing a respectable fourth in the debating competition. All boys who represented the College did so with pride and in a sportsmanlike manner, doing themselves and the College proud whilst providing the community with a real sense of joy.

The House Cup was somewhat limited this year, with only the House swimming and athletic carnivals being able to be run. This did not stop our excitement at the Valedictory Assembly as results were announced. Even in a year when competitions were restricted, the House Shields and House Cup brought out the competitive nature in all the boys, with a real sense of enthusiasm and joy accompanying the presentation of the shields at the Valedictory Assembly. Once again, all results were very close, with Annecy House winning three individual shields, Academic, Citizenship and Sport, whilst Collinson won the Cultural Shield. Annecy House took out the Bosco House Cup, with Collinson finishing second, Moroney achieving third place and Savio finishing fourth.

Music took centre stage in 2020 as students took a significant role in the virtual celebrations. We witnessed the inaugural Solo Music Competition, held in Term Three. The quality of the performances was outstanding. We hope that this event establishes a place in the College calendar for years to come. Our College virtual celebrations provided many of the boys with the chance to have some fun whilst exhibiting their musical talents. Our College musicians performed on numerous occasions in virtual videos. Our Mothers' and Fathers' Day videos, ANZAC Day video and Legacy Event were just a few of the virtual events at which our student musicians performed. The Music program continues to provide a very important vehicle for cultural growth for all in the community.

Participation in interschool Debating and Public Speaking was strong, building on the participation of all boys in the public speaking program, run through the English program. A good number of boys were involved in the House Debating Competitions. The development of the Public Speaking and Debating Program over the past few years has been very pleasing. The revamped Public Speaking and Debating Awards Night allowed us to recognise all the boys who have excelled in

this area. This area of the College continues to develop and is becoming a robust part of our culture. We look forward to further growth and development in coming years.

Student leadership in the College continued to mature and. Our College Captain Amendola, and Vice Captains and the rest of the Student Council had a great year in spite of spending a great portion of the year at home. They worked together to ensure that a positive culture was experienced by our students at all times. These boys provided great leadership for all students. The House Captains also did a wonderful job when it came to their turn at sporting carnivals and House events.

Our staff did a remarkable job adapting to remote learning and continuing to provide a wonderful remote learning environment. The fact that they were able to juggle remote lessons whilst continuing to provide the pastoral care our boys have become accustomed to is testament to their dedication and love for the boys. The extra hours and their general willingness to do everything required for the success of the boys was more evident throughout this year. We would be hard pressed to find a more devoted, harder working staff, and the care and concern they demonstrate for the boys is exceptional.

The Parents' Association also did a wonderful job engaging the parent community and ensuring that they remained an important part of the College community, regardless of the fact that we were all in lockdown. This year they acted as a very important conduit between families and the College whilst we were isolated.

The end of the year marked the close of Mr. Robert Brennan's outstanding leadership of the College. Rob's leadership was characterised by decency, integrity, a collaborative spirit, vision, humour and optimism. His nine years of principled principalship saw the commissioning of many wonderful building developments and pedagogical projects. Above all else, though, Robert Brennan was responsible for cultivating an environment in which boys and staff members could and did flourish. His wonderful presence will be missed. However, he has left a rich legacy which can be built upon into the future.

Church Authority Report

College Rector and Advisory Council Chair's Reflection

As I come to write my Church Authority Report for the 2020 school year at Salesian College, Chadstone, it is very important to acknowledge that this school year was largely dominated and frequently interrupted by the worldwide Coronavirus pandemic, and by the resultant restrictions and lockdowns which affected the people of Melbourne and Victoria between late March and late October.

As a consequence, I wish to describe the major religious and spiritual events that took place at Salesian College in 2020 in three distinct periods of time: pre-lockdown, during lockdown and post-lockdown, in order to give a more realistic account of what actually transpired.

During the first period of time, the members of the College successfully celebrated their traditional Opening Staff Mass of St Francis de Sales, their Opening College Eucharist of St John Bosco, their Year 7 Camp Liturgy in Gippsland, their Ash Wednesday Liturgy and the distribution of Ashes, and their Lenten Reconciliation Services prior to lockdown.

In the course of the mandated lockdown periods, the College turned to computer technology, online presentations and some brilliantly produced videos to commemorate ANZAC Day, Mothers' Day, Fathers' Day, Don Bosco Oratory Week (including fund-raising activities for the Salesian Missions such as the Annual Walkathon), and Salesian Festival Day.

During the most challenging moments of these lockdowns, I also published - in my capacity as College Rector and Chaplain - some inspirational stories of people who had been models of great courage and perseverance in order to encourage and uplift members of our College community - students, parents, staff, former students, friends and supporters.

Among these heroes and heroines were Mary, Mother of Jesus; St John Bosco, founder of the Salesians; St Mary MacKillop, Australia's First Saint; Blessed Carlo Acutis, Patron of the Internet; Charles Schultz, creator of 'Charlie Brown' and the 'Peanuts' characters; and Lennie and Ginger Mick, the young boy and his horse who travelled from Leongatha to Sydney during the Great Depression for the Opening of the Sydney Harbour Bridge in 1932.

Following the return of the students from mid to late October, the College was able to farewell its Year 12 Class in an appropriate Covid-safe manner and to assist them during the VCE examination period as best it could. It also managed to farewell its students from other year levels in a fitting way during the course of November and December, as well as bidding goodbye to Mr Robert Brennan, who had served the school admirably as Principal during the last nine years.

However, it should also be noted that during this period, special 'Welcome Back' Masses were conducted for each of our eight Year 7 homeroom groups as a means of re-introducing them to their College and re-acquainting them with their friends, teachers and support staff once again. In fact, these masses became a real highlight of the year for these young men.

Finally, in my capacity as Chair of the College Advisory Council, I wish to thank all members of this important group for their participation, leadership and sound advice during the 'ups and downs' encountered during this very demanding year of 2020. In particular, I commend them for the time and effort which they willingly expended in order to bring about a smooth transition from our current advisory council structure to a new Incorporated Board structure, which will take effect from the beginning of January 2021. Of course, in the light of Mr Brennan's departure, one of our new Board's central tasks will be to search for and appoint a new College Principal to take his place during the coming year.

In concluding, I wish to express my gratitude to all members of our Salesian College Community for their tremendous contributions, and I personally commend them all for the admirable qualities of hope, courage and resilience which they have demonstrated during 2020, which surely has been 'a year like no other'.

Father Greg Chambers SDB,
Rector and Chair of Advisory Council

Education in Faith

Goals & Intended Outcomes

- Develop a National Salesian Immersion experience for students
- To continue to develop the Student Social Justice Program

Achievements

National Immersion Experience

- Planned and organised the National Salesian Immersion experience for senior students, however, it was cancelled due to COVID 19 restrictions.
- Follow up was made to ensure we could run this event in the future.

Student Social Justice Program

- Social Justice Program began in Term 1 with our Caritas fundraising, raising \$6061.32
- Virtual walkathon raised over \$4000 for Cambodia

VALUE ADDED

Don Bosco Oratory Week

Don Bosco Oratory Week went virtual due to COVID, but none the less a great success. A whole school walkathon was replaced by staff and students using the STRAVA App. We collectively walked the distance to Cambodia and a third of the way back to Australia.

All students received a pack (mailed home) including all materials needed to participate in Don Bosco Oratory Week.

Activities included: Cooking, drawing, colouring, Lego, banner making, video games, trick shot competitions, Kahoot, Cambodia Pen Pals, Paddle Pop Stick Challenge, Best Meme, Two - minute noodle challenge, Pancake challenge and RUOK Day activities.

Staff Formation

One additional teacher applied and received Accreditation to teach in a Catholic school, bringing our total teaching staff with this qualification to 93.

Established a Graduate Certificate of Religious Education for our staff through CTC. Eight teachers enrolled to complete this qualification.

All members of the College Community were re-introduced to our College Values (RESPECT, INTEGRITY, BELONGING, JOY, and DYNAMISM - developed in 2012) on the first day of the school year. We explored the importance of knowing our values, living our values each day in whatever task or conversation we are having, and currently working on making them visual (through some artwork). We were encouraged to celebrate the moments when we are living our values and holding ourselves accountable to when we are not.

Introduction of a Staff Incident follow up procedure - this clarifies the College's response to (on the rare occasion) that a staff member may experience a traumatic event while at work). It is

part of our pastoral response. It acknowledges the individual nature of how one may experience an event and clearly outlines the process of how the College will support the member of staff.

Leadership Team members' visits to Mannix Campus have been established - each day there is a senior leader at Mannix to be a presence for the students, to maintain connectedness to the Bosco campus and for staff support

'How to teach the Sacraments' sessions held sharing with all teachers how to teach the Sacraments through the utilisation of various interactive activities for different year levels. This session was also added to the accreditation hours that staff are maintaining for accreditation to teach in a Catholic School.

Year 7 certificate folders were presented to boys as a gift and as a place to store certificates across their time at the College.

Learning & Teaching

Goals & Intended Outcomes

- Develop 5-year strategic plans for all Learning Matrix tenets
- Refine the data collection plan
- Research and commission a data dashboard
- Refine and embed developmental assessment practices
- Develop and implement Learning Matrix electives for staff professional development
- Whole school curriculum mapping
- Research and plan for Problem-Based Learning (PrBL) implementation
- Implement and review integrated Project Based Learning (PBL) pilots
- Develop a community engagement partnership database and program

Achievements

- As part of the consequences of COVID-19, Salesian College, like many schools across the globe closed its doors throughout 2020. As a community we rose to the challenge and exhibited resilience, unity and determination.
- As we delved into the unknown, our community banded together to ensure high quality teaching and learning could take place remotely.
- The regular school day changed and our Continuity of Learning Plan came into effect. This saw students take a more independent role in their learning. Attending at least two Microsoft Team classes per week for each of their subjects. Microsoft Teams, SIMON and PAM became vital tools in communication and offering feedback to both parents and students alike. Our students exhibited skills in being independent, resilient and organised learners, and we are so proud of all their efforts. The refinement of these skills will see our students further develop and grow as they progress through their learning journey.
- Established Learning Matrix strategic planning documentation.
- The data collection plan was refined and evaluated.
- The Data Team and the Leadership Team evaluated the current data analytics system and commissioned an external company to build a commercial data system.
- The Curriculum Executive and the Data Team completed Harvard Data Wise training.
- The way in which staff professional development has been conducted was evaluated and refined. Learning Matrix electives were developed to reflect College and teaching staff needs.
- The Curriculum Executive completed the University of Melbourne Criterion Referencing course. A collaborative assessment collective was joined. A sequential series of professional development for upskilling Heads of Department was developed.
- A Year 7-12 curriculum audit was conducted. A curriculum mapping exercise was performed. Curriculum protocols and process for future documentation were established.

- Rigorous research and development of Problem Based Learning (PrBL) was completed. Some teaching teams commenced curriculum mapping and planning of Year 10 PrBL elective pilots.
- Existing Project Based Learning (PBL) subjects were reviewed and refined for 2021 whole cohort implementation.
- A community database of industry-based experts was established. This will support PrBL and PBL in engaging authentic audiences and industry expertise.
- All staff were trained and supported to use Microsoft Teams, which upskilled and allowed for further communication flexibility amongst both staff and students.

STUDENT LEARNING OUTCOMES

- In the absence of NAPLAN data Salesian College employed ACER data to track student progress.
- It should also be noted that Salesian College commissioned and employed the use of DASH (an Data Analytics Student Hub) to monitor student progression.
- The system employs available NAPLAN, ACER, and summative assessment data to track student development.

Victorian Certificate of Education

- The Class of 2020 are to be congratulated on their achievements during a most difficult year. Our boys showed great resilience and were able to maintain connectedness during the extended period of remote learning.
- Strong academic achievements of the Class of 2020 were realised with 7.4% of boys achieving an ATAR score of 90 or above with 48% scoring above 70. The College achieved a median Study Score of 30 and the percentage of students who achieved a study score of 40 or more is 4%.
- College Dux, Jordan Dam attained an ATAR of 99.7. Jordan achieved a study score of 49 in both Chemistry and Mathematical Methods.

MEDIAN NAPLAN RESULTS FOR YEAR 9

*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

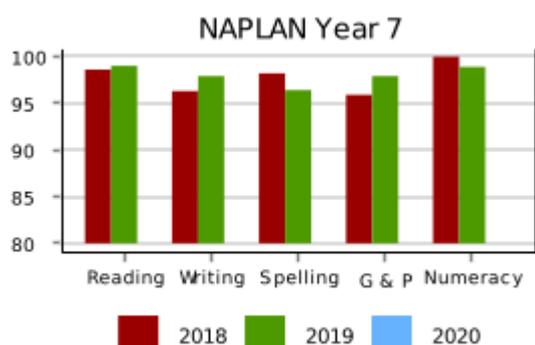
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	95.9	97.9	2.0		
YR 07 Numeracy	100.0	98.9	-1.1		
YR 07 Reading	98.6	99.0	0.4		
YR 07 Spelling	98.2	96.4	-1.8		
YR 07 Writing	96.3	97.9	1.6		
YR 09 Grammar & Punctuation	97.0	93.6	-3.4		
YR 09 Numeracy	100.0	100.0	0.0		
YR 09 Reading	95.8	96.8	1.0		
YR 09 Spelling	95.8	96.3	0.5		
YR 09 Writing	91.7	89.8	-1.9		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- Introduce Mental Health First Aid training to Deans, YLCs and eventually propose this opportunity to Oratory teachers and all staff
- Further develop the Peer mentoring program into Year 12/8
- Equip staff with Restorative practice techniques.
- Ensure a Wellbeing presence/allotment at Year 9 level.
- Give students the tools to develop their mental health, build resilience and introduce the Smiling Minds resource.

2020 was a year like no other. Managing the COVID 19 pandemic threw many of the student wellbeing goals out the window as we had to find innovative ways to manage the wellbeing of our students while they worked remotely for significant periods of the year. As a result of the remote learning periods many of our goals and intended outcomes for the year were not able to be met.

Moving our teaching online created many issues for staff and student alike. Significant amongst those was how do we cater for the wellbeing needs of our boys while they completed work online. The pandemic brought many challenges and while some boys thrived in an online environment, a significant number of our boys struggled with their work as they missed the face to face contact with their peers and teachers.

Wellbeing leaders in surrounding Catholic schools worked together to implement strategies to support the mental health and wellbeing of our boys. While the relationships between our local schools has usually been good, it was quite astonishing to see how well schools supported each other by sharing ideas and resources as we all worked together to do our best to support our students.

Achievements

The Wellbeing and Pastoral teams devised a traffic light system to help us better understand how our boys were travelling. Boys were able to indicate how they were feeling by mentioning a colour reflected in the traffic lights twice a week in their Oratory classes. Green meant all was good, Amber I would like to talk to someone, Red, I'm in need of help asap.

Oratory teachers kept close tabs on their boys and followed up any concerning issues, referring on to Year Level Coordinators (YLCs) if required. YLC's and Deans of Students (DOS) kept a close eye on the welfare of the boys and maintained communication with our parents regarding any concerns.

While teaching from home sounds like it would mean less work for staff, the opposite was closer to actuality. Following up with boys and their families would often take significant amounts of time as they could not meet face to face. The determination demonstrated by staff to continue to keep boy's wellbeing positive and parents informed was extraordinary.

A group of boys who were the children of essential workers, as well as boys who due to their living circumstances or learning support needs, had to come into school were catered for predominantly by the Learning Support and Wellbeing departments. Each day they would come into school and do their work in the library supported by members of staff to keep them engaged in their schooling.

Proactive Programs

Every year we run programs that seek to assist boys with particular Wellbeing needs from just learning social skills to high end behavioural issues with boys who are struggling to keep engaged at school. These programs still went ahead, not in their usual format but we still managed to bring boys in to school as well as run some groups online.

Student Services Case Management Meetings

Case management meetings continued to run throughout the year, chaired by the relevant Dean of Students. These meetings became critical for identifying boys who were not engaging in their schooling and identifying boys who were at risk during the day at home.

Student Leadership

Our College Captains did a remarkable job creating videos to share that would lift the spirit of the boys throughout the year. 2020 was a particularly hard one for the graduating class who ended up missing out on many of the events that are so important to a graduating student. Robert Amendola, College Captain, Adam Stone and Jacob Curry, College Vice Captains were quite simply amazing and a credit to their school and families.

Special thanks to Paul Azar and Molly Tilley, Student Leadership Coordinators, for their work with the boys.

Pastoral Team

2020 saw the introduction of Heads of Senior and Middle school known as Deans of Students. The main role of the Deans is to support the YLCs in their work with boys and our families

The Pastoral team did a remarkable job over 2020. Faced with challenges we have never faced before, the Deans and YLCs spent endless hours following up boys who were not engaging in the remote environment. Our YLCs were then faced with the challenge of settling the boys back into their learning when they returned to the College.

This posed many difficulties as they tried to work through how we manage boys who had missed a considerable amount of work or whose mental health had suffered while being made to be away from the friends and teachers.

Student Learning Conferences were completed online. Parents feedback regarding the online interviews was very positive with 95% of families requesting they continue online in the future.

VALUE ADDED

EXTRA ACTIVITIES AFFECTED

- ACC sport was not able to run
- House sport and activities at lunchtime continued when boys were on campus
- Instrumental music continued
- School productions were not able to run
- Public Speaking was suspended
- Debating was not able to run

- Future Focus at Year 10 was not run
- Camps at Years 8 & 9 and VCAL were not able to occur
- Mother and Son and Father and Son evenings were held online
- Year 9 positive relationships forum with Sacred Heart Girls' College were cancelled
- Year 12 Formal and Valedictory dinner were cancelled
- Cabaret Night was not able to run.
- Cambodia Immersion was cancelled
- Bosco Oratory Week moved to on-line with remote activities
- Oratory Program explicitly teaching personal skills such study skills, leadership, respectful relationships, resilience continued
- Chess club was not able to run
- Peer Mentoring Program - Year 7 - Year 11 did not run

STUDENT SATISFACTION

2020 Report Data from the CEMISIS surveys was not collected. Boys were delighted to get back to school after the lockdowns. Parents were also appreciative of Wellbeing staff's effort to keep the boys spirits up in the remote environment.

STUDENT ATTENDANCE

To monitor and maintain student attendance the following procedures are put in place:

- Rolls are marked in each lesson.
- Parents/guardians of a student who is marked absent without explanation by 9:30am, is sent a text message asking them to inform the College of the legitimate reason for the absence.
- Anomalies in the rolls are followed up by administration staff in the first instance. Subsequently, Year Level coordinators follow up where it is identified that a student has missed a class without explanation.
- Oratory Teachers are asked to follow up every absence. This enables them to be keep a check on all absences and use the information to ensure they have knowledge relating to the boys in their care.
- Fortnightly a report is generated compiling attendance records of students whose attendance is less than 90% (without provision of a valid reason). These students and their families are followed up to establish reasons for the absences by their oratory teacher. Students with an attendance record of less than 80% are followed up by the Year Level Coordinator.
- Each term, families are contacted by mail, where the student's attendance is reported to be less than 90%.
- A support process to raise the level of attendance is in place.
- The COVID lockdowns caused significant difficulty with ensuring boys were attending online classes. Every effort was made to communicate with families if boys were not attending their classes online.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	92.4%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.3%
Y08	94.3%
Y09	93.6%
Y10	93.2%
Overall average attendance	94.1%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	99.0%
VCAL Completion Rate	93.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	67.0%
TAFE / VET	3.0%
Apprenticeship / Traineeship	5.0%
Deferred	15.0%
Employment	5.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & Intended Outcomes

- To be fully compliant with all aspect of Child Protection Requirements.
- To provide a safe environment for all.
- To be explicit in raising understanding and awareness of every member of the community of their responsibilities related to Child Protection.
- Communication to all staff and volunteers of their legal responsibilities to the Victorian Government regulations re Child Safety and Protection.

Achievements

Administration processes were followed regarding the employment of new staff, casual relief teachers, pre service teachers and volunteers who come on to the grounds.

Complispace, continued to assist in developing a thorough audit of all Child Safety and Protection Policies. The Respect Protect Connect program ensures that all staff, students, parents and volunteers are informed of the changes to the legislation in relation to Child Protection and Safety. Staff complete their child safety compliance annually.

- All Child Protection policies were updated and made accessible on the College website and Intranet.
- Salesian College Child Protection staff and volunteer compliance program has been implemented with all adults who work in our community completing the required training for understanding the new government legislation.
- Information regarding new Child Protection practices was shared with our community online and new policies have been advertised through posters in all offices and classrooms
- Child Protection compliance training was made compulsory through the annual training of staff and instituted as part of the induction of all new staff and volunteers to the College.
- Visible reminders of expectations posted around the school.

Leadership & Management

Goals & Intended Outcomes

To review and implement professional reflection process for all staff:

- Drafted a process for implementation in 2021 which included:
- Goals setting
- Working with Professional Learning Community leaders throughout the year
- Classroom visits with feedback opportunities
- Regular and ongoing conversations throughout the year to discuss opportunity for growth and development culminating in an end of year formal conversation celebrating achievements and acknowledging areas of need for the following year.
- Introduction of the Professional Growth Portfolio - a device for teachers to record and reflect on their professional practice (including sessions they have attended, reflections, classroom visits notes/reflections, certificates and further actions to be taken. This forms a part of the annual reflection process for each teacher. It also supports teachers in the VIT record keeping process.
- A certificate system was set up for professional development. A record of attendance is taken at sessions and each teachers now receives a certificate of participation acknowledge their attendance; This can be used for VIT evidence purposes and teacher's Professional growth Portfolios.

To create a five-year staff professional growth plan:

- 5-year plan in all areas (Formation, Teaching and Student Wellbeing) was created for implementation in 2021.
- Formation focus will be accreditation to teach in a Catholic School and teach RE in a Catholic School
- Teaching focus on PBL, PrBL, Data and Literacy
- Student Wellbeing focus on getting back to basics and Mental Health.

To implement a revised staff induction process:

- Planning in progress to introduce a staff induction process that is rolled out each time a new staff member is employed, both teaching and support staff. This will also include ongoing induction through key times in the year and a feedback opportunity for new staff

Continue to explore/develop staff wellbeing initiatives:

- Researched and Secured 'Real Schools Academy' for teacher Wellbeing Partnerships for implementation in 2021.

Continue to develop high performing and cohesive teams:

- PLC and other teams continued to operate to provide support and ongoing learning during lockdown. This was done using TEAMS.

Initiate risk reporting to board:

- As part of the incorporation process, a Risk Management Framework was developed in 2020 to be endorsed by the Board in 2021. The framework incorporates a Risk Management Register.
- A Child Safety, Risk and Compliance Committee will be formed to assist the Board in fulfilling its responsibilities relating to risk, compliance and child safety.

Develop a new Building Masterplan;

- Discussion continued on intent to develop a new plan.

Achievements

New CEM Accreditation Policy implemented. A further 13 staff now accredited to teach in a Catholic school within time frame set by CEM. 1 staff member completing study to become accredited to teach RE in a Catholic school. The College is working with CTC and will be a registered centre for learning providing the Graduate Certificate of RE for Salesian staff. Participation in this course will provide the qualifications for all of our Oratory teachers to be accredited to teach RE by the end of 2022.

Salesian College set up as a Campus for CTC to run the Graduate Certificate for Religious Education. Currently 15 staff have taken up the opportunity to study in 2021 to gain their accreditation to teach RE in a Catholic school in line with CEM policy and College requirements. Course also offered in 2023

Staff Leadership Development plan

- Practices to assist with staff development including professional walks, student feedback, annual reviews, class observations were undertaken with modifications to improve the efficacy of these practices.
- Professional Practice Sessions included a focus on Formative Assessment.

Staff Development 2020

Introduction of Salesian College **Professional Growth Practices** (Based on the Australian Charter for the Professional Learning of Teachers and School leaders). This outlines the College's expectation that all staff are continually improving their professional practice in the areas of Catholic and Salesian Formation, Teaching and Learning, Student Wellbeing and Personal Professional Growth

The introduction of the **Professional Growth Portfolio** - a device for teachers to record and reflect on their professional practice (including sessions they have attended, reflections, classroom visits notes/reflections, certificates and further actions to be taken. This forms a part of the annual reflection process for each teacher. It also supports teachers in the VIT record keeping process.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

The total expenditure on teaching staff professional learning was \$47 813.

Due to COVID 19, external Professional Development opportunities were limited.

All staff were engaged in the required OH & S training modules. Teaching staff were involved in College run Staff formation sessions and a significant number of staff were involved in Problem Based Learning sessions.

Support Staff undertook appropriate additional OH & S training.

Number of teachers who participated in PL in 2020	102
Average expenditure per teacher for PL	\$468

TEACHER SATISFACTION

2020 saw the postponement of the CEMSIS survey where data is usually drawn for staff satisfaction.

Due to the unusual circumstances, staff were not on campus for most the year.

PLC groups met weekly to catch up and check in with each other. Wellbeing was a focus.

Specifically, the graduate teachers and new teachers to the College were checked in on a regular basis to help them remain connected which they really appreciated.

Care packs were also sent home which staff really appreciated.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.1%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.1%
Graduate	51.1%
Graduate Certificate	4.5%
Bachelor Degree	87.5%
Advanced Diploma	12.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	95.0
Teaching Staff (FTE)	90.2
Non-Teaching Staff (Headcount)	52.0
Non-Teaching Staff (FTE)	44.4
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

- Support staff engaged in delivering teaching and wellbeing programs to students remotely
- Provide enrolment guidance to families virtually
- Strengthen community connection to support students through remote learning
- Transition the re-enrolment process to online
- Prepare a strategic plan to guide future marketing efforts

Achievements

In early March 2020, the Development and Marketing (D&M) Department were putting the finishing touches on the 2020 Hall of Fame event, with record attendance numbers. But that soon altered. In what seemed like overnight, the world was catapulted into enormous change, uncertainty and the need to rapidly adapt to the immediate environment as a consequence of the COVID-19 pandemic. The mission of the D&M Department was to support staff engaged in delivering teaching and wellbeing programs to students, provide enrolment guidance to families, maintain open communication and strengthen community connection to support students through remote learning.

Supporting 'Continuity of Learning Plan' messaging was important as we engaged with our community through a rolling 'COVID-19 Updates' blog thread, transitioned events and videos online and shared stories that echoed the power of community and the value of a collective approach. A 'Continuity of Learning Plan' infographic suite was developed, to support staff in communicating virtual classroom expectations, and ensure student wellbeing.

As the first Catholic school who transitioned to virtual online Monday tours, action was quickly taken to ensure families were best guided. At each virtual tour, College Tour Guides provided support in sharing their student experience. Our Information Evenings for Future Families were also run virtually, providing families with the opportunity to develop a high-level understanding of the College's values and educational approach.

With events unable to take place on campus due to COVID-19, in 2020 the department sought input from student leaders, Tour Guides, staff and alumni in developing tailored videos. These videos included our Mother's Day and Father's Day virtual events, Legacy Event, Anzac Day commemoration, Don Bosco's Oratory Week Ceremonies, Solo Music Competition and Virtual Visual Arts Show. The College also partnered with leading mental health expert Dr Jodie Richardson in developing a video resource to support students experiencing anxiety during COVID-19. Providing parents, students and alumni with the opportunity to contribute to these videos ensured the College maintained strong community connections throughout remote learning. Mother's Day and Father's Day gifts were mailed to our parent community, in lieu of our traditional on-campus events.

Our Year 8 Father and Son Evening and the Year 7 Mother and Son Evening were both run virtually. These events continue to be a highlight for the College, with strong attendance and participation numbers recorded at both of these virtual events.

Learning Conferences were run virtually in 2020, providing parents and students with a vital opportunity to share their experiences of remote learning, and gain feedback on student learning. The move to virtual Learning Conferences was extremely well received, with 95% of parents/guardians reporting that the virtual format was a positive emerging practice that they would like to see continue.

While Primary School Programs could not run in 2020 due to COVID-19, the College continued to maintain communication with Catholic feeder schools to ensure effective and productive relationships continued to grow.

In 2020, our Parents' Association purchased gifts to demonstrate parent gratitude towards College staff for supporting students through remote learning. While most events the Parents' Association traditionally contributes to were cancelled due to COVID-19, the PA was able to welcome our new Year 7 parents to the College community at our Year 7 Social Night in February.

The College continued its partnerships with local community groups including the Ashburton Soccer Club and Acceleration Melbourne. These partnerships give the College greater presence in the wider community through advertising and promoting the College in local newsletters.

Virtual resources were developed to support parents in accessing remote lesson plans via our Parent Access Module (PAM). Parents were also encouraged to download the SIMON Everywhere App, to allow parents to quickly and easily access all information relating to their sons, such as reports, grades and attendance. 2020 also saw the introduction of electronic re-enrolments, streamlining the re-enrolment process for families. Feedback received on the introduction of this new process was positive overall.

Our students had the opportunity to engage with community charities including St Vincent de Paul and Caritas, host clients from the Oakleigh Centre (Connections Group) and raise money for the Salesian Missions through our virtual Don Bosco's Oratory Week fundraising event. Over \$4,000 was raised for the Salesian Missions in Cambodia through this fundraiser.

We have maintained positive professional relationships with Australian Catholic University and Monash University, and we are developing strategic relationships with local businesses and key suppliers. These relationships are fostered through favouring Australian Catholic University in facilitating 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.

College communication was vital in maintaining connection with our community in 2020, and was once again favourably received. Communication was maintained through our online fortnightly blog, social media, direct emails and print publications. "By consistently communicating the healing message of 'You're not alone', the Salesian community has demonstrated empathy that has helped to guide us throughout the year", a parent acknowledged.

Production of the bi-annual alumni Griffin magazine is a communication touchpoint with past students that continues to develop and connect past pupils with the College's present day. This high circulation magazine highlights past students who have achieved extraordinary life and/or professional success, who act as role models for current and past students to aspire to and leverage industry opportunities.

Communication is further supported by cost effective targeted Facebook, Instagram and Google advertising campaigns (to key potential demographic areas), real estate boards, the College Annual as well as the electronic communications sent out by the College daily.

The Department made a concerted effort to ensure we communicated with the wider community through our advertising presence in:

- Catholic Schools Guide
- Herald Sun Newspaper
- Education Week Lift Out (Herald Sun Newspaper)
- Dux Magazine (Leader newspaper)
- Billboards
- Real Estate Folders
- Independent Schools Guide publication
- Secondary Themes Education publication

VALUE ADDED

Programs as mentioned above continue to foster strong relationships within the College and within the wider Community. Participation at events continues to grow and feedback indicates that all groups including parents, staff, students and members of the wider Community feel the extra-curricular activities offered by the College are greatly valued.

PARENT SATISFACTION

Parent reflections

"I'm sure there were no lesson plans for a pandemic. There was no reference point, nothing to draw on. However, by consistently communicating the healing message of 'You're not alone', the Salesian community has demonstrated empathy that has helped to guide us throughout the year. In a year that no one could imagine, a strong community spirit has been evident in the way the teachers and staff at the College have supported the boys and their families. On the other side of the storm is the strength of having navigated through it. Hopefully, we will also take the lesson of appreciating some of the things that we may have taken for granted - the company of others, the mateship, joyful conversations and the strong hugs."

"I would like to thank all Salesian teachers for connecting with the boys and engaging with them, so that they continued to thrive and learn without feeling discouraged or disconnected. Thank you for Salesian's support and dedication to our boys"

"Having lesson plans on SIMON is a great innovation and will greatly assist students and parents through the next remote learning experience. It is heartening to see that feedback is listened to and acted upon. Great work!"