Salesian College
SUNBURY

Salesian College
Sunbury

2021
Annual Report to the School Community

Registered School Number: 1299

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Minimum Standards Attestation

I, Mark Brockhus, 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 2021 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 Schools.

28/03/2022

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

Salesian College Sunbury is an inclusive and welcoming Catholic Faith Community in the spirit of St John Bosco. We take pride in our unique heritage and environment. We value engagement and excellence in learning for a life committed to making a difference in the world.

Central to these values is an unequivocal commitment to fostering the dignity, self-esteem and integrity of young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

We are a welcoming COMMUNITY that fosters an atmosphere of joy and optimism.

We strive for engagement in LEARNING for which we are collectively responsible.

We promote the pursuit of EXCELLENCE in all aspects of life.

We are inspired by our FAITH to serve others and develop as resilient, thoughtful and caring citizens of the world.

Together, they form CLEF. A CLEF is, quite simply, a KEY... that opens doors to opportunity. We believe that a key is a fitting symbol for a vibrant school like Salesian College. We believe our four keys open the gateway to an exciting and meaningful educational journey.

At our school, CLEF is the key.

"A Faith Community committed to Excellence in Learning"

College Overview

History

Salesian College Sunbury is the oldest Salesian educational foundation in Australia, having become a registered Victorian school in 1929. In the early 1990s, it was transformed from a secondary boarding and day school for boys to a modern, Year 7 to Year 12 co-educational College for children from Sunbury and the surrounding area.

Throughout our history, the school has educated students to contribute to a society based on Christian principles. We strive to be examples of St John Bosco's living charism, fostering the growth of the whole person in an atmosphere of reasonableness and kindness. John Bosco was not born a saint; he became one through the way he responded to the inspiration of God and the challenge of his particular time and place in history.

Present

Salesian College Sunbury is a co-educational school providing quality education in a community of faith. Our culture embodies our values of excellence and academic rigour, discipline and dedication, integrity and honesty, religion and generosity of spirit.

Our supportive and nurturing environment encourages a style of relationship that recognises and celebrates the unique gifts and talents of every student. We are an innovative and caring community of learners committed to making students strive in life.

In our vibrant learning community, students are encouraged to explore and develop their talents to the fullest and aim for excellence in all endeavours.

Our classrooms integrate technology so that learning is engaging, stimulating and helps students to become lifelong learners. The curriculum offers a balanced and challenging study of all Key Learning Areas in Years 7 to 9 [Savio Campus], an integrated learning program with a focus on Agriculture at Year 9 [Mazzarello Retreat].

There is the opportunity for students to study a wide range of courses and pathways in Years 10 to 12 [Bosco Campus]. Our curriculum means students can choose subjects including VCAL options. There is also a range of extra-curricular activities on offer.

We aim to engender in all of our students a passion for life-long learning and a deep understanding of the importance of education in their lives. Our dedicated teachers encourage and challenge students to develop independent and group learning skills. They are always ready to help students at any time and are highly respected in their field.

Principal's Report

It is my pleasure to once again present the Salesian College Sunbury Annual Report for 2021, highlighting our key milestones and achievements for the year. The College continues to draw inspiration from our founder, Don Bosco, and the Salesian charism, in all areas of College life. We seek to fulfil the Salesian charism by providing an environment for young people that is both welcoming and inclusive.

Providing a safe environment for learning has been the major focus of the College over the last 12 months. The worldwide pandemic saw the College move to remote learning for much of 2021. Despite the challenges faced, the College continued to put students at the centre of all decision-making, with a great deal of emphasis placed on student well-being and providing opportunities for them to remain connected through remote activities such as assemblies, performances and House challenges. It was pleasing to receive regular positive feedback from staff, students and parents that the College's efforts to maintain connection were appreciated, as evidenced by internal and external survey results.

Alongside the incorporation of the College Board in 2021, the completion of the 2017-2020 School Improvement Plan (SIP) provided the new Board the opportunity to participate in School Review and thoroughly assess the College's progress over the previous four years and to chart a new course for sustained success. The review, undertaken under the leadership of Mrs Jan Hayes, provided a resounding endorsement on the College's efforts and achievements across all five School Improvement Spheres:

"The climate is optimistic and rich in opportunities for students and staff. Salesian College is realistic in considering its demographic context, appreciative of its unique location and consequent possibilities, knowledgeable about families and committed to maximising the strength of educational opportunities tailored to each student through affirming and enhancing teacher capacity."

The experiences of 2020-21 have affirmed the strength of staff individual commitment and teamwork, and have influenced reconsideration of the pace and priority of implementation of agreed strategies. The College recognises the critical importance of both planning and consultation to embedding educational improvements. Consequently, leadership has ensured coaching of staff is a priority and emphasised specific agreed focus, for example, student agency and support.

The Salesian Community of religious on site provides valued support to the spiritual life of the school, the well-being of students and the recently refreshed team responsible for Catholic Identity, Faith and Religious Education. Staff formation and increasing the number of staff accredited to teach in a Catholic school is a significant priority in the coming years. The College is firmly committed to strengthening its Catholic Identity, recognising the importance of explicit, consistent and informed articulation of the Catholic context and values and the Salesian charism as anchors for this educational community's decisions and actions.

The introduction of new staff leadership roles in 2021 has helped emphasise stronger links between learning and well-being in leadership. Central to this has been the introduction of Oratory, a daily 40 minute opportunity to embed the key concepts of positive education as well as to drive student growth conversations regarding learning. Whilst challenging to develop authentic relationships during remote learning, Oratory is a key driver to improving student learning outcomes and maintaining the College's already strong pastoral support program.

College enrolments continue to grow exponentially alongside the growth in Sunbury and the surrounding Macedon Ranges. With the growth in numbers comes a broadening of the College's diversity, most notably in the area of diverse learning needs. With a rising population of students funded under NCCD, the College continues to look for ways to make the curriculum accessible to all students in order to achieve success. With respect to the provision of facilities to support this growth, the College has been fortunate to receive generous support from the Victorian State Government for the construction of a STEAM Technology Precinct ($7.5m) as well as a Community Sports Pavilion ($5m), both due for completion in 2022-23. Masterplanning is now well under-way as the College looks to develop a second campus by 2026-28, providing room for further growth as well as further opportunities for broadening student learning pathways.

We are proud of the achievements we have made together during 2021 despite the challenges presented by COVID-19 and remote learning. Rather than seen as a set-back, the College embraced the opportunity to develop new platforms for learning and to become proficient in the use of these new hybrid technologies. We look forward with promise to what we can achieve together in 2022 to leave a lasting positive impact on our students and the wider community.

Mark Brockhus | College Principal

College Board Report

Salesian College Sunbury incorporated and completed a very successful first year as a company limited by guarantee. The inaugural Board of Directors focused on the College's strategic vision; delivered on its commitment to support the Principal, leadership and staff deliver innovative learning for students; developed governance to a high level with the intention of providing a safe, inclusive and modern school; undertook Board induction; participated in Salesian immersion training; arranged learning presentations from staff to better understand the College's pedagogy; established Board Committees for Child Safety, Finance and Audit, Risk and Compliance, and Masterplanning; commenced masterplanning for the sporting precinct and sports pavilion, and second campus; considered the College's 20 years demographics and forecasts; approved solid financials and budgets to deliver a dynamic learning environment; and confirmed all efforts are focused on the College's mission of a faith community committed to excellence in learning.

Your Board is extremely proud of the achievements of the College during 2021, and believe that foundations are being build to deliver a dynamic and successful learning environment for students and staff. We look forward to 2022 and realise that our path of continuous improvement will continue to deliver a successful learning environment.

Education in Faith

Goals & Intended Outcomes

- To continue to strengthen the Catholic culture and Catholic identity of the College for all its members.
- That understanding and appreciation of being a member of a Catholic Salesian school community is deepened for staff, students and parents.
- That student, staff and parent engagement in the Education in Faith program of the College is continually reviewed and improved.

Achievements

Catholic Identity:

- The eighth consecutive year of the publication of the College Liturgical Calendar, with ongoing expansion and development across all year levels to include the celebration of Eucharist on a class-by-class basis as well as year level and campus liturgies on a cyclical basis.
- Celebration of Campus Feast Day Masses for St John Bosco (Years 10-12), St Dominic Savio (Years 7-8) and St Mary Mazzarello (Year 9) with associated activities. This includes the incorporation of a community focus element and the presence of visiting Salesians of Don Bosco (SDBs) and the Salesian Sisters (FMAs).
- Salesian Strenna theme for 2021 'Moved by hope: "See, I am making all things new" (Rev 21:5) professionally developed and workshopped with staff, explicitly taught across all year levels from Years 7-12, liturgically celebrated with both staff and students throughout the year, and regularly commented on to the college community via the College Newsletter.
- Religious Education course outlines continued to be reviewed and rewritten to incorporate contemporary pedagogy, the use of rubrics for learning, and the "re-contextualisation" of the learning narratives in Religious Education. Consultation with Mark Shafton from the CEM was also undertaken here.

During 2021 fundraising was offered to support the following Charities with a grand total of $9300 raised.

- AUSTRALIAN SALESIAN MISSIONS
- CARITAS AUSTRALIA
- CATHOLIC CARE
- CATHOLIC MISSION
- DON BOSCO TECHNICAL SCHOOL PHNOM PENH
- JOSEPHS CORNER
- Mackillop Family Services
- Salesian Sisters Province
- ST VINCENT DE PAUL

- THE CAGLIERO PROJECT
- VincentCare Victoria
- Indigenous Immersion - Cape York Community Project

Student Activities:

- Sixth consecutive year of the appointment of two senior students to the college student leadership role of Faith and Justice Captains.
- Sixth consecutive year of the appointment of two junior student leaders to the student leadership role of Liturgy Captains.
- Faith and Justice Captains involved in Leadership development days supported by the College Student Leadership Coordinator
- Student attended an online celebration of the annual Catholic Education Week St Patrick's Day Mass
- Students attended an online launch of LENT and the Project Compassion campaign offered by Caritas Australia.
- Student participation at Community Mass: Cantors, Musicians, Readers.
- 2021 OzBosco held online, offered for students to attend.
- Integration of the Social Justice Advocacy and Liturgical Celebrations within the Oratory Program.

Staff and Professional Development:

- The ongoing collaboration between the Assistant Principal Catholic Identity and Religious Education Learning Area Leader (curriculum focus) to lead the Education in Faith sphere of the college.
- Fifth year of conducting an intensive one-day Salesian charism immersion program for new staff to the college.
- Staff professional development conducted internally in the area of faith education across all four terms.
- Ongoing support of staff to Gain and Maintain accreditation to teach RE and Lead in a Catholic School.
- 5 part series of Professional Learning offered to all staff for accreditation purposes on the Gospel of Mark offered by Fr Frank Moloney sdb.
- Full day staff faith day led by MACS on the concept of 'Prayer' - hours were also credited towards accreditation.
- After school Professional Learning offered for all staff on the '10 Characteristics of Prayer' - hours were also credited towards accreditation.

VALUE ADDED

- Year 12 Retreat Day on the topic of 'Relationships and the 2021 Strenna' offered for all students off site at Amberley Retreat Centre, Lower Plenty.
- Year 11 Retreat Day on the topic of 'Servant Leadership' offered online for all students.
- Year 10 Reflection Day on the topic of 'Respectful Relationship: Life, Love and Me' offered on site for all students led by the organization Real Talk.
- Inaugural 10-day Senior Student Indigenous Immersion to Cape York and the Great Barrier Reef. 25 students and 2 staff attended. A total of $6410.05 was raised through fundraising to support the community outreach project.
- Daily Prayer provided on Schoolbox to be shared during Oratory on a daily basis.

OTHER PROGRAMS AND EVENTS

Feast Day

Throughout the course of the year, campus Feast Day Masses were held to honour the patron saint of each campus.

Following the celebration of the Eucharist, each campus participated in an afternoon of activities to celebrate the occasion.

Social Justices Initiatives

The profile of social justice within the College continues to grow and foster both staff and student active involvement.

The Annual Lenten Fundraiser Project Compassion continued to be a focus in Term 1 for fundraising.

Where possible when onsite during the year each House worked to support their House Charity via Advocacy and Fundraising.

During Term 4 the College held a Christmas Drive to collect sanitary and toiletry items. A total of 120 Salesian Dignity Packs were created which included a variety of items needed for those living on the streets or needing a hand up. These Packs were collected by St Vincent de Paul and distributed to those in the local community.

Learning & Teaching

Goals & Intended Outcomes

Our goal for 2021 was to support students in the return to onsite learning through continuing to embed student-centred pedagogies in our classrooms.

Intended Outcomes

- Improving the use of data to inform differentiation and identify areas of specific student need arising from remote learning.
- Embedding deeper learning principles as we develop engaging and innovative curriculum.

Achievements

2021 began with hope that the extraordinary experiences of 2020 were behind us, and that we could take the lessons learned from remote learning and integrate them into a new and better "normal" upon our return to onsite learning. However, a full term of onsite learning was not to be in 2021 and we were forced to adapt once again to constantly changing circumstances.

As the year progressed, the importance of wellbeing to learning was increasingly evident. The College responded to regular feedback to adapt learning programs and structures, including changes to the daily timetable during the period of extended lockdown and adjustments to reporting and assessment cycles.

The focus on strategic improvement was maintained through the introduction of a new coaching program for all teaching staff and the creation of a working party to explore alternative curriculum models focused on greater student agency and engagement. We look forward to these endeavours bearing fruit as we emerge from our remote learning experiences in 2022.

- The continued delivery of effective online lessons via Teams during the extended periods of remote learning.
- The continued use of Schoolbox to provide detailed lesson plans and resources for all classes, enabling all students to maintain continuity in their learning.
- High levels of student and parent satisfaction with the implementation of remote learning, as demonstrated by survey responses throughout the period of remote learning.
- Developing a return to onsite learning program for Years 7 and 8 students, focused on rebuilding the relational skills needed for positive classroom cultures.
- The introduction of a tutoring program to support students who had not progressed as expected during remote learning in 2020.
- The introduction of a SOUL Yr 10 Religion stream focusing on improving student participation in and ownership of College liturgies.
- Refining our use of online forums to engage parents through important events such as parent teacher interviews, parent information evenings and subject selection evenings.
- The Introduction of individual mentoring between each student and their Oratory Leader through the "growth conversation" cycle, as well as a Years 7-12 Careers program delivered through Oratory sessions.

- Implementation of a new leadership structure with the introduction of Learning Coaches focused on developing high impact teaching practices. This involved the use of the "impact cycle" focused on individual teacher goal setting and rigorous collection and analysis of evidence of teacher impact.
- This also involved the creation of new learning-focused director roles: Directors of Learning for Savio and Bosco campuses respectively, and a Director Staff Learning. These positions are designed to directly impact the quality of learning and teaching in the classroom.
- The appointment of a Literacy and Numeracy leader with a focus in 2020 on improving the College's Numeracy and BOOST Literacy intervention classes.
- The development of an elective program for core subjects at Yr 9: English, Humanities and Science. This involved a curriculum development that involved strong student voice, including surveys and student panels providing feedback on the design of student-centred projects.
- The application of deeper learning principles (learning that is meaningful, authentic, active, relational, responsive and complex) to curriculum review and development.
- Establishing a Savio Working Party to investigate future curriculum models focused on building greater student agency and engagement. This involved researching innovative curriculum models in several schools, as well as conducting research into student and parent opinions regarding potential future curriculum structures.
- The introduction of a case management system for Learning Diversity students receiving in-class assistance.
- Improved VCE data analysis and moderation procedures.
- The development of an Integrated Projects curriculum for Yr 10 VCAL classes, with a focus on extended projects with real world applications.
- Planning for a new technology precinct, including a world-class STEAM centre, a new Food centre and a refurbished Materials and Design Centre.
- Completion of the revitalised "Patch" precinct with a focus on horticultural production.

STUDENT LEARNING OUTCOMES

The College introduced adaptive PAT testing to identify areas of student needs and to compliment our use of NAPLAN as a measure of student growth over time. NAPLAN tests suggest that relative growth in Reading and Numeracy is highest in the 10th percentile of achievement (and also in the 90th percentile for Reading), demonstrating the effectiveness of our literacy and numeracy interventions.

NAPLAN growth measurements are impacted by the withdrawal of a quarter of the Yr 9 cohort into the Yr 9 Retreat program in Term One each year. Retreat students are completely immersed in the program and therefore do not participate in standard timetabled classes during this time. While this instructional gap is made up for in additional literacy and numeracy classes throughout the year, there is an impact for some students on performance in NAPLAN testing in early May.

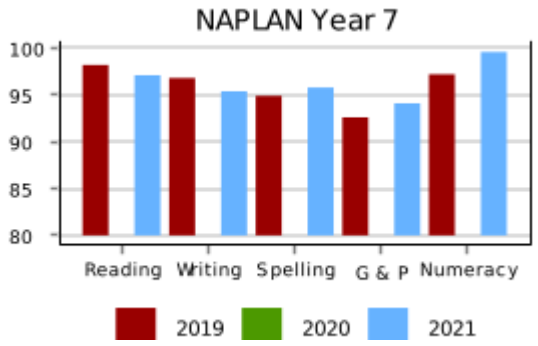
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.9
Year 9 Numeracy	570.4
Year 9 Reading	563.1
Year 9 Spelling	572.5
Year 9 Writing	534.9

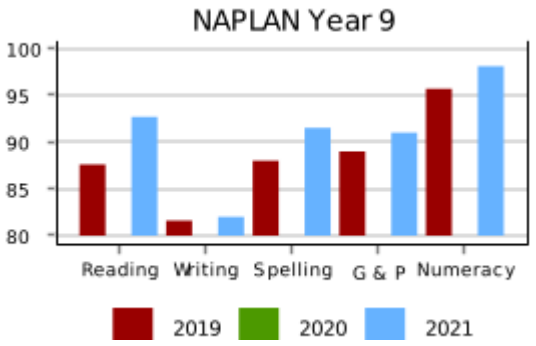
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	**2019 %**	**2020 ***	**2019 – 2020 Changes ***	**2021 %**	**2020 – 2021 Changes ***
YR 07 Grammar & Punctuation	92.6	-	-	94.1	-
YR 07 Numeracy	97.2	-	-	99.6	-
YR 07 Reading	98.2	-	-	97.1	-
YR 07 Spelling	94.9	-	-	95.8	-
YR 07 Writing	96.8	-	-	95.4	-
YR 09 Grammar & Punctuation	89.0	-	-	91.0	-
YR 09 Numeracy	95.7	-	-	98.1	-
YR 09 Reading	87.6	-	-	92.7	-
YR 09 Spelling	88.0	-	-	91.5	-
YR 09 Writing	81.6	-	-	82.0	-

* 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

Goal:

- Student wellbeing and Student Safety continue to improve.

Intended Outcomes:

- PD all staff on mental health issues and how to support the students.

Achievements

- Strategies, process and avenues of communication during Lock down
- Through the review process, implemented a new House Assistant Role for 2021- to support Student Wellbeing
- Modified and improved format for Student Management Guidelines - to support Remote Learning, reflected this on the Learning Management System- SchoolBox
- Held a Leadership Training Day for all Savio & Bosco Campus Leaders
- Greater involvement of Student Wellbeing Team in the direction of Pastoral Care Program within the College- post returning to school after periods of lockdown. This supports the College's action to continue to develop and implement a Pastoral Care Program to meet the needs of students- this program was mainly on Teams during Lock down.
- Wellness Teams continued to put articles on Teams page for students to access information regarding how to look after their wellbeing during Lock down
- Continued to have the Student Hub as a central point for parent and student interaction: greater parental interaction with College Nurse and Student Hub Coordinator.
- Community links established through offerings via Teams for parents during Remote Learning On:, Patent Forums on how to keep their child safe online during Remote Learning, how to support the Wellbeing of young people during lockdown, links and articles from Headspace and Be You were frequently sent out to families to support young people (and adults) during lockdown.
- College continued to run its Sexuality Program facilitated by Elephant Ed online via Teams whilst students were on lockdown.
- Continued public recognition of celebration of student achievement: Student achievement acknowledged through the following ways, please note some of these were done remotely, filmed and live streamed to students, staff and families, others happened at the College with reduced audience and live streamed
  - CLEF award presented each year to a person in each Year Level.
  - Annual Campus Award for one person at each campus for achievement in all aspects of CLEF
  - Presentation of Long Tan Leadership Award to a Year 10 and Year 12 Recipient
  - Rectors Award Presented to a Year 12 student per House at the Year 12 Final Day

- 'Certaintes Award' Presented to a Year 12 male & female student - student nominated at the Year 12 Final Day
- End of Term House Awards: House Spirit and Homeroom Awards
- Continued the recognition of student achievement through use of the 'Recognition' on SchoolBox

- Youth Worker at Year 9 Retreat Program touched based with all students remotely during lockdown
- Wellness team touched based with ALL at risk students F/N during lockdown- more frequently if needed
- Incorporated a Student Wellbeing presentations at staff Professional Learning- remotely to support student wellbeing
- Child Safety: see initiatives in Child Safety section of the Report.
- Student Wellbeing Policy aligned to Student Management and Justice Guidelines.

VALUE ADDED

- Wellbeing Team member upskilled in Student Attendance (school refusal) through RCH and Orygen- implemented quicker response to potential school refusal. Close work with House Leaders in this area. Immediate Case Management of students who show poor attendance rate was enhanced during lock down
- The work of Wellness Team, and House Leaders in supporting student during lockdown
- Whole school College Assemblies at the end of term facilitated by students via live streaming
- Workshops to support our Year 8, 11 & 12 Cohort through Elevate continued through lock down
- Held two sessions throughout the Year for all new Year 8-12 students to the College
- Lunchtimes activities were offered during lock down
- Community Connections initiatives such as Bolt for Gold, Trick Shots, Bake Off were introduced during lockdown
- Music groups: Chamber Choir, Pop Choir, Symphonic Band, Jazz Ensemble all continued during Lock down
- Camps and trips conducted at various year levels post lock down- Year 9 Retreat, and Outdoor Education
- Opportunities for our College Student Leaders to reach out to students during lockdown via the College's social media, and live streamed events

- Music, Arts, Dance and Drama special performance day (MADD Day)- done remotely and lived streamed
- Feast Day Activities: Swimming was able to be completed.
- Student Voice was promoted in reference to activities during Remote Learning.
- Kindness and Connection Days held on return from Remote Learning: Year 7 full day, followed by Year 8 full day
- Breakfast and conversation introduced for Year 12s on return from lockdown

STUDENT SATISFACTION

School Review Comments on Student Satisfaction:

CEMSIS data, supported by feedback from all focus groups, indicates that teachers have high academic expectations for all students and encourage and support them to do their best. Teaching at the point of need, focused use of the rubrics developed by the college and scaffolding student learning will further improve student confidence in their ability to achieve.

Students and parents report that teachers are friendly, approachable and supportive.They endeavour to make lessons interesting and engage students in a range of collaborative and independent activities; this has been bolstered by the introduction of Project Based Learning at Years 7 to 9, already affecting positive student engagement and promoting individual learning growth.

STUDENT ATTENDANCE

The College recorded all attendance on SchoolBox for Homeroom and each period of the day. Reminders are sent to staff regarding the importance of maintaining correct records. The Attendance Officer sends out an SMS message to the designated parent/guardian, when the daughter/son is absent from Homeroom and the reason is marked as 'unexplained'. Parents are expected to respond to the SMS via text or a phone call. A daily report is then generated and it is given to each Homeroom Leader to seek clarification of any 'unexplained' absence the following day. Daily reports are returned to the Attendance Officer. This process continued during lockdown.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	84.9%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	90.9%
Y08	90.7%
Y09	89.5%
Y10	89.6%
Overall average attendance	90.2%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	89.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	58.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	10.0%
Deferred	11.0%
Employment	8.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & Intended Outcomes

Goal

Salesian College Sunbury places the highest priority on the care, safety and wellbeing of children and young people. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety). Central to this is an unequivocal commitment to fostering the dignity, self- esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

Intended Outcomes

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

1. The development of policies and commitments

- Continued to support a Child Safety Commitment with membership of Staff (teaching and non-teaching), Students, Clergy, College Board Members. This committee was charged with going beyond the requirements of putting in place process, policies, moving to a focus on organisational culture and platform the ensured the College embed child safety.
- Following policies reflect some of the College's commitment to child safety:

- Child Safe Policy/Statement of Commitment
- Code of Conduct
- Processes for responding to and report suspected child abuse, such as Mandatory Reporting and PROTECT protocol.
- Reportable Conduct Scheme

- All policies reflect collaboration and input from students, parents and non-staff, non-teaching staff - this was facilitated by a comprehensive survey targeted at the particular audience.
- All policies reflect collaboration with community groups where appropriate, and are compliant with ministerial order guidelines
- Reviewed the Inclusion Policy in 2021
- Ongoing schedule of meetings for the Child Safety Committee until September 2019
- Commitment to do the Child Safety Survey annually
- Commitment to upskill all staff of Child Safety and related aspects
- Updated a Student Management Guideline A3 Poster for the Student Body - displayed in each classroom
- Visual Child Safety material place in high traffic areas within the College- 'Who to see at Salesian; "PROTECT' 4 steps for Critical Incidents.
- Student Safety Survey completed by all students in the school

2. Training and awareness strategies:

As the process of child safety began the Child Safety Commitment were committed to awareness raising, professional learning for staff, input from students.

Ways in which we achieved this were:

- Newsletter Articles from the Principal and Deputy Principal to enable parent's/community members to remain informed
- Articles in the Student News
- Topics presented at College Campus Assemblies, Year Level Assemblies and Whole School Assemblies
- Presentation to College Board
- Professional Learning and awareness raising for teaching and non-teaching staff on the following topics:
  - Reporting Obligations: eLearning Module
  - Consultation with all staff on Code of Conduct
  - Presentation of final Code of Conduct commitment and agreement to the Code of Conduct by all staff. This was done at staff meeting and then facilitated by use of Care Monkey
  - Consultation with all staff on related policies, followed up by formal presentation of Child Safety Policy, Reporting Obligations
  - Presentation to all staff on the Reportable Conduct Scheme

- Professional Learning to staff regarding how to implement Child Safe Policy whilst on remote learning.
- Articles and policies on the Website: Child Safety Policy, Reporting Obligations, Code of Conduct, Child Friendly Version of Child Safe Standards

- Reiteration to student body regarding current policies and process that supported Child Safety (for example the Anti-Bullying Guidelines) - continuous reminders to students about how to be safe online, especially during remote learning. Posts put up on Schoolbox frequently with links to support services at the College and external

- Students at risk of breach of Child Safety (family environment) were contacted each week by Wellness staff re their safety and invited to work in at the College during the lockdown periods

- All students were exposed to a Child & Young Persons Child Safety Awareness Assembly presented by Deputy Principal Students. Content included: who to seek out for help, awareness of child-friendly child safety policies, expectations of staff, responsibilities for students, sexting, sexual consent.

- Implemented the Respectful Relationship / resilience Curriculum within the Oratory Program, use of Positive Education and other Wellbeing tools
- Standards of Behaviour for students attending Salesian College put on the Website, LMS, and in each classroom: A3 Poster.

3. Consultation with Community:

As the process of child safety began the Child Safety Commitment were committed to consultation. A significant amount of time and varied approaches provided consultation with the Community. At Salesian College we refer to community when we think of the following who are involved in our school: parents, volunteers, contractors, local parish, the Rupertswood Sports Association, the College Board, students, staff and prospective families.

Some ways in which we did this were:

- Newsletter Articles inviting community to have input and comment on proposals
- Newsletter Articles reminding community of the College's Child Safety Commitments
- Professional Learning sessions with staff - especially linked to online learning and communication with students
- Communication with students via Schoolbox posts re expected behaviors online through Teams, and how to protect themselves online

4. Human Resources practices:

Significant work continues to establish streamlined processes in relation to Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel; and to identify and remove risks of child abuse. Significant work also went in to be more explicit with our expectations of staff, volunteers and contractors.

Some of the ways we achieved this were:

- Induction of staff process where all Child Safety Policy were presented, explained, understood and signed off by new staff
- Log of Volunteers and Contractors
- Education and Information sessions held the HR team with all Contractors and Volunteers
- Through ARMS, Child Safety is discussed with ancillary staff
- All Job descriptions having a clear Child Safety Component, including requirement, duties and responsibilities regarding child safety
- All employee contracts having a Child Safety Component, including requirement, duties and responsibilities regarding child safety
- All reference checks have a question regarding Child Safety
- All records for staff centralised and streamlined: working with Children, VIT registration
- Initial investigation of online induction and online refresher courses for all staff, volunteers, contractors in relation to Child Safety
- Introduced a more streamlined approach to monitoring visitors coming into the College.
- Moved to an online portal to support all PL and accreditation in Child Safety - Compilspace

Leadership & Management

Goals & Intended Outcomes

Salesian College Sunbury has a Leadership and Management function that is driven by continual improvements to all aspects of College life whilst maintaining a focus on servant leadership inspired by the charism of St John Don Bosco.

Our goal was to empower all staff to professionally grow as a way to build collective capacity

Achievements

A great deal was achieved in the area of Leadership and Management

- Leaders in the College practised collaboration, creativity and innovation by empowering each other and their colleagues in careful resource management to ensure a positive learning environment for our staff and students.
- Staff were given the opportunity to continue to learn and grow, and to receive feedback to assist their ongoing development.
- Learning Area Leaders continued to meet regularly especially in Professional Learning Communities where they worked collaboratively sharing data and teaching strategies to improve student learning outcomes.
- Data was gathered and reflected upon regarding staff development and the coaching program.
- The move to remote teaching and learning, a blended professional learning program focused on staff participation in consultation, feedback and evaluation. Areas included:

1. Project Based Learning
2. Remote Teaching & Learning
3. Positive Education and Wellness

- All POLs participated in a 360-degree feedback review process. Each leader articulated their individual leadership goals as well as ensured that their team goals were aligned with the College Strategic Improvement Plan 2017-2020.
- Updated and developed new College policies, procedures and work practices to ensure necessary compliance and legal obligations.
- All staff were briefed on the Reportable Conduct Scheme as part of ongoing education around Child Safety.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2021
In 2021 teachers continued to engage in professional learning aligned to our college values. Our missions to be a student-centred school was captured in many of the professional learning experiences that were understated by staff. While school began onsite and we were able to offer some professional learning in person, lockdowns and remote learning opened up new

avenues for teachers to peruse professional learning in a virtual environment. The college recorded 1616.25 hours of approved professional learning for teachers in the college.

2021 saw a change in Leadership structure, with many new leaders joining the POL group. As a result, professional learning was offered both internally and externally, and centred around supporting leaders in understanding their role as a leader and building their capacity to lead their teams. The change in leadership structure provided a greater emphasis on supporting teachers with the introduction of Learning Coaches. This group of middle leaders (10 leaders) engaged in professional learning from Instructional Coaching Group and trained members of staff to upskill in this area. Salesian College Sunbury also continued to imbed Positive Education, with leaders and teachers engaging in several virtual professional learning sessions to support the introduction of the Oratory program. This professional learning supported teachers in embedding the practices of Positive Education in classrooms. Several teachers were enrolled in sponsored further study, including Master degrees, graduate certificates and graduate diplomas.

In the area of Catholic Identify, professional learning was focused on supporting teacher in gaining/ maintaining accreditation to Teach/ Lead in a Catholic school. Teachers were supported with professional learning, which was organised internally, offered by Father Francis J Moloney, with 76 teachers attending these sessions. Teachers also engaged in a conference style Faith Formation Day, which involved both internal and external presenters.

Salesian College Sunbury continued to work in partnership with New Tech Network to build the capacity of teachers to deliver deeper learning experiences for all students. With the support of the college's development coach, both leaders and teachers engaged in professional learning to support innovative curriculum design and delivery. They also attested to strengthened proficiency with information, learning and communications technologies because of their professional learning. Four teachers were sponsored by New Tech Network and completed a Post Graduate Certificate in Project and Problem based learning.

There were also opportunities through induction programs and in ongoing training and professional learning sessions for staff to understand their legal obligations, including procedures for reporting suspicion of abuse and neglect. The College has risk management systems and procedures in place to ensure that child safety risks are properly identified and consistently monitored and reviewed in line with prevention and improvement practices. Teachers worked in subject-based teams to analyse data and focus on a specific area of student learning that could be improved. The work was characterised by data analysis, literature reviews, designing new solutions and trailing them.

Number of teachers who participated in PL in 2021	108
Average expenditure per teacher for PL	$265

TEACHER SATISFACTION

In 2021, Salesian College Sunbury participated in the School Improvement Survey (SIS) from the Melbourne Archdiocese of Catholic Schools (MACS). Staff, students and parents were surveyed about various aspects of the College. The SIS is designed to equip principals, boards and staff with the data they need to plot their school's current position against effective practice and to plan a focused approach to school improvement.

The data demonstrated that staff rate their experience at the College above that of previous years in the areas of Collective Efficacy, Collaboration, Support for Teams, Staff Leadership Relationships and Professional Learning.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.3%

ALL STAFF RETENTION RATE	
Staff Retention Rate	85.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.2%
Graduate	37.9%
Graduate Certificate	5.8%
Bachelor Degree	68.0%
Advanced Diploma	6.8%
No Qualifications Listed	17.5%

STAFF COMPOSITION	
Principal Class (Headcount)	11.0
Teaching Staff (Headcount)	131.0
Teaching Staff (FTE)	114.2
Non-Teaching Staff (Headcount)	93.0
Non-Teaching Staff (FTE)	79.1
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

• Continuing to foster a sense of welcome and belonging for all members of our community.• Engaging with the broader school community in faith and social justice, through the lens of our Salesian Charism.

• Developing partnerships with parents to provide a profound, faith-based platform for continuous learning and a foundation for life.

• Cultivating a culture of philanthropy to grow student learning opportunities.

• Developing and maintaining effective and collaborative partnerships with a range of family, community, social justice, academic and corporate organisations.

Achievements

- Project-based learning projects linked with key local community initiatives
- VCAL Projects connected to local partnerships
- Membership of Don Bosco Green Alliance with key initiatives in sustainability and recycling (via College Canteen)
- Participation in the 5 Schools Exchange Program (online) with focus on projects to promote diversity & inclusion
- Continued use the Morrisby Online Careers Profile for all Year 10s, with follow-up meetings to develop Career Action Plans based on testing results
- Increased presence of tertiary institutions into the careers program, including visits from RMIT, ACU and Deakin University
- Continued strengthening of partnership between Sunbury Parish Primary Schools and Salesian College through regular Principal Network meetings
- Increased participation by Primary Network schools in curriculum offerings, especially in Science, STEM and Agriculture/Horticulture
- Improvements to Social Media presence (Instagram and Facebook)
- Publication of the first online Yearbook
- Ongoing commitment to Rupertswood Sports Association & College Alumni
- Use of ZOOM, TEAMs and other online platforms to engage staff, students & parents in House, Arts and Community activities.

VALUE ADDED

- Further strengthening of SchoolBox capability to provide key performance data for parents
- Twilight School programs on Parenting and Supporting Teens, Study Skills, COVID-anxiety, ASD etc.

- Information Evenings at most year levels (online platforms)
- Parent Engagement opportunities including Mother's/Father's Day Breakfasts, Graduation, etc (online platforms)
- Feedback surveys for all Year 7 parents (showing very high satisfaction across all parameters)
- Community Feedback Surveys (mostly remote-learning related) showing positive satisfaction with College initiatives and support

PARENT SATISFACTION

- High levels of parent satisfaction as measured by MACSIS surveys, including a significant rise from the last survey results in 2019
- Particular strengths include school climate, school fit and communication.
- This is supported by parent feedback surveys conducted during remote learning in 2021, with parent voice helping to shape our response to the challenges of remote learning.
- Parent engagement opportunities continued, with events such as the Mothers and Fathers Day breakfasts being conducted online.
- The use of Schoolbox to communicate with parents was refined and improved, with new notification settings and policies implemented.
- Online parent forums with external experts on dealing with stress and the psychological impacts of remote learning.