

# 2025

## Annual Report to the School Community



Salesian College  
SUNBURY

### Salesian College

1 Macedon Street, SUNBURY 3429

Principal: Mark Brockhus

Web: [www.scr.vic.edu.au](http://www.scr.vic.edu.au)

Registration: 1299, E Number: E1125

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## Principal's Attestation

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I, Mark Brockhus, attest that Salesian College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 19 May 2026

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## About this report

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Salesian College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Vision and Mission

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### 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"

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## College Overview

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### 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 across Years 7 to 10 (Savio Campus), as well as an integrated learning program at Year 9 (Mazzarello Retreat).

There is the opportunity for students to study a wide range of courses and pathways in Years 11 and 12 (Bosco Campus). Our curriculum means students can choose subjects including VCE and Vocational Major (VM) options. There is also a range of extra-curricular activities on offer across Years 7-12.

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.

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## Principal's Report

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### Principal's Report

It is with deep gratitude, pride and confidence that I present this report on behalf of Salesian College Sunbury for the 2025 school year. This year has been marked by clear momentum across the life of the College: strong community confidence, sustained enrolment demand, continued innovation in learning, and a deepening commitment to the education and formation of young people in the spirit of St John Bosco. In every part of College life, we have sought to live our CLEF vision as a faith community committed to excellence in learning.

What gives me greatest encouragement is not only what we have achieved, but the spirit in which it has been achieved. Our students have continued to grow in courage, compassion and maturity; our staff have led with professionalism and generosity; and our families have demonstrated strong trust in the direction of the College. The continued interest in enrolment, the expansion of College tours including Saturday tours and information evenings at local Catholic primary schools, and the strong response to future enrolment interviews have affirmed the confidence families place in Salesian College Sunbury and in our future direction.

### Academic Excellence and Teaching Innovation

In 2025, the College continued to strengthen a learning culture built on engagement, high expectations and responsive teaching. A significant development was the completion of the first Education360 student dashboard, bringing together academic and wellbeing data to strengthen our capacity to track progress, identify trends and intervene earlier and more effectively. This work, alongside continued analysis of NAPLAN and internal data, has supported a more coherent and evidence-informed approach to learning and teaching across the College.

The ongoing implementation and refinement of My Salesian Passport across Years 7 to 10 continued to shape the student experience in meaningful ways. In 2025, the subject selection process for the second year of MSP was completed with strong student and parent engagement, supported by an MSP subject expo evening and the continued refinement of timetabling and pathway processes. Alongside this, the LEARN instructional model was finalised for trial, providing an evidence-based framework to strengthen consistency and impact in classroom practice.

Our commitment to inclusion and pathway diversity also remained central throughout 2025. Learning Diversity review work informed the design of a more strategic intervention model for 2026 and beyond, while at the senior level our pathway offerings continued to broaden through VCE, VCE VM and vocational opportunities. A significant strength in this work has been the ongoing partnership between Salesian College Sunbury and Kangan Institute. The

MOU was signed in March, shared publicly in April, and continued to develop throughout the year as a major future-focused pathway initiative for students in the Sunbury-Macedon Ranges region.

Professional learning remained an important driver of improvement. Staff engaged in coaching, collaboration, curriculum design and leadership formation, while targeted work in 2025 included leadership coaching, staff wellness professional learning, a review of leadership structures, and new staff induction for more than 40 staff. It was also pleasing to see external affirmation of our people and culture, with the College again recognised by The Educator as an Employer of Choice for the third consecutive year.

The College also made strategic investments in teacher professional learning, with a focus on instructional leadership, data-informed practice, and student feedback systems. Our educators participated in continuous learning cycles and accreditation workshops to ensure the continued delivery of best-practice pedagogy.

### **Faith, Formation and Social Justice**

As a Salesian school, the education of the heart remains at the centre of our mission. In 2025, our prayer, liturgy, retreats, reflection experiences and justice initiatives continued to remind us that faith is not an added dimension of school life; it is the foundation from which we live, serve and grow. This year, the Salesian Strenna, “Anchored in Hope, Pilgrims with Young People”, provided a particularly meaningful frame for our work, and this was reflected in the way our student leaders, faith programs and staff formation were shaped across the year.

The life of the College was enriched by regular masses, campus celebrations, feast days, daily prayer and opportunities for retreat across multiple year levels. Among the year’s highlights were the Year 12 Retreat Day at the beginning of the year, the Year 7 Reflection Day, the Staff Annual Faith Day, the new staff Salesian Immersion experience, and the First Nations Immersion to Cape York. These were significant moments of encounter and formation for both students and staff.

Our commitment to social justice remained visible in both word and action. Feast Day provided one of the clearest examples of this, with the community raising \$9,200 to support a new PA system for the Don Bosco Technical Centre in Samoa. Across the year, students also engaged in practical outreach through the Heartfelt Helpers RUAH group, community garden initiatives, service learning, Reconciliation Week activities and support for local and wider community partnerships.

Our Salesian charism continued to animate the culture of the College, reminding us that education is always relational and hope-filled. In 2025, this was evident in the way students were accompanied, challenged and encouraged to see their lives as purposeful and their gifts as something to be placed in the service of others.

## **Student Wellbeing and Pastoral Care**

The wellbeing of our students remained a central focus throughout 2025. The school-wide introduction and refinement of the 4Rs corrective approach provided a more consistent and restorative framework for responding to behaviour, and by the second half of the year this was already being reflected in reductions in suspensions, detentions and removals from class. The visible presence and dedication of our wellbeing teams, Oratory leaders and student support staff have been critical in helping students feel known and supported.

Student voice continued to shape our direction. Through leadership opportunities, Year Level SRCs, student leaders, student participation on board committees, the College Tour Guide program, and a more student-centred transition process for incoming students, young people were invited to contribute to the life of the College in increasingly meaningful ways. This work supports a culture where students are not simply participants in school life, but active contributors to its growth and improvement.

Our ongoing work in behaviour education, emotional literacy, resilience and respectful relationships also remained important. These areas continue to be essential to helping students navigate adolescence with confidence and integrity. We are increasingly aware that wellbeing is everyone's responsibility, and in 2025 our staff continued to work closely together to ensure that care for each student was both intentional and responsive.

The partnership between school and home continued to be vital. Parent information sessions, support programs and communication structures helped us strengthen shared understanding and respond more effectively to the needs of young people. We remain deeply grateful for the trust families place in us and for the collaborative way in which that trust is so often expressed.

## **Co-Curricular Life**

The co-curricular life of the College remained vibrant throughout 2025 and continued to offer students rich opportunities to discover talent, build confidence and form strong peer connections. Students represented the College with distinction in SACCSS competition, with notable success including Senior Boys Cricket and Senior Girls Netball championships early in the year. The performing arts also flourished, highlighted by three successful performances of *Shrek: The Musical* and a strong calendar of music, drama and dance evenings.

Our Agriculture and applied learning programs were particularly strong this year. Students achieved outstanding success at the Bendigo Sheep and Wool Show, where the College was recognised as the most successful school in the Corriedale breed, and the new Dairy classrooms and animal handling facilities supported the continuing growth of this program. It was also pleasing to see the Gatehouse Garden Project move from planning to operation, and for Vocational Major students to contribute meaningfully to community-based initiatives through both the vegetable garden and the VM Community Flower Garden.

Equally important has been the growth of opportunities beyond traditional programs, including STEAM, debating, public speaking, environmental initiatives, cultural activities and student clubs. These experiences continue to enrich College life and provide pathways for leadership, belonging and personal growth that extend well beyond the classroom.

The College is fortunate to have staff dedicated to supporting student groups in debating and public speaking, STEAM events, Duke of Edinburgh Awards, Sacred Earth, book club, Lego and more, providing valuable avenues for student interest and leadership beyond the classroom.

### **College Community and Parent Engagement**

Salesian College Sunbury is sustained by the strength of its relationships, and in 2025 we continued to deepen those connections with families, alumni, parish communities, partner organisations and the wider Sunbury region. Community events such as Rupertswood Harvest, Mother's Day Breakfast, Grandparents Day, Presentation Ball, agricultural showcase events, Grade 5 Taster Days and numerous school tours all contributed to a stronger sense of shared purpose and belonging. Public enrolment activity throughout the year reflected continued community confidence in the College and reinforced the strong reputation Salesian College Sunbury holds across the region.

We remain encouraged by the continued support of parents and carers who engage so positively in the life of the College, and by the growing goodwill of alumni and community partners who enrich our mission in many ways. Opportunities connected to enrolment, pathway development, community celebration and philanthropic engagement all reflected strong confidence in the College and a shared investment in its future.

### **Staff Development and Collegial Culture**

Our staff remain central to student engagement, wellbeing and achievement, and 2025 saw continued investment in professional growth, leadership development and collaborative culture across the College. Professional learning remained closely aligned to College priorities, the Salesian Way and preparation for the future two-campus model.

Day 3 collaboration time continued to support curriculum planning, moderation, coaching conversations and professional inquiry, while staff engaged in targeted learning aligned to the AITSL Standards and College priorities including the 4Rs Behaviour Education framework, instructional practice, inclusion, literacy and pathways development.

Our Coaching Program continued to strengthen a culture of reflection, growth and accompaniment, with teachers engaging in individualised coaching focused on student engagement, classroom climate, instructional improvement and wellbeing. Leadership development also remained a major priority, with Directors, middle leaders and aspiring leaders participating in coaching, courageous conversations training, reflective leadership

sessions and sponsored study opportunities designed to build leadership capacity across the College.

Professional learning opportunities expanded for Education Support Staff and targeted staff groups, while early career and provisionally registered teachers continued to receive structured mentoring, coaching and induction support. Staff voice remained central to shaping professional learning and organisational improvement, with feedback informing ongoing refinement of College practices and structures.

The College also celebrated staff contribution and service through the annual Staff Awards Evening, recognising excellence in leadership and the many ways staff embody the College's CLEF values and Salesian spirit in their daily work.

### **Infrastructure and Learning Environments**

The physical environment of the College continued to develop in 2025 in ways that support both learning and community life. Among the year's significant developments were the completion and use of the new Dairy classrooms and animal handling facilities, the opening of the Sports Pavilion, the completion of the revised pedestrian safety zone, progress on pick-up and drop-off planning, the commencement of bridge construction for the second campus, and the beginning of chapel works following the selection of builders and site preparation. These developments reflect our commitment to creating facilities that are contemporary, welcoming and aligned with the needs of a growing College.

### **Looking Ahead**

As we look ahead, I do so with genuine confidence in the future of Salesian College Sunbury. The work of 2025 has strengthened our foundation and sharpened our sense of purpose. We know who we are, we know what we are called to do, and we remain committed to building a College that is deeply Catholic, unmistakably Salesian, ambitious in learning, responsive in care, and courageous in embracing the opportunities before us.

In the period ahead, we will continue to focus on:

- deepening excellence in learning and teaching through strong pedagogy, responsive curriculum and greater student agency
- strengthening student wellbeing, belonging and voice through intentional pastoral structures and community partnership
- nurturing Catholic identity and the Salesian charism in ways that remain authentic, joyful and relevant for young people
- continuing master planning and campus development to support the long-term future of the College
- expanding pathways and partnerships that broaden opportunity for all students

In closing, I thank our students, staff, parents, Board members and the wider College community for the commitment, trust and generosity you have shown throughout 2025. This has been a year of authentic progress: strong enrolment demand, innovative curriculum development, growing partnerships, significant faith formation, a vibrant co-curricular program, and continued movement in our long-term campus and facility planning. I am proud of what we have achieved together this year, and even more hopeful about what lies ahead. May we continue to move forward with clarity, courage and faith, inspired always by Don Bosco's vision of education grounded in reason, religion and loving-kindness.

**Mark Brockhus | Principal**

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

- To cultivate a vibrant Catholic identity within the College community, centered around Christ's teachings and enriched by the values and traditions of the Salesian Charism. This fosters a spirit of service, compassion, and solidarity, both within the College and in our engagement with the wider community.
- To continue developing the capacity of Religious Education staff to plan vertical curriculum units that promotes exploration of faith, life and culture into dialogue.
- To reimagine how the celebration of Feast Days are celebrated to ensure a rich and meaningful faith experience for our young people.

### Achievements

#### Catholic Identity:

- The 12th 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, year level and campus liturgies for Lent,
- **Salesian Strenna theme for 2025 'Anchored in Hope, Pilgrims with young people'** 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 Schoolbox and Daily Prayer.
- Salesian College Feast Day - We are delighted to share the incredible success of our 2025 Feast Day celebrations, marked by a true spirit of joy, service, and unity. Thanks to the outstanding generosity of our students, staff, families, and friends, we have raised an amazing \$9,200 well above our original goal of \$6,000! These funds went directly towards the purchase of **a new PA system for the Don Bosco Technical Centre in Samoa**. This much needed equipment will significantly enhance the learning environment and community life for the students and staff at the Centre, helping them to better communicate, celebrate, and connect, just as we do here at Salesian College Sunbury. Our Feast Day was more than just a celebration — it was a lived expression of our Salesian values. Through the Walkathon, House activities, shared meals, and liturgy, we came together as a vibrant and faith-filled community, walking in the footsteps of St John Bosco and making a tangible difference in the lives of others.
- Prayer provided on Schoolbox to be shared during Oratory on a daily basis.
- Weekly Community Mass for members of the College community to join each Tuesday at 8am.

**During 2025 fundraising was offered to support the following Charities**

- AUSTRALIAN SALESIAN MISSIONS
- CARITAS AUSTRALIA
- CATHOLIC CARE
- CATHOLIC MISSION
- DON BOSCO TECHNICAL SCHOOL SAMOA
- JOSEPHS CORNER
- Mackillop Family Services
- Salesian Sisters Province
- ST VINCENT DE PAUL
- THE CAGLIERO PROJECT
- VincentCare Victoria
- Sunbury Winter Shelter
- Indigenous Immersion – Cape York Community Project

**Student Activities:**

- 10th consecutive year of the appointment of two senior students to the college student leadership role of Faith and Justice Captains.
- 10th consecutive year of the appointment of two junior student leaders to the student leadership role of Faith and Justice Captains.
- 5th year of the Red Earth First Nations Immersion to Cape York over the Term 2 holiday break. 23 students and 2 staff were in attendance. Funds were raised to support the community outreach project.
- Student attended an in person celebration of the annual Catholic Education Week St Patrick's Day Mass and Young Speakers Colloquium.
- Student participation at Community Mass: Musicians, Readers.
- 2025 OzBosco held in Melbourne, offered for students with 7 Salesian students and 3 staff in attendance.
- 2025 Cagliari Project Cambodia Immersion where 3 current Salesian student attended.

- Continued progression to integrate Social Justice Advocacy and Liturgical Celebrations within the Oratory Program.
- 2nd year of 'Sognare, a joyful youth encounter' for students at Salesian College in collaboration with St Joseph's College Ferntree Gully. Members of Salesian Youth Ministry were in attendance with College staff and Salesians in residence. Students were invited each term for prayer, reflection, dialogue, fun & games.
- 2nd year of Chats in the Chapel as a regular activity for students to participate in and join each Tuesday.
- Nine students and four staff members represented the College at the three-day Australian Catholic Youth Festival, engaging in opportunities for faith formation, prayer, community, and celebration alongside young Catholics from across Australia.

### **Staff and Professional Development:**

- The ongoing collaboration between the Deputy Principal Catholic Identity and Religious Education Learning Area Leader (curriculum focus) to lead the Education in Faith sphere of the college.
- 9th 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.
- All teaching staff were given access to Fr Rob Galea online FMG Ministry Professional Development Courses to support with gaining accreditation hours.
- Ongoing Professional Learning opportunities offered through our Day 6 PL program, covering a range of topics across the three accreditation categories:
  - The aims and objectives of the Catholic school
  - Catholic curriculum, Religious Education and faith development
  - Catholic identity, culture, tradition and theology (including prayer, liturgy, scripture and Catholic social teaching)
- **Annual Staff Faith Day - Walking Together: Head, Heart, and Hands in our Salesian Mission**  
Led by Mr Greg Hay, this professional learning day invites staff into a reflective and collaborative space to explore how we live out the Salesian Charism in our daily work. Anchored by the theme Walking Together, the day centres around the question: How can we engage our Head, Heart, and Hands to live out our Salesian Charism in our daily work and faith journey?
- Through guided learning, prayer, and conversation, staff will:
  - Deepen their understanding of Don Bosco's story and its relevance to our mission (Head)

- Reflect on relationships, presence, and belonging within our community (Heart)
- Explore practical strategies to support student and staff wellbeing (Hands)
- Connect Catholic identity to daily leadership and actions
- Engage in meaningful personal and professional reflection

## Value Added

- **Year 12 Retreat Day** on the topic of 'Relationships and the 2025 Strenna' offered for all students off site at Amberley Retreat Centre, Lower Plenty & Holy Cross, Lower Templestowe. The Retreat Day will have a strong focus on our College CLEF – Community, Learning, Excellence & Faith. Within this theme students will examine the growth mindset model, the virtue of gratitude, happiness, the power of positive thinking, self-compassion, courage and building a team culture to achieve goals. The Retreat will also provide the space to reflect on how their experiences at Salesian College have formed them to embrace the world as 21st century citizens with a strong sense of justice and service to others. A focus on "HOPE," inspired by the 2025 Strenna theme, "Anchored in Hope, Pilgrims with Young People," will guide reflection on how we can all be bearers of hope.

### Program Outcomes:

Our goal for the Year 12 Retreat Day is to strengthen and enhance our work together as a faith community committed to engagement and excellence. The day is an important part of the education in faith of our students and has been specifically planned for the first day of school to help set our young people up for success in 2025.

- **Year 11 Retreat Day** on the topic of 'Servant Leadership' offered in person for all students at the College. The Year 11 Retreat Day is designed to provide our students with the opportunity to reflect on how they can contribute to their community as Good Christians and Honest Citizens. Furthermore, it is an opportunity for our students to explore potential for informal and formal leadership within the college and local community. The Retreat will provide students with an understanding of Servant Leadership following the model of Jesus Christ and inspired by the example of Don Bosco.

### Program Outcomes: Students will

1. be active contributors to a more just society in a globalised world,
2. respond in social settings as Good Christians and Honest Citizens,
3. develop their potential for leadership in a variety of contexts.

- **Year 10 Reflection Day** As part of their faith formation, Year 10 students at Salesian College will participate in a Retreat Day to explore the theme: Anchored in Hope, as People of Service. Students will begin their day together at the College, unpacking the theme before departing via buses to various local initiatives accompanied by their House Coordinators and Oratory Leaders. Here they will engage in outreach opportunities designed to highlight the Salesian spirit of service by bringing hope to others. Upon returning to the College, students will gather to reflect on and share their experiences of service, deepening their understanding of Christian discipleship in action.

Program Outcomes

Students will:

1. Discover how hope can be lived out through acts of service.
2. Develop empathy and understanding by engaging with people in the wider community.
3. Strengthen their sense of connection to the Salesian charism of joy, service, and presence.
4. Reflect on their personal experiences and the impact of their contributions.
5. Recognise how, through serving others, they are following the example of Jesus by putting
6. Gospel values of love, compassion, and justice into action.

- **Year 8 Reflection Day** which aimed to provide the opportunity for reflection on their faith and spiritual journey. Students explored various themes in a youthful and dynamic manner, delivered by Australia's Got Talent contestant and Catholic Priest, Father Rob Galea. Students were accompanied by their Oratory Leaders.

Program Outcomes:

1. Students will hear about Fr Rob Galea's powerful testimony; a journey from addiction and hopelessness to hope and purpose.
2. Students will explore how God calls each of us to greatness and how we might overcome the fear that often stands in the way.
3. Students will be able to identify Jesus as someone who desires to accompany us through life's ups and downs.

4. Students will learn about the traditions and rituals of the Catholic Mass through an informing and engaging Teaching Mass.

- **Year 7 Reflection Day** which provided the opportunity for students to reflect on their faith and spiritual journey thus far and the road ahead. Students engaged in a variety of workshops delivered by their Religious Education teachers and support staff.

The day will focus on the topic of 'Prayer.' Through prayer we strengthen our relationship with God.

There are many different ways to pray and purposes for prayer, some include:

- Prayer of Blessing and Adoration (praising God)
- Prayer of Petition (asking for what we need, including forgiveness)
- Prayer of Intercession (asking for what others need)
- Prayer of Thanksgiving (for what God has given and done)
- Meditative Prayer

Program Outcomes:

- a. Students will develop an understanding that prayer helps to strengthen our relationship with God
- b. Students will have the opportunity explore and familiarise themselves with various forms of prayer
- c. Students will experiment with writing their own prayers for different purposes
- d. Students will celebrate the Eucharist with a class mass

**Social Justice Initiatives**

- Social justice initiatives across the College continued to strengthen, encouraging meaningful participation and engagement from both students and staff.
- The annual Caritas Australia Project Compassion appeal remained a key focus during Lent in Term 1, supporting fundraising and awareness of global justice issues.
- Throughout the year, Houses actively supported their nominated charities through a range of advocacy, awareness, and fundraising initiatives whenever onsite opportunities allowed.

- Harmony Week celebrations took place in March, recognising and celebrating the rich cultural diversity within the community. Activities included students and staff also sharing prayers in their home languages and languages they had studied.
- During Laudato Si' Week, students engaged in daily challenges and reflections through the Oratory program focused on caring for our common home. Topics explored included sustainability, consumerism, environmental responsibility, and the impact of fast fashion.
- National Reconciliation Week was marked in Term 3 through a series of awareness and educational activities across the College. Guest speakers and local Aboriginal and Torres Strait Islander Elders were welcomed into the community, providing opportunities for dialogue, learning, and reflection.
- In Term 4, the College community supported a Christmas Drive in partnership with the local St Vincent de Paul Society. Each House was allocated family profiles and worked together over several weeks to collect gifts and essential items from the families' wish lists. Students later gathered with local Vinnies representatives to present the donated gifts.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goals

- To embed consistent, evidence-informed teaching and learning practices that support deep understanding and student growth.
- To strengthen personalised learning pathways through the continued refinement of My Salesian Passport and the expansion of student pathway opportunities.

#### Intended Outcomes

- To improve student engagement, learning growth, and achievement across all year levels.
- To strengthen the use of data and feedback to inform targeted intervention and extension.
- To continue refining teacher practice through collaboration, instructional coaching, and the implementation of the LEARN instructional model.
- To enhance student pathway planning and subject selection processes to better support future learning and career aspirations.
- To strengthen systems and structures that support diverse learners and improve responsiveness to student need.

### Achievements

In 2025, the College continued to embed and refine many of the major learning and teaching reforms introduced in recent years, with growing evidence of their impact on student engagement, pathways, and learning outcomes. A major focus for the year was the development of the LEARN instructional model, designed to bring greater consistency and clarity to classroom practice while complementing the student-centred principles of My Salesian Passport (MSP). Alongside this work, the College continued to strengthen pathways provision, expand intervention and support structures for diverse learners, and improve the use of learning and engagement data to inform timely and targeted support for students.

#### Development of the LEARN Instructional Model

- Continued the work of the LEARN instructional model working party, with representatives from across learning areas collaborating to design a whole-school model for effective teaching and learning.
- Drafted and refined the LEARN instructional model throughout 2025, using an iterative process of classroom trials, teacher feedback, and reflection.

- Delivered targeted professional learning to staff to support understanding of the model and its application within different classroom contexts.
- Conducted classroom observations and gathered teacher feedback during the trial phase to identify strengths, challenges, and opportunities for refinement.
- Developed shared lesson language and common classroom structures to improve consistency of student learning experiences across the College.
- Explicitly aligned the LEARN instructional model with the principles of My Salesian Passport and Project-Based Learning pedagogies.
- Incorporated student voice throughout the development process through surveys and student panels, using student feedback to refine the model and ensure it reflected authentic classroom experiences.
- Developed teacher resources and implementation materials to support consistent application of the model across learning areas.
- Finalised the LEARN instructional model by the end of 2025 in preparation for full College-wide implementation in 2026.

### **Embedding My Salesian Passport**

- Continued to refine and embed the My Salesian Passport (MSP) vertical curriculum structure across Years 7–10, with a focus on improving pathway planning, subject selection processes, and student support.
- Enhanced subject counselling processes to provide students with more personalised advice aligned to their interests, aspirations, and readiness for challenge.
- Increased the focus on pathways and subject selection within student-led conferences, improving student engagement with the process and strengthening conversations between students, families, and staff.
- Refined processes for identifying and supporting students undertaking acceleration, ensuring students were participating in pathways that promoted both challenge and long-term success.
- Continued to monitor and analyse achievement data for students studying subjects above their expected year level, using this information to guide pathway planning and extension opportunities.
- Further refined policies and processes relating to acceleration and subject extension to ensure greater consistency and clarity for students and families.
- Continued to strengthen the connection between MSP, student agency, and deeper learning through ongoing refinement of curriculum and project-based learning experiences.

### **Expansion of Pathways and VET Provision**

- Expanded VET provision across the College, including a partnership with Victoria University to deliver VET Beauty onsite, increasing opportunities for students to access vocational learning pathways alongside their secondary studies.

- Introduced block delivery structures for selected VET programs, reducing timetable clashes and enabling greater participation for Salesian College students.
- The revised delivery model also enabled participation from students attending other schools, strengthening cross-school collaboration and access to specialised programs.
- Continued to deepen the College's partnership with Kangan Institute, with a strong focus on expanding pathway opportunities and preparing for future growth in vocational education.
- Undertook significant planning and collaboration in preparation for the introduction of the Sunbury Macedon Ranges VET Cluster in 2026.

### **International Partnerships and Offshore VCE**

- Established a partnership with Salesian International School Setagaya (SISS) in Tokyo, supporting the introduction of the Victorian Certificate of Education within a Japanese school setting for the first time.
- The partnership recognised the College's expertise in curriculum design, project-based learning, and student-centred pedagogy.
- Worked collaboratively with SISS staff to support curriculum planning, quality assurance processes, and implementation preparation ahead of the commencement of the program.
- The development of the partnership created significant professional learning opportunities for teachers through international collaboration and curriculum leadership.
- The partnership also strengthened cultural connections between the two Salesian schools and created future opportunities for deeper student engagement and exchange experiences.

### **Enhancing Learning Diversity Support**

- Introduced the Victorian Pathways Certificate (VPC) to provide an additional senior secondary pathway for students requiring a more individualised and applied learning program.
- Undertook an external review of Learning Diversity structures and practices to evaluate the effectiveness of existing supports and identify priorities for future development.
- The review highlighted the increasing complexity of student learning needs and the importance of strengthening coordinated intervention and support structures across the College.
- Used the findings of the review to redesign elements of the Learning Diversity structure and create new leadership and support positions focused on intervention and inclusive practice.

## Data, Engagement Reporting and Targeted Intervention

- Fully implemented the Student Engagement Reporting system, with engagement reports shared with students and families for the first time in 2025.
- Continued to refine the engagement reporting rubric and processes to improve consistency of teacher judgement and strengthen the quality of feedback provided to students.
- Implemented Education360 data dashboards to centralise learning, wellbeing, attendance, and engagement data in a single platform accessible to relevant staff. The improved visibility of student data enabled more coordinated collaboration between learning, pastoral, and support teams.

## Student Learning Outcomes

NAPLAN results in 2025 reflected encouraging improvement across a number of learning areas compared to the previous year, with particularly positive growth in Writing and continued strong performance in the middle achievement bands. Across both Year 7 and Year 9, the majority of students achieved results in the Strong category across Reading, Writing, and Numeracy, with the College performing above state and national averages in several domains. The results also indicated continued growth in overall student achievement, while extension of high-achieving students remains an ongoing area of focus.

The College continued implementation of targeted literacy and numeracy intervention programs including MacqLit and Quicksmart. Data gathered through these programs indicated positive progress for many students requiring additional support, particularly in literacy development and foundational numeracy skills. The reduction in the number of students requiring intensive literacy intervention at Year 7 level was an encouraging sign that earlier intervention strategies were beginning to have an impact.

The College's 2025 VCE results showed improvement compared to the previous year, with stronger performance across a number of ATAR bands and study score ranges. The proportion of students achieving ATAR scores above 90 increased compared to both 2024 and the College's five-year average, while there was also strong growth in the 60–79 ATAR bands and a substantial reduction in the number of students in the lower ATAR ranges. Study score data reflected encouraging improvement across the cohort, with the median study score increasing from 27 in 2024 to 28 in 2025, returning to alignment with the College's five-year average. There were also increased proportions of study scores in the 30–39 and 40+ ranges compared to the previous year, alongside a reduction in lower study score bands. The College recorded a number of outstanding individual subject performances, including multiple study scores above 40 across a broad range of disciplines. These results reflected encouraging improvement across the cohort while reinforcing the College's ongoing focus on supporting every student to achieve meaningful growth and successful post-school pathways.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>					
	<b>2025 (current year)</b>			<b>2-Year Average</b>	
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	540	65%	534	63%
	Year 9	551	55%	542	49%
Numeracy	Year 7	544	73%	539	69%
	Year 9	567	69%	561	66%
Reading	Year 7	551	79%	543	76%
	Year 9	573	71%	569	69%
Spelling	Year 7	536	72%	531	70%
	Year 9	552	70%	553	70%
Writing	Year 7	559	74%	551	71%
	Year 9	588	75%	577	70%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	28
VCE Completion Rate	98.70%
VCE VM Completion Rate	96%
VPC Completion Rate	*

\*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

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## Student Wellbeing

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### Goals & Intended Outcomes

Goals:

- To strengthen the capacity in the school for authentic opportunities for student agency, voice and meaningful empowerment.
- To strengthen the connections between students.

Intended Outcomes:

- To increase a sense of belonging for students
- To increase student voice, agency and participation in the school achievements
- To create a common understanding in the community on what student voice and agency is

### Achievements

- Refined our Positive Behaviour Guidelines
- Introduction of Thresholds to ensure that the College is proactive when issues of concern regarding wellbeing and learning arise
- Wellbeing Tab on Schoolbox updated and maintained regularly with information and resources for staff
- Student and Parent Wellbeing Tile on Schoolbox updated with information on positive behaviour guidelines, the 4 R's model as well as student and parent support within the College
- Embedded the 4Rs Behaviour Education Model to teachers, students, and parents
- Embedded leadership structure to support students at each year level. Each year level has a designated Leader of Student Wellbeing and Leader of Student Learning. Each Campus has a Director of Students (two at Savio) and a Director of Learning
- Held a series of Leadership Training Days for all Savio and Bosco Campus Leaders
- Wellness and study skills sessions continued to be offered during Oratory to support young people; for example - mindfulness, how to deal with anxiety, social skills program, empowerment of girls, positive use of social media, sleep hygiene, good nutrition, balancing the demands of study, partying safely, specific and targeted study skills sessions.
- Fit2Drive session held in Term 3 for Yr 11 students.
- Wellness Teams presented online information sessions with parents/guardians on supporting young people with developing positive mental health and Tuning into Teens workshops

- Parent information night was held at Bosco to look at supporting students through their final years of education (Dr Michael Carr-Gregg)

## Value Added

- Modified and improved format for Positive Behaviour Guidelines (supported by the thresholds)
- Staff facing Student Wellbeing Tab on SchoolBox updated & maintained regularly with information and resources for all staff
- Child Safety professional learning sessions held for all staff to ensure best practice
- Leadership Training Day for all Savio & Bosco Campus Leaders
- Wellness sessions continued to be offered during Oratory to support young people
- Programs offered in Oratory on Empathy, Resilience, Compassion as part of Positive Education and Respectful Relationships
- Greater involvement of Student Wellness Team in the direction of Pastoral Care Program within the College. This supports the College's action to continue to develop and implement a Pastoral Care Program to meet the needs of students and be proactive in supporting young people
- Wellness Teams presented online information sessions with parents/guardians on supporting teens through their years of secondary schooling, supporting young people with developing positive mental health
- The development of multiple student hubs throughout the College to allow students to have multiple points of contact when/if needed
- The College Nurse continued to support students with complex medical needs
- Student achievement acknowledged through the STRIVE program as well as through formal events and awards
- Workshops to support our Year 11 & 12 with Study Skills through Elevate Education and staff in the library (Ciantar Learning Commons)
- Analysis and response to the 4R's data and removal and restore room data in order to look at improving behaviour education College wide
- The College began to review its attendance policies to address declining attendance across the College since COVID with the formation of an Attendance Committee

## Student Satisfaction

Student and Parent Feedback for sort through the McCrindle Thriving Schools Survey for 2025.

## Student Attendance

### Attendance Data:

For Sem 1, Sem 2 and Step Up:

- College Total - 82.21%
- Year 7 Total - 85.21%
- Year 8 Total - 83.46%
- Year 9 Total - 79.58%
- Year 10 Total - 79.95%
- Year 11 Total - 81.5%
- Year 12 Total - 83.24%

**Non-Attendance:**

The College recorded all attendance on Schoolbox for Oratory 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 their child is absent from Oratory, and the reason is marked as 'unexplained'. Parents are expected to respond to the SMS via text or a phone call. Attendance data is available to all staff on Education 360 for both individual students and year level cohorts. Oratory Leaders, Year Level Leaders, and Campus Directors follow up with students where attendance has become a concern.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	86.19

<b>Average Student Attendance Rate by Year Level</b>	
Y07	88.11
Y08	86.85
Y09	85.12
Y10	86.62
Overall average attendance	86.68

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## Leadership

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### Goals & Intended Outcomes

Goals:

1. To prioritise others, ensuring every community voice is heard and valued for well-informed decision-making.
2. To bring out the best in people through respect, accompaniment and continual support for growth and development.

These goals continued to shape a leadership approach grounded in the Salesian charism, where leadership is understood as relational, service-oriented and focused on empowering others. In 2025, the College placed significant emphasis on building leadership capacity, strengthening collaboration and preparing the organisation for future growth and the transition toward a two-campus model. Leadership continued to be viewed not simply as positional authority, but as the responsibility of all staff to positively influence culture, learning and community.

### Achievements

In 2025, the College continued to strengthen a culture where leadership is shared, coaching is embedded and professional growth is actively supported across all staff groups. The following achievements reflect this commitment:

- Over 170 teachers participated in Professional Learning (PL) aligned to College priorities and strategic improvement initiatives. Professional learning increasingly focused on the implementation of the Salesian Way priorities, including Classroom Climate through the 4Rs Behaviour Education framework and the development of consistent instructional practice through the LEARN Instructional Model.
- The College further expanded its Coaching Program, continuing to provide individualised support for teachers and leaders through coaching conversations focused on wellbeing, instructional growth, classroom climate and reflective practice. Coaching structures increasingly aligned with the College's vision of accompaniment and point-of-need professional growth.
- Leadership development remained a major priority throughout 2025. Directors, middle leaders and aspiring leaders engaged in ongoing coaching, sponsored study, leadership reflection and courageous conversations professional learning. Partnership work with external facilitators supported leaders in building confidence, leading teams effectively, strengthening communication and developing the relational leadership skills required within a large and evolving school community.

- Significant work commenced to support long-term organisational planning and leadership development in preparation for the future two-campus model. This included consultation and review processes connected to Positions of Leadership (POL) structures, leadership pathways, reporting lines and role clarity. Staff voice played an important role in shaping these conversations and informing future planning directions. A distributive approach to leadership continued to be evident through staff-led professional learning, collaborative working parties and strategic improvement initiatives. Teachers and leaders facilitated learning experiences for colleagues across areas including behaviour education, instructional practice, literacy, pathways development, wellbeing, coaching and restorative practices. Leadership opportunities increasingly encouraged staff to share expertise and contribute to whole-school improvement priorities.
- Tailored support continued for early career and provisionally registered teachers through structured induction, mentoring and collaborative Day 3 professional learning programs. These opportunities focused on classroom climate, instructional practice, understanding the Salesian charism, behaviour education and supporting diverse learners. Coaches and mentors provided wraparound support to strengthen confidence and professional identity.
- Point-of-need professional learning continued to be provided for specific staff groups including Education Support Staff, Curriculum Learning Coordinators, wellbeing teams and teaching staff. This included targeted learning in areas such as literacy intervention, student wellbeing, restorative practices, behaviour support, leadership development and compliance training.
- The College continued to strengthen structures that support collaboration, dialogue and shared professional practice. Day 3 collaborative planning time remained an important feature of professional culture, enabling teams to engage in curriculum planning, moderation, coaching conversations, strategic review and inquiry-based professional learning.
- Staff feedback, coaching reflections, professional dialogue and data gathered through the McCrindle Thriving Schools Index informed ongoing refinement of leadership practices and professional learning structures. Feedback highlighted the importance of relational leadership, clarity of direction, opportunities for collaboration and a strong sense of care and belonging within the College community.

## Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

### Expenditure and Teacher Participation in Professional Learning

Professional Learning in 2025 continued to focus on building staff capacity across all areas of College life, with opportunities aligned to strategic priorities, student-centred learning and leadership development. Professional learning structures supported both individual growth and whole-school improvement through coaching, collaboration and evidence-informed practice.

Key features of Professional Learning in 2025 included:

- Ongoing expansion of the College Coaching Program, supporting teachers and leaders through reflective conversations focused on instructional practice, classroom climate, wellbeing and professional growth.
- Continued implementation of Day 3 collaborative planning structures, enabling staff to engage in moderation, curriculum development, inquiry, coaching and strategic planning.
- Leadership development opportunities for current and aspiring leaders, including coaching, courageous conversations training, sponsored study and leadership reflection aligned to the College's future two-campus direction.
- Professional learning aligned to the College's key strategic priorities including the 4Rs Behaviour Education framework, the LEARN Instructional Model, literacy development, inclusion and pathways education.
- Point-of-need learning opportunities for Education Support Staff, Curriculum Learning Coordinators, wellbeing staff and teachers to strengthen role-specific practice and build consistency across the College.
- Staff-led professional learning sessions that enabled teachers and leaders to share expertise and contribute to a culture of collaborative professional growth.
- Ongoing faith formation opportunities and Salesian formation experiences designed to strengthen understanding of the College's Catholic identity, charism and mission.
- Professional partnerships with Dr Christopher Hudson and Simi Rayat, Business Psychologist.

Number of teachers who participated in PL in 2025	185
Average expenditure per teacher for PL	\$586.00

## Teacher Satisfaction

Staff voice continues to be integral to how we design and deliver leadership and PL initiatives. Internal feedback mechanisms suggest increasing satisfaction in key domains related to leadership and professional growth.

Feedback highlighted:

- A strong sense of belonging and care.
- Appreciation for opportunities to share expertise and lead learning.
- Growing confidence in the purpose and relevance of professional learning.
- A desire for even greater clarity and coherence around how PL links to school-wide strategy.

<b>Teacher Qualifications</b>	
Doctorate	1
Masters	34
Graduate	33
Graduate Certificate	4
Bachelor Degree	87
Advanced Diploma	6
No Qualifications Listed	96

<b>Staff Composition</b>	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	183
Teaching Staff (FTE)	165.15
Non-Teaching Staff (Headcount)	119
Non-Teaching Staff (FTE)	103.21
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

In 2025, Salesian College Sunbury remained committed to fostering a strong and inclusive community that reflects the core Salesian values of Faith, Learning, Excellence, and Community.

The key goals and intended outcomes for the year were:

- 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

Throughout 2025, the College undertook several initiatives that deepened its engagement with the wider community:

**Strengthened Educational Partnerships:** The strategic partnership with Kangan Institute was signed and now provides enhanced access to vocational education and training for students which will only grow in the future. The connection with Kangan has allowed us to offer students from other secondary schools in the area, access to our VET Furnishing, Beauty and Agriculture programs. This initiative reflects the College's commitment to offering diverse and practical learning opportunities aligned with future workforce needs. Agricultural partnerships have been formed with graziers and breeders, and manufacturers, benefiting our agriculture program by providing expertise and resources.

**Parent and Alumni Engagement:** The College continued to nurture its relationship with families and alumni through regular Schoolbox and newsletter communications, invitations to key College events such as Mother's Day, Father's Day and Grandparent's Day and involvement in an array of activities that support College life. Parents participated in liturgies, learning conferences, information sessions, and community celebrations. They had a large presence at our swimming and athletics carnivals. Engagement in Rupertswood Harvest was high and supported by many community visitors. The Alumni network also remained active, strengthening the College's connection to its history and legacy. The continuing growth of our

Agriculture program has provided opportunities for parents and community members, and local Primary schools to visit and engage with teachers and students and their show animals. College tours continue to attract large numbers of prospective families.

**Community Service and Outreach:** Students were actively involved in community outreach programs and fundraising activities. Students have also been active in supporting Goonawarra Aged Care and Sunbury Senior Citizens, providing companionship, conversation and entertainment. They continue to engage with St Vinnies appeals, environmental and ecological initiatives such as tree planting, and partnerships with local charities to pack essentials and sort through donations. This has allowed students to develop leadership skills and the sense of social responsibility that being of service provides. Further afield Yr 9 students have visited the Salvation Army in the city and Osmann House, helping serve food to the homeless.

**Faith and Cultural Celebrations:** The College community came together to mark significant liturgical events such as Feast Days, Mary Help of Christians Feast, and Easter and Christmas masses. Community Mass is celebrated each Tuesday morning offering opportunities for parents and others to celebrate with us. Cultural activities such as National Sorry Day and Reconciliation Week were celebrated, and our college Captains represented the us at community events for ANZAC Day and Remembrance Day ceremonies. These occasions offered opportunities for students and families to celebrate diversity and deepen their understanding of Catholic identity in the Salesian tradition.

**Communication and Connection:** Parents and the wider community are connected with the College via ongoing updates of the College newsletter, Schoolbox, social media, website, and Simon Everywhere platform. These ensure that everyone can keep up with College events and activities.

## Parent Satisfaction

Data taken from the parent MACSSIS survey indicates the perception of the College in a number of key areas (eg. child safety, communication) continue to be strengths when compared to MACS averages. Satisfaction data varied between cohorts, reflecting the variations evident amongst year levels post the pandemic. For example Year 12 parents showed high satisfaction, reflecting continual improvement in the College's programs and supports across the 6 years.

In summary:

- Strong levels of parent satisfaction as measured by external (eg. MACSIS) and internal surveys.
- Particular strengths include school climate, school fit and communication. This is supported by parent feedback surveys conducted following consultation with regards to vertical curriculum introduction.
- Parent engagement opportunities such as Mothers and Fathers Day Breakfasts, Grandparents Day, etc. continue to be well-attended, as do events such as College Production, Rupertswood Harvest and other community building events.
- Further improvements to SchoolBox and Website lead by the College's e-Learning and Development Staff to ensure strong communication channels with parents.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.scr.vic.edu.au](http://www.scr.vic.edu.au)