



Salesian College  
SUNBURY



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

# Salesian College Sunbury

## 2020 Annual Report to the School Community



Registered School Number: 1299

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## Contact Details

|                    |                                      |
|--------------------|--------------------------------------|
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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

10/06/2021

**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](http://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"***

| COMMUNITY   | LEARNING   | EXCELLENCE   | FAITH   |
|---|--|--|---|
|  <p><b>A school which values COMMUNITY exhibits</b></p> <ul style="list-style-type: none"> <li>• An ethos that values and respects all people</li> <li>• A curriculum that prepares students to become effective and compassionate global citizens</li> <li>• A pastoral system that creates a safe and inclusive environment</li> <li>• Students who respect others and contribute to their communities</li> <li>• Staff who seek to broaden students' horizons</li> <li>• Parents and caregivers who are welcomed, and who contribute to school life</li> <li>• Leaders who value our College history, and who impart it to the community.</li> </ul> |  <p><b>A school which values LEARNING exhibits</b></p> <ul style="list-style-type: none"> <li>• A wide and engaging curriculum accessible to all</li> <li>• Students who are curious, and who value education as an end in itself</li> <li>• Lessons that engage and challenge, and allow all students to experience success</li> <li>• Parents and caregivers who support student learning</li> <li>• Leaders who ensure that the College provides an exceptional, well-resourced, and safe learning environment.</li> </ul> |  <p><b>A school which values EXCELLENCE exhibits</b></p> <ul style="list-style-type: none"> <li>• An engaging and differentiated curriculum that promotes learning</li> <li>• Students who accept academic challenges and display resilience</li> <li>• Committed and professional teachers who take responsibility for student improvement</li> <li>• Leaders who have high expectations and who recognise student success</li> <li>• Positive and respectful relationships</li> <li>• Parents and caregivers who encourage excellence</li> <li>• Facilities that enable excellence.</li> </ul> |  <p><b>A school which values FAITH exhibits</b></p> <ul style="list-style-type: none"> <li>• Beliefs and traditions that are lived and celebrated</li> <li>• Genuine relationships formed by Gospel values</li> <li>• Young people who are nurtured to embrace their future with faith in Christ</li> <li>• Engagement with the Catholic Church's mission of evangelisation</li> <li>• Active service to the poor and marginalised</li> <li>• A climate that allows a personal response to God and faith.</li> </ul> |



## 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 thrive 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 present the Salesian College Sunbury Annual Report for 2020, 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.

Consolidation and growth have been the hallmarks of Salesian College over the last 12 months. These are evident in all spheres and in the governance of the College, which moved from an Advisory Board to a fully incorporated body as of 2021. Energetic and sustained activity reflecting college philosophy and the School Improvement Plan (SIP) 2017-2020 have informed planning and development. Leadership continues to be recognised by the parent community and staff as effective and forward looking.

The final year of our SIP has seen many planned endeavours come to fruition while all members of the school community have contributed to the basis of further progress. Initiatives have achieved varying degrees of success; in all spheres, there are works in progress which are visible in pedagogy and influential in shaping teaching and improving learning. 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 (including surveys of parents and recognition of the effects of remote learning for students) 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 wellbeing 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 year. 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 structure and development of new staff leadership roles over 2020-21 includes a sophisticated, comprehensive and consistent approach to coaching based on professional learning. Another initiative has involved changes to roles and positions of responsibility in curriculum, which have emphasised stronger links between learning and wellbeing in leadership. Of the student population, 22.07 per cent are identified under NCCD (Nationally Consistent Collection of Data). Increasing staff familiarity with the practices of NCCD and support for learning diversity continue to enrich student learning experiences and outcomes.

Student Wellbeing, while a strength at Salesian College, has come under renewed and specific evaluation and focus in the aftermath of remote learning and lockdown during 2020 and the context of contemporary issues, including those of respect and consent. Strengthening the structures and practices in alignment with student agency has driven planning for the introduction of a Positive Education program (or Oratory) in 2021.

With respect to the improvement of College facilities to support student learning and wellbeing initiatives, the College was fortunate to receive a Victorian State Government grant for the construction of a STEAM Technology Precinct (valued at \$7.5m) which will include Food Technology, Systems Engineering and various STEAM-related workspaces. This project is due for completion in 2022. In 2020, the College opened the Mazzarello Retreat Centre, a dedicated space for the Year 9 Challenge Program that offers each Year 9 student a 10-week program of personal and physical challenge and growth.

We are proud of the achievements we have made together during 2020 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 2021 to leave a lasting positive impact on our students and the wider community.

Mark Brockhus

**Principal**

## 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 students, staff and parents' engagement in the Education in Faith program of the College is continually reviewed and improved.

### Achievements

#### Mission and Faith:

- The seventh consecutive year of the publication of the College Liturgical Calendar, with ongoing expansion and development across all year levels to include the celebration of the Sacraments of Reconciliation and 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 2020 **'Good Christians and Upright Citizens'** 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.

| Money raised through fundraising in 2020 | Total |
|--|-------|
| AUSTRALIAN SALESIAN MISSIONS             | 1,656 |
| CARITAS AUSTRALIA                        | 4,394 |
| CATHOLIC CARE                            | 2,345 |
| CATHOLIC MISSION                         | 3,286 |
| DON BOSCO TECHNICAL SCHOOL PHNOM PENH    | 1,975 |
| JOSEPHS CORNER                           | 2,345 |
| Mackillop Family Services                | 2,345 |
| MERCY HEALTH                             | 244   |
| ORANGE SKY AUSTRALIA                     | 491   |
| RECONCILIATION AUSTRALIA                 | 500   |
| RURAL AID AUSTRALIA                      | 201   |
| Salesian Sisters Province                | 315   |



|                            |               |
|----------------------------|---------------|
| SHARE THE DIGNITY          | 400           |
| ST KILDA MUMS              | 400           |
| ST VINCENT DE PAUL         | 2,345         |
| ST VINCENT DE PAUL SOCIETY | 3,638         |
| THE CAGLIERO PROJECT       | 336           |
| VincentCare Victoria       | 2,345         |
| <b>Grand Total</b>         | <b>29,559</b> |

**Student Activities:**

- Fifth consecutive year of the appointment of two senior students to the college student leadership role of Faith and Justice Captains.
- Fifth consecutive year of the appointment of two junior student leaders to the student leadership role of Liturgy Captains.
- Fifth consecutive year of the appointment of two junior student leaders to the student leadership role of Social Justice Captains.
- Faith and Justice Captains visited local Catholic primary schools with the College Principal and the Director of Faith and Mission, to lead assembly prayer services.

**Staff and Professional Development:**

- The ongoing collaboration between the Director of Faith and Mission and Religious Education Learning Area Leader (curriculum focus) to lead the Education in Faith sphere of the college.
- Fourth year of conducting an intensive two-day Salesian charism immersion program for new staff to the college, as well as a subsequent single day for staff who commenced in second semester.
- Staff professional development conducted internally in the area of faith education across all four terms.

**VALUE ADDED**

Throughout the calendar year of 2020, students were unable to participate in camps and retreats.

**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 Justice Initiatives**

The profile of social justice within the College continues to grow and foster both staff and student active involvement. Throughout 2020, once returning to school in Term 4 there was a major drive for fundraising and an outstanding \$29,000 was raised by the community.

# Learning & Teaching

## Goals & Intended Outcomes

### Goal:

Our goal for 2020 was to maintain our ongoing focus on improving growth in student learning for all, while also responding to the challenges posed by COVID-19 and the introduction of remote learning.

### Intended Outcomes:

- Achieving teacher consistency in developing shared skills and habits
- Using data to inform differentiated practice and assess impact on student growth

## Achievements

2020 was a unique year that challenged education in many ways. The Salesian College Sunbury community responded to these challenges remarkably well, demonstrating agility, resilience and kindness throughout the periods of lockdown.

The transition to remote learning was smooth and rapid, with many of our standard practices providing a strong foundation to the shift online. Our established practice of posting all lessons on Schoolbox, our learning management system, meant that students and teachers were well-placed to engage with structured lessons online. Online classes were conducted according to the normal school timetable, with teachers providing relevant instructions and resources at the beginning of lessons and whole class, small group and individual support within timetabled periods.

The College's approach to remote learning adapted to continuous feedback from students, parents and teachers. Assessment tools were adapted and regular cycles of progress reports were introduced to provide families feedback on learning progress and engagement. A strong emphasis on regular communication and building wellbeing needs into the curriculum supported engagement as the remote learning period was extended throughout the year.

These efforts have been recognised by our parents as well as the wider Sunbury community, further enhancing the strong reputation of the College.

Specific achievements for 2020 include:

- Training of teachers in the use of Microsoft Teams and other online platforms to deliver effective and engaging lessons online.
- The use of Schoolbox to provide detailed lesson plans and resources for all classes, enabling all students to maintain continuity in their learning.
- The development of robust protocols for online learning, ensuring a common experience that balanced curriculum demands and the wellbeing of students in prolonged lockdown.
- Regular cycles of feedback from students, parents and teachers to adapt remote learning procedures, including the introduction of regular reporting cycles on student engagement and learning in Semester Two.
- High levels of student and parent satisfaction with the implementation of remote learning, as demonstrated by survey responses throughout the period of remote learning. The graphic

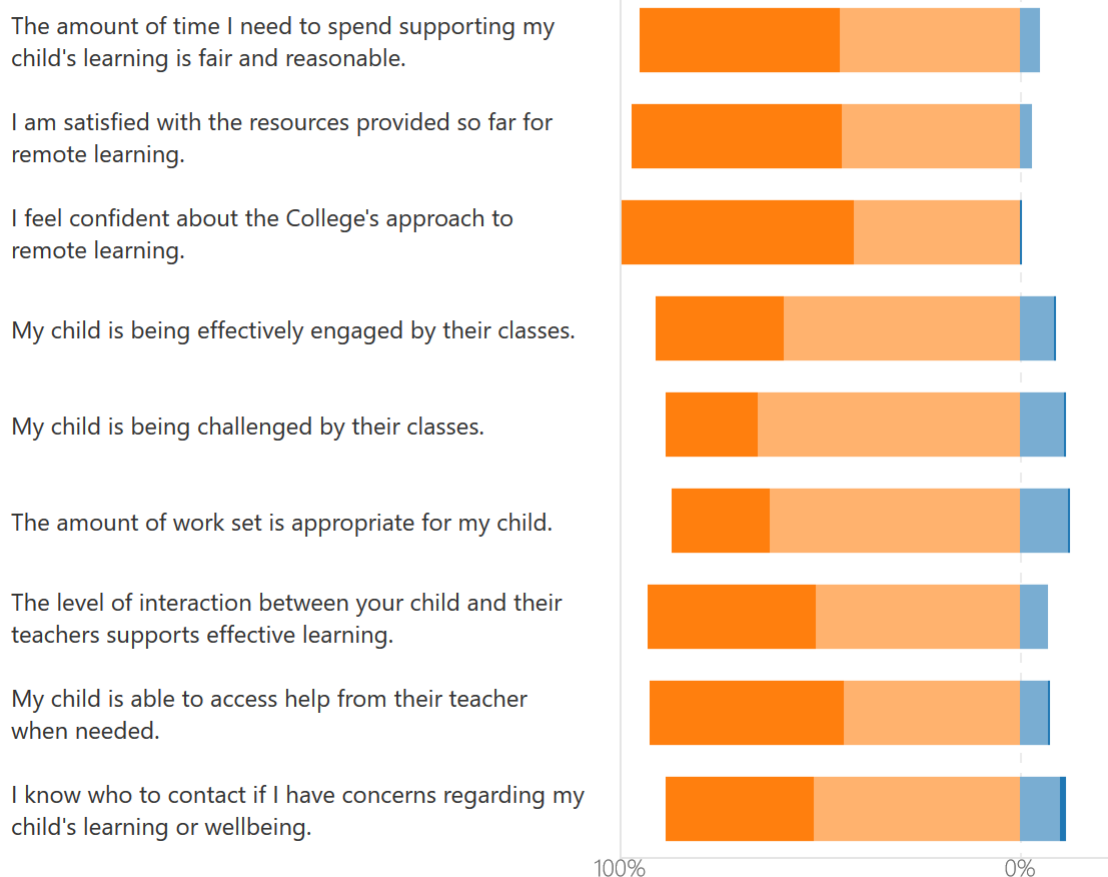
below summarises a survey of over 200 parents in Term 2, demonstrating a high level of confidence in the College's practice during this time.

- Shifting established events such as staff professional learning sessions, parent teacher interviews and subject selection and parent information evenings to an online format. This increased our capacity to use online tools to engage with our community, creating a legacy that will inform how this is done in the future.
- The development of a new POL structure focused on 'deeper learning and authentic growth' for both students and teacher practice. This included the new role of Learning Coaches for each Learning Area at the College. Every teacher at the College will be assigned a coach to work with them throughout the year on improving pedagogy to drive higher growth in student learning.
- The completion of the Year 9 Retreat Centre and the introduction of the Yr 9 Retreat program, emphasising personal and spiritual development, global citizenship and wellbeing.
- The introduction of an expanded Yr 9 elective program based on the New Tech Network's model of project-based learning.
- The development of STEM within the curriculum, including the introduction of Engineering at Yr 9, the establishment of an extra-curricular STEM Club, and planning for a new STEM centre to be completed in 2022.
- In Term One, the PARTs (Purposeful Action Research Team) program focused on deeper learning and improving literacy across the curriculum, using a data-based, action research model.
- A team of curriculum and wellbeing leaders participated in Year One of the Agile Leadership program, with a focus on embedding our agreed skills and habits in everyday teaching practice.
- A restructuring of the Learning Diversity Team, with the addition of a Learning Diversity Leader for each of the Savio and Bosco campuses.
- The appointment of a Community Engagement Coordinator to facilitate greater connections between classroom learning and the wider community. In a year when establishing community contacts became unexpectedly difficult, achievements in this area included establishing a commercially viable flower growing and floral arrangement program as well as planning for an online business run by students and selling student-produced goods and services, to be fully launched in 2021.

## STUDENT LEARNING OUTCOMES

Despite the challenges posed by remote learning, in 2020 the College achieved a median study score of 30, its highest in nearly a decade. The College Dux achieved an ATAR of 98.6; in addition, 6% of students achieved an ATAR of 90 or above, a significant improvement on the previous five-year average of 4%. The percentage of ATARs above 80 and 70 also increased over the previous year.

■ Strongly Agree   
 ■ Agree   
 ■ Disagree   
 ■ Strongly disagree



#### MEDIAN NAPLAN RESULTS FOR YEAR 9

\*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

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

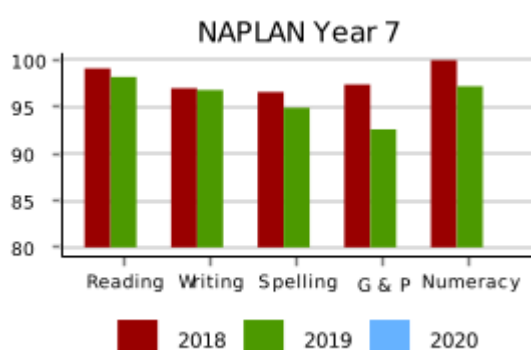


| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |       |      |             |      |             |
|--|-------|------|-------------|------|-------------|
| NAPLAN TESTS   | 2018  | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
|  | %     | %    | Changes     | %    | Changes     |
|  |       |      | %           | *    | *           |
| YR 07 Grammar & Punctuation                          | 97.4  | 92.6 | -4.8        |      |             |
| YR 07 Numeracy                                       | 100.0 | 97.2 | -2.8        |      |             |
| YR 07 Reading  | 99.1  | 98.2 | -0.9        |      |             |
| YR 07 Spelling                                       | 96.6  | 94.9 | -1.7        |      |             |
| YR 07 Writing  | 97.0  | 96.8 | -0.2        |      |             |
| YR 09 Grammar & Punctuation                          | 93.9  | 89.0 | -4.9        |      |             |
| YR 09 Numeracy                                       | 98.1  | 95.7 | -2.4        |      |             |
| YR 09 Reading  | 96.7  | 87.6 | -9.1        |      |             |
| YR 09 Spelling                                       | 90.1  | 88.0 | -2.1        |      |             |
| YR 09 Writing  | 86.3  | 81.6 | -4.7        |      |             |

\* 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.



| ATAR<br>RANGE | 2020  | 5 YEAR<br>AVG |
|---------------|-------|---------------|
| >90           | 6.0   | 4.4           |
| 80-89         | 21.0  | 12.2          |
| 70-79         | 23.0  | 20.4          |
| 60-69         | 15.0  | 19.3          |
| 50-59         | 17.0  | 18.4          |
| 40-49         | 11.0  | 13.2          |
| 30-39         | 5.0   | 8.6           |
| 20-29         | 3.0   | 3.6           |
| 10-19         | 0.0   | 0.1           |
| <10           | 0.0   | 0.0           |
| <b>TOTAL</b>  | 100.0 | 100.0         |

# 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
- Whole staff input in put into the structure of the new POL structure and how it could best support Student Wellbeing
- Through the review process, implemented a new House Assistant Role for 2021- to support Student wellbeing
- Modified and improved format for Student Management Guidelines, reflected this on the Learning Management System- Schoolbox
- Held a Leadership Training Day for all Bosco Campus Leaders in relation to public speaking
- 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 parent's interaction with College Nurse and Student Hub Coordinator.
- Community links established through offerings via Teams for parents during Remote Learning On: Implementation of Positive Education, Implementation of Oratory, Patent Forums on how to keep their child safe on line 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 these were all done remotely, filmed and live streamed to students, staff and families**
- 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
- '*Certainties 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 the sending of letters home to students who achieved excellent results in the areas of Work Habits/Behaviour on the end of Semester Reports
- 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.

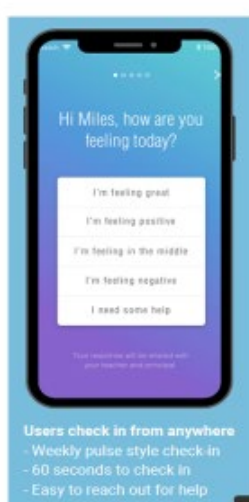
#### VALUE ADDED

- 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
- Sports initiatives such as **Bolt for Gold** 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

## STUDENT SATISFACTION

Students stated that they felt that the College supported them very well through Remote Learning and that they access to online material was easy. Students participation in online lunch actives and other House Events like- Bolt for Gold, MADD Day was exceptionally high. Students felt cared for via daily check in from Homeroom Leaders and House Leaders each F/N. Sample data attached:

During Remote Learning - the College conducted F/N Wellness Surveys to the Student Cohort via the PULSE survey tool through Educator Impact- see sample data.



## Student 'Pulse'

- An online wellbeing and engagement tool
- Tracks anonymised student sentiment about our engagement with the College, so wellbeing initiatives can be based on student voice
- Six questions – less than a minute weekly to complete
- The 'check in' itself creates a healthy weekly ritual of taking note of your wellbeing

Student Pulse



Salesian College  
SUNBURY



## Participation



Good 72%

## Learning



Good 70%

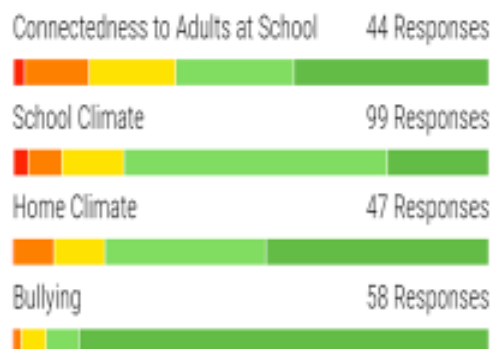
## Student Pulse

## Material Basics



Great 94%

## Valued & Safe

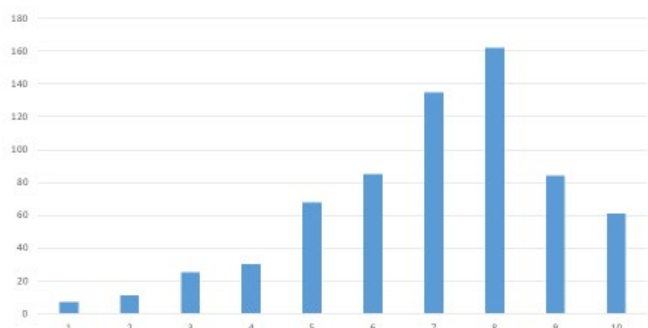


Good 79%

## Student Pulse

The College also survey parents/guardian surveys - this is a sample

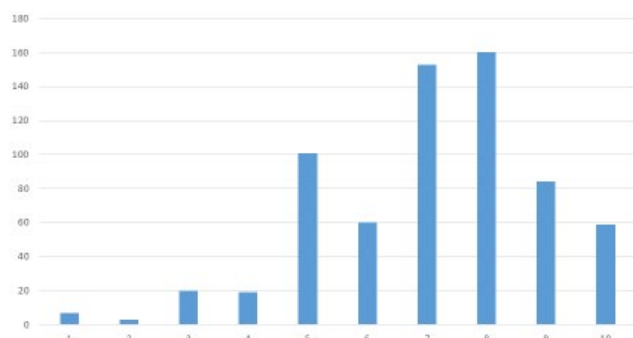
### Parent rating of how their child is coping with remote learning



Salesian College  
SUNBURY

Striving  
in life.

### Parent self-assessment of how they are coping with remote learning



Salesian College  
SUNBURY

Striving  
in life.

## 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 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 Lock down.**

## YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

83.7%

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL |       |
|---|-------|
| Y07   | 95.0% |
| Y08   | 94.1% |
| Y09   | 94.4% |
| Y10   | 90.6% |
| Overall average attendance                    | 93.5% |

| SENIOR SECONDARY OUTCOMES |        |
|---------------------------|--------|
| VCE Median Score          | 30.0   |
| VCE Completion Rate       | 100.0% |
| VCAL Completion Rate      | 87.0%  |

| POST-SCHOOL DESTINATIONS AS AT 2020  |       |
|--|-------|
| Tertiary Study   | 56.0% |
| TAFE / VET   | 10.0% |
| Apprenticeship / Traineeship   | 14.0% |
| Deferred   | 11.0% |
| Employment   | 8.0%  |
| Other – The category of Other includes both students Looking for Work and those classed as Other | 0.0%  |

# 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 organizational culture and platform that 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, nonteaching 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
- Developed an Inclusion Policy in 2018
- 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
- Developed a Student Management Guideline A# Poster for the Student Body- displayed in each classroom
- Student Voice Committee with one representative from each homeroom, subcommittee with the focus of Student Safety

## **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 member to remain informed
- Articles in the Student Bulletin
- 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
- Articles and policies on the Website: Child Safety Policy, Reporting Obligations, Code of Conduct
- 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 lock down periods
- Introduction of a visitor sign in facility for all College Feast Days: monitored by senior staff at the College
- Implemented the Respectful Relationship / resilience Curriculum within the Wellbeing Pastoral Program for 2019 in all Year Levels- 4-week program
- 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 behaviours 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 centralized 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 2020

Teachers continued to engage in meaningful conversations about pedagogy and its impact on student learning. Teachers were encouraged to use learning intentions and success criteria with in-house professional learning offered to all staff through our PL-Tuesdays Program as well as Learning Area meetings to focus on areas such as General Capabilities; Catholic Identity, catering for diverse learners and the use of VCE and NAPLAN data. A strong focus for

the year also centred around the components of the Melbourne Archdiocese Catholic Schools (MACs) Horizons of Hope framework and Pedagogy of Encounter. The College also introduced the staff to Positive Education as a 3 year implementation model to provide our students with a strong foundation on which they can build a successful life based on positive wellbeing to increase their capacity to learn effectively. These sessions provided an opportunity for staff to deepen their understanding of these frameworks as well as share practice through peer led workshop.

Several times throughout the year, at all-staff meetings, staff were fully briefed on Child Safe policies and codes of conduct, along with their inherent expectations. 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 trialing them. The work of the Staff Action Team around the review of a new POL structure beyond 2021 has set the foundation to work with our Middle Leaders to develop their skills as coaches. The Leadership Team engaged in a number of learning and research activities designed to develop our skills, knowledge and resources in this area.

|   |       |
|---|-------|
| Number of teachers who participated in PL in 2020 | 50    |
| Average expenditure per teacher for PL            | \$629 |

## TEACHER SATISFACTION

The staff of Salesian College Sunbury rose to the unprecedented challenge of remote learning in remarkable ways. Staff surveys throughout the year indicated the following:

### Remote learning strengths

- Clarity regarding expectations and procedures
- Support from colleagues and leaders
- ICT resources and support in developing ICT skills
- Building on established school routines (use of Schoolbox, daily timetable)
- Adapting approach to remote learning as the year progressed (communication to parents, shifting events such as parent teacher interviews online, changes to meeting structures)

### Remote learning challenges

- Maintaining a healthy and sustainable work / life balance
- Maintaining student and parent engagement as remote learning was extended
- Maintaining collegial relationships



**TEACHING STAFF ATTENDANCE RATE**

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 86.6% |
|--------------------------------|-------|

**ALL STAFF RETENTION RATE**

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 87.2% |
|----------------------|-------|

**TEACHER QUALIFICATIONS**

|                          |       |
|--------------------------|-------|
| Doctorate                | 0.0%  |
| Masters                  | 28.6% |
| Graduate                 | 35.2% |
| Graduate Certificate     | 5.7%  |
| Bachelor Degree          | 70.5% |
| Advanced Diploma         | 7.6%  |
| No Qualifications Listed | 15.2% |

**STAFF COMPOSITION**

|                                       |       |
|---------------------------------------|-------|
| Principal Class (Headcount)           | 9.0   |
| Teaching Staff (Headcount)            | 119.0 |
| Teaching Staff (FTE)                  | 107.1 |
| Non-Teaching Staff (Headcount)        | 74.0  |
| Non-Teaching Staff (FTE)              | 70.7  |
| Indigenous Teaching Staff (Headcount) | 0.0   |

## College Community

### Goals & Intended Outcomes

That community engagement and partnership will continue to support student development. Whilst the challenges of the 2020 pandemic made this difficult to implement, our newly appointed Community Liaison Leader continued to actively connect Project Based Learning with the local community. Specifically, we continued to explore opportunities across all subjects/years where community partnerships could be formed [at least one per year level], explored links with PBL at Years 7-9, established formal partnerships with Parish Feeder Schools and industry groups (esp. Agriculture), Local Government and Volunteer Groups, and used Social Media to promote community partnerships.

### Achievements

- Project-based learning projects linked with key local community initiatives
- VCAL Projects connected to local partnerships (incl. Western Water & Gatehouse Café)
- 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

Throughout 2020, the College implemented regular feedback cycles to gather input from our parent community regarding our approach to remote learning. Within this feedback, a strong support for the College's approach to remote learning was evident.

Parent survey responses regarding the College's approach indicated the following:

- I am satisfied with the resources provided so far for remote learning. 52% Strongly Agree
- I feel confident about the College's approach to remote learning. 58% Strongly Agree
- My child is being effectively engaged by their classes. 31% Strongly Agree, 60% Agree
- My child is being challenged by their classes. 24% Strongly Agree. 65% Agree
- The level of interaction between your child and their teachers supports effective learning. 43% Strongly Agree. 50% Agree
- My child is able to access help from their teacher when needed. 49% Strongly Agree. 43% Agree
- I know who to contact if I have concerns regarding my child's learning or wellbeing. 39% Strongly Agree. 51% Agree

The parent comments below reflect the many comments of support and satisfaction with Salesian College Sunbury in 2020.

*The staff at Salesian College are doing an excellent job. I love how each lesson is running as usual as set out on the school timetable. My daughter can easily access the work and complete the work in the set time allocated. She rarely asks me for assistance indicating that the teacher is explaining the work well. Keep up the amazing work!*

*You are all doing a phenomenal job under incredibly trying circumstances. It was never going to be a replication of the classroom and I think the agility and consideration with which you have all adjusted has been a credit to all the teachers and school administration. Thank you and keep up the great work.*

*I would like to express my sincerest thanks for the amount of support you have provided, and for the amount of work everyone has put into moving to remote learning. Everyone from administrators, teaching and support staff have been outstanding, and it is certainly reassuring at this time to feel supported through your community. I was genuinely concerned about how I would manage supporting my child in this process, and it has been the smoothest transition. The structures and systems you have put in place have meant that little support from me has*

*been required, and the attention to learning and wellbeing has meant that my child has been very settled throughout this entire process.*

## Future Directions

In 2021, the highest priorities will include:

1. Continue to develop expert teacher capacity for targeted teaching, evidence-based practice and collective efficacy to ensure students engage in quality learning experiences and achieve accelerated rates of progress over time.
2. Improving student safety through a focus on diversity and inclusion.
3. Building staff capacity in areas such as student behaviour management, progressive reporting, implementation of the NCCD requirements through learning adjustment.
4. Implementation of the new Pastoral, Leadership and Coaching Programs.
5. Establish the newly Incorporated Board and implement Director training re: obligations and Salesian Charism
6. Continue the development of the College Masterplan to 2030