

Salesian College Sunbury

2022 Annual Report to the School Community



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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

01/03/2023

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

Vision and Mission

Our College Vision

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

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

We are a welcoming COMMUNITY that fosters an atmosphere of joy and optimism. We strive for engagement in LEARNING for which we are collectively responsible. We promote the pursuit of EXCELLENCE in all aspects of life.

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

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

At our school, CLEF is the key.

"A Faith Community committed to Excellence in Learning"

College Overview

History

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

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

Present

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

Our supportive and nurturing environment encourages a style of relationship that recognises and celebrates the unique gifts and talents of every student. We are an innovative and caring community of learners committed to making students 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 once again present the Salesian College Sunbury Annual Report for 2022, highlighting our key milestones and achievements for the year. The College continues to draw inspiration from our founder, Don Bosco, and the Salesian charism, in all areas of College life. We seek to fulfil the Salesian charism by providing an environment for young people that is both welcoming and inclusive.

Providing a safe environment for learning has been the major focus of the College over the last 12 months. The return of students to face-face learning post pandemic has presented numerous challenges, including heightened levels of anxiety, a widening of ability levels at most year levels as well as an increase in behaviours that impact on the learning environment. Despite the challenges faced, the College continued to put students at the centre of all decision-making, with a great deal of emphasis placed on student well-being through the House-based Oratory Program, as well as on improving engagement in learning through the development of innovative curriculum such as 'My Salesian Passport'. There was definitely a great sense of joy for most students and staff as we reconnected with one another through whole school events such as assemblies, arts performances, House activities and liturgical celebrations. It was pleasing to receive feedback from staff, students and parents that the College's efforts to maintain connection during the two years of remote learning helped maintain high levels of connection, safety, professional growth and learning satisfaction.

In collaboration with staff, students, parents and the College Board, the College proudly developed a new Strategic Plan for 2022-25, the strategic intent of which covers five priority areas:

- Education: A matter of the heart
- Learning Innovation
- Servant Leadership
- Wellness: The dignity of the human person
- Family Community Engagement

Each priority has a clearly articulated plan of action that aims to “create an environment that is safe, supportive and enriching to enable all in our community to develop spiritually, physically, intellectually, emotionally and socially”. Our vision for community is one in which each person is sacred and unique, and therefore deserving to be treated with dignity and respect. Our promise is to work together to build positive relationships and a safe and welcoming school environment, one where each person is free to learn and to achieve their personal best.

The experiences of remote learning in 2020-21 both challenged and strengthened the commitment of staff to serve the learning and wellbeing needs of the students in their care. Central to this has been the further development of the Oratory Program into the daily life of the College, providing a unique opportunity to practice the key concepts of positive education as well as to drive student growth conversations regarding learning. Oratory has become a key driver to improving student learning outcomes and maintaining the College's already strong pastoral support program.

Alongside a structured program for student support, all teaching staff have been provided with the opportunity for mentoring through growth coaching conversations lead by dedicated coaching personnel. This coaching program, now in its second year, has quickly established itself as a key driver to pedagogical and wellness improvement. The significant investment in

this resource has witnessed strong improvement in staff performance measures such as collaboration and teamwork. The program has helped in attracting new staff to the College, including graduates, which meant the College managed to successfully fill all vacancies despite significant growth and turnover.

Enhancing student learning outcomes remains a key objective of the College in 2022, especially as data indicates a widening of learning abilities within each year level due to interruptions caused by the pandemic. The College was fortunate to receive significant State Government funding under the Tutor Learning Initiative and was able to structure a program of support for students 7-12, predominantly in literacy and numeracy. MACSIS data in both 2021 and 2022 has highlighted the need to improve student engagement in learning and, as such, the College has been researching and developing a vertical curriculum offering for students (My Salesian Passport) ready for implementation in 2024. Students will be afforded the opportunity to select subjects that both appeal to their interests and cater for their abilities. The development of the program has been deliberately slow and methodical, ensuring input from all community members and providing time for course writing.

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

College enrolments continue to grow exponentially alongside the growth in Sunbury and the surrounding Macedon Ranges. With the growth in numbers comes a broadening of the College's diversity, most notably in the area of diverse learning needs and religious affiliation. With a rising population of students funded under NCCD, the College continues to look for ways to make the curriculum accessible to all students in order to achieve success. With respect to the provision of facilities to support this growth, the College has been fortunate to receive generous support from the Victorian State Government for the construction of a STEAM Technology Precinct (due for completion in 2023) as well as a Community Sports Pavilion (due for completion in 2024). The development of the College's Masterplan, "Towards 2030", is near completion and will showcase a new Yr 11-12 Campus for delivery in 2028/9, providing room for further growth as well as further opportunities for broadening student learning pathways.

We are proud of the continued achievements we have made together during 2022. Whilst the future provides us with enormous challenges with respect to growth and capital development, the strength of our authentic relationships and shared commitment to continuous improvement provide a strong foundation as we approach our centenary as a school in 2027. We look forward with promise to what we can achieve together in 2023 to leave a lasting positive impact on our students and the wider community.

Catholic Identity and Mission

Goals & Intended Outcomes

- To explore ways of providing rigorous ongoing Professional Learning which plans for and enacts a Religious Education curriculum which uses the Pedagogy of Encounter, based on dialogue, searching for meaning and truth
- Explore ways of providing rigorous ongoing Professional Learning which plans for and enacts a Religious Education curriculum which uses the Pedagogy of Encounter, based on dialogue, searching for meaning and truth
- Enriching faith experiences of the Salesian community through prayer, sacramental life and student encounters which generates joy and optimism, resilience, thoughtful and caring citizens of the world who are 'seekers of truth and doers of justice'
- Recognise our Indigenous brothers and sisters as the traditional custodians of this land. Be committed to the ongoing search for reconciliation by honouring the significant role they play in our collective identity.
- Strengthen the spiritual formation of all members of the College community through open, active and purposeful engagement with our Catholic and Salesian tradition.

Achievements

Catholic Identity:

- The ninth consecutive year of the publication of the College Liturgical Calendar, with ongoing expansion and development across all year levels to include the celebration of Eucharist on a class-by-class basis as well as year level and campus liturgies on a cyclical basis.
- Celebration of Campus Feast Day Masses for St John Bosco (Years 10-12), St Dominic Savio (Years 7-8) and St Mary Mazzarello (Year 9) with associated activities. This includes the incorporation of a community focus element and the presence of visiting Salesians of Don Bosco (SDBs) and the Salesian Sisters (FMAs).
- Salesian Strenna theme for 2022 'Do all through love and nothing through constraint' 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.
- Commencement of a RAP (Reconciliation Action Plan) for the College as we move towards reconciliation

During 2022 fundraising was offered to support the following Charities:

- AUSTRALIAN SALESIAN MISSIONS

- CARITAS AUSTRALIA
- CATHOLIC CARE
- CATHOLIC MISSION
- DON BOSCO TECHNICAL SCHOOL PHNOM PENH
- JOSEPHS CORNER
- Mackillop Family Services
- Salesian Sisters Province
- ST VINCENT DE PAUL
- THE CAGLIERO PROJECT
- VincentCare Victoria
- Indigenous Immersion – Cape York Community Project

Student Activities:

- Seventh consecutive year of the appointment of two senior students to the college student leadership role of Faith and Justice Captains.
- Seventh consecutive year of the appointment of two junior student leaders to the student leadership role of Liturgy Captains.
- Faith and Justice Captains involved in Leadership development days supported by the College Student Leadership Coordinator
- Student attended an online celebration of the annual Catholic Education Week St Patrick's Day Mass
- Students attended an online launch of LENT and the Project Compassion campaign offered by Caritas Australia.
- Student participation at Community Mass: Cantors, Musicians, Readers.
- 2022 OzBosco held in person, offered for students to attend.
- Integration of the Social Justice Advocacy and Liturgical Celebrations within the Oratory Program.

OTHER PROGRAMS AND EVENTS

Feast Days

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.

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

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

During the Winter Appeal the community collected blankets, socks, scarfs and beanies to be distributed via the Sunbury Winter Shelter.

During Term 4 the College held a Christmas Drive to collect toys for MacKilliop Family Service.

Oratory Program & School Based RE

Students in Years 7 – 9 attended the Chapel of St John Bosco and participated in an Oratory Mass.

Students in Years 10-12 attended the Chapel of St John Bosco and participated in an Oratory Conversation with a Salesian Priest.

Students in Year 12 School Based RE attended class masses throughout the year.

VALUE ADDED

- Year 12 Retreat Day on the topic of 'Relationships and the 2022 Strenna' offered for all students off site at Amberley Retreat Centre, Lower Plenty.
- Year 11 Retreat Day on the topic of 'Servant Leadership' offered in person for all students at the College.
- Year 10 Reflection Day on the topic of 'Respectful Relationship: Life, Love and Me' offered on site for all students led by the organization Real Talk.
- Second year of the 10-day Senior Student Indigenous Immersion to Cape York and the Great Barrier Reef. 25 students and 2 staff attended. Funds were raised to support the community outreach project.
- Daily Prayer provided on Schoolbox to be shared during Oratory on a daily basis.

Learning and Teaching

Goals & Intended Outcomes

Our goals for 2022 were:

1. To use formative feedback to empower students, teachers and parents to achieve authentic growth in student learning.
2. To embed the principles of Deeper Learning across a curriculum that is personalised and responsive to student need.

Intended Outcomes

- All students achieve significant growth in learning outcomes, as measured by teacher assessment and standardised testing (PAT, NAPLAN, VCE).
- Improved student engagement through student voice and learning that is authentic, active, relational, responsive and complex.

Achievements

In 2022, we celebrated a full year of onsite learning and the beginning of a return to “normal”. A major focus for the year was re-establishing learning norms, relationships and routines while also endeavouring to maintain the best aspects of the online learning experience. This included enhanced forms of parent engagement through online forums such as Microsoft Teams, with parent information sessions, parent information evenings and forums continuing to operate online. The College also decided to include several “learning from home days” within the College calendar to ensure that students continued to develop their online learning skills and to reflect the modes of learning and working that will remain important into the future.

The development of a state-of-the-art Technology precinct was furthered by the opening of the College’s new Food Centre, which has greatly enhanced the delivery of this popular subject area. Work commenced on renovation of the historic Battery Shed into a new STEAM Centre, scheduled to be completed in 2023. STEAM continued to develop as a field of specialisation within the College with the continued growth of the STEAM Club and ongoing development of technology-based electives throughout the curriculum.

The focus on innovation and continual improvement are reflected in a range of achievements in Learning throughout the year:

- Development of a vertical curriculum model to be fully implemented by 2024. This significant shift in the structure of the College’s structures involved multiple working parties engaging in research, school visits, student and parent consultations, and curriculum planning. The new structure will include over two hundred elective choices, reflecting the College’s emphasis on student agency and personalisation as a means of engaging students in their learning.
- Re-engaging staff and students with high quality project-based learning pedagogies, including using student-centred protocols to re-establish classroom norms and collaborative student behaviours after the prolonged rounds of remote learning in 2020 and 2021.
- In partnership with NTN school coach, building curriculum leaders’ capacity to analyse strengths and weaknesses of current PBL curriculum and pedagogies.

- Providing professional development for teachers tailored to their level of PBL expertise.
- Embedding the teacher coaching program into the professional development program of the College, including aligning the program to focus on High Impact Teaching Strategies.
- Embedding cycles of project review to ensure continual development of quality projects.
- Introduction of an elective program for core subjects at Yr 9: English, Humanities and Science and gathering feedback and data to inform the development of the upcoming vertical curriculum structure.
- Introduction of student-led conferences for students in Years 7-9.
- Incorporating “learning from home” days into learning program to maintain students’ skills with online forms of learning.
- Embedding pre- and post-testing across the curriculum.
- Professional development on using PAT data profiles to inform differentiation and lesson planning.
- Participation in the MACS Literacy Improvement project.
- Opening of the new Food Centre and beginning construction of the STEAM Centre.
- Introduction of the Pathways class to support students with diverse learning needs.

STUDENT LEARNING OUTCOMES

The College used adaptive PAT testing to identify areas of student needs and to compliment our use of NAPLAN as a measure of student growth over time. Teachers examined the PAT Reading and Maths data to identify differentiation needs and to set literacy and numeracy goals for their lessons. Growth in PAT scores across the year were used to identify strengths and weaknesses in the College’s learning programs. NAPLAN and PAT data continues to be used to identify student eligibility for learning intervention programs such as Literacy and Numeracy support classes, as well as tutor support.

Year 9 NAPLAN results improved compared to the previous year, with increases in the proportion of students meeting minimum standards in all testing areas. The increase was particularly positive in Writing, reflecting a return to long term trends after a dip in 2021.

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

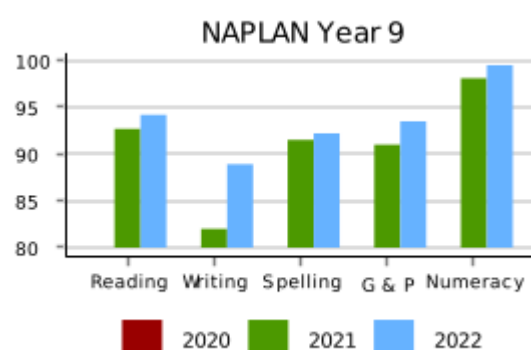
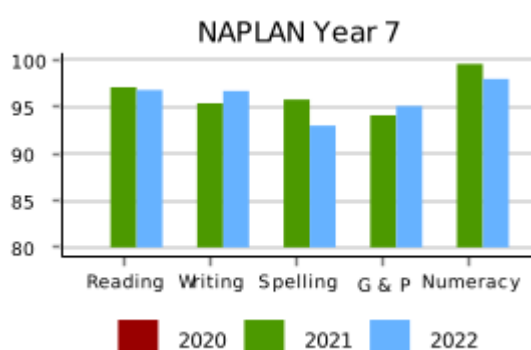
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	559.1
Year 9 Numeracy	579.6
Year 9 Reading	587.6
Year 9 Spelling	571.0
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	94.1	-	95.1	1.0
YR 07 Numeracy	-	99.6	-	98.0	-1.6
YR 07 Reading	-	97.1	-	96.8	-0.3
YR 07 Spelling	-	95.8	-	93.0	-2.8
YR 07 Writing	-	95.4	-	96.7	1.3
YR 09 Grammar & Punctuation	-	91.0	-	93.5	2.5
YR 09 Numeracy	-	98.1	-	99.5	1.4
YR 09 Reading	-	92.7	-	94.2	1.5
YR 09 Spelling	-	91.5	-	92.2	0.7
YR 09 Writing	-	82.0	-	88.9	6.9

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goal:

- To increase a sense of belonging for students.

Intended Outcomes:

- Increase student voice, agency and participation in the school

Achievements

- Common understanding in the community on what student voice and agency is
- Student Voice Tab on Schoolbox
- Student Voice lessons in Oratory
- Modified and improved format for Student Management Guidelines – to support Remote Learning, reflected this on the Learning Management System- Schoolbox
- Held a series of four Leadership Training Day for all Savio & Bosco Campus Leaders
- Wellness sessions offered during Oratory to support young people coming back to school after lock down- examples being mindfulness, how to deal with anxiety, social skills program, empowerment of girls.
- Programs offered in Oratory on Empathy, Resilience, Compassion as part of Positive Education
- Greater involvement of Student Wellbeing 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 on line information sessions with parents/guardians on how to support young people post lockdown
- 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.
- College continued to run its Sexuality Program facilitated by Elephant Ed, Minus 18.
- Continued public recognition of celebration of student achievement: Student achievement acknowledged through the following ways, please note some of these were done remotely, filmed and live streamed to students, staff and families, others happened at the College with reduced audience and live streamed
 - CLEF award presented each year to a person in each Year Level.
 - Annual Campus Award for one person at each campus for achievement in all aspects of CLEF
 - Presentation of Long Tan Leadership Award to a Year 10 and Year 12 Recipient

- Rectors Award Presented to a Year 12 student per House at the Year 12 Final Day
- '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 use of the 'Recognition' on Schoolbox
- Child Safety: see initiatives in Child Safety section of the Report.

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, supporting students who faced challenges post lockdown
- Whole school College Assemblies at the end of term facilitated by students via live streaming to half the school population, other half were present at the venue
- Workshops to support our Year 8, 11 & 12 Cohort through Elevate
- Held two sessions throughout the Year for all new Year 8-12 students to the College
- Held assemblies at the beginning of each term to re-establish routines and set expectations
- Music groups: Chamber Choir, Pop Choir, Symphonic Band, Jazz Ensemble all continued
- Camps and trips conducted at various year levels, - Year 7 Camp, Year 9 Retreat, Duke of Edinburgh Award Scheme Outdoor Education
- Feast Day Activities:
- Breakfast and conversation introduced for Year 12s during Oratory
- Oratory program continued to develop and provide a safe place for all students.

STUDENT SATISFACTION

2022 saw student satisfaction remain positive in the areas of rigorous expectations, student safety, and enabling safety. The area showing a decrease was school engagement.

STUDENT ATTENDANCE**Management of 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 the daughter/son 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. A daily report is then generated, and it is given to each Oratory Leader to seek clarification of any 'unexplained' absence the following day. Daily reports are returned to the Attendance Officer.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	81.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	88.4%
Y08	85.6%
Y09	87.0%
Y10	85.6%
Overall average attendance	86.6%

SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	93.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	58.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	10.0%
Deferred	11.0%
Employment	8.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & Intended Outcomes

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

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

Achievements

1. The development of policies and commitments

- Continued to support a Child Safety Commitment with membership of Staff (teaching and non-teaching), Students, Clergy, College Board Members. This committee was

charged with going beyond the requirements of putting in place process, policies, moving to a focus on organisational culture and platform the ensured the College embed child safety.

- Following policies reflect some of the College's commitment to child safety:
 - Child Safe Policy/Statement of Commitment
 - Code of Conduct
 - Processes for responding to and report suspected child abuse, such as Mandatory Reporting and PROTECT protocol.
 - Reportable Conduct Scheme
- All policies reflect collaboration and input from students, parents and non-staff, non-teaching staff – this was facilitated by a comprehensive survey targeted at the particular audience.
- All policies reflect collaboration with community groups where appropriate, and are compliant with ministerial order guidelines
- Ongoing schedule of meetings for the Child Safety Committee as part of the new College Board
- Commitment to do the Child Safety Survey annually
- Commitment to upskill all staff of Child Safety and related aspects
- Updated a Positive Behaviour Levels A3 Poster for the Student Body- displayed in each classroom
- Visual Child Safety material place in high traffic areas within the College- 'Who to see at Salesian; "PROTECT" 4 steps for Critical Incidents.
- Student Safety Survey completed by all students in the school

2. Training and awareness strategies:

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

Ways in which we achieved this were:

- Newsletter Articles from the Principal and Deputy Principal to enable parent's/community member to remain informed
- Articles in the Student News
- Topics presented at College Campus Assemblies, Year Level Assemblies and Whole School Assemblies
- Presentation to College Board
- Professional Learning and awareness raising for teaching and non-teaching staff on the following topics:
 - Reporting Obligations: eLearning Module
 - Consultation with all staff on Code of Conduct

- Presentation of final Code of Conduct commitment and agreement to the Code of Conduct by all staff. This was done at staff meeting and then facilitated by use of Care Monkey
- Consultation with all staff on related policies, followed up by formal presentation of Child Safety Policy, Reporting Obligations
- Presentation to all staff on the Reportable Conduct Scheme
- Importance of Student Voice
- Articles and policies on the Website: Child Safety Policy, Reporting Obligations, Code of Conduct, Child Friendly Version of Child Safe Standards
- Reiteration to student body regarding current policies and process that supported Child Safety (for example the Anti-Bullying Guidelines) – continuous reminders to students about how to be safe online, especially during remote learning. Posts put up on Schoolbox frequently with links to support services at the College and external
- Students at risk of breach of Child Safety (family environment) were contacted each week by Wellness staff re their safety and invited to work in at the College during the lock down periods
- All students were exposed to a Child & Young Persons Child Safety Awareness Assembly presented by Deputy Principal Students. Content included: who to seek out for help, awareness of child-friendly child safety policies, expectations of staff, responsibilities for students, sexting, sexual consent.
- Implemented the Respectful Relationship / resilience Curriculum within the Oratory Program, use of Positive Education and other Wellbeing tools
- Standards of Behaviour for students attending Salesian College put on the Website, LMS, and in each classroom: A3 Poster.

3. Consultation with Community:

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

Some ways in which we did this were:

- Newsletter Articles inviting community to have input and comment on proposals

- Newsletter Articles reminding community of the College's Child Safety Commitments
- Professional Learning sessions with staff - especially linked to online learning and communication with students
- Communication with students via Schoolbox posts re expected 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 centralised and streamlined: working with Children, VIT registration
- Initial investigation of online induction and online refresher courses for all staff, volunteers, contractors in relation to Child Safety
- Introduced a more streamlined approach to monitoring visitors coming into the College.
- Moved to an online portal to support all PL and accreditation in Child Safety - Compilspace

Leadership

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 efficacy.

Achievements

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

- The leaders in the College fostered a culture of collaboration, creativity, and innovation, recognising the significance of these qualities in driving student success and progress. This approach encouraged teamwork and contributed to a positive work environment that allowed for new ideas and approaches to emerge.
- The Leaders played a role in crafting a new Strategic Plan for the upcoming four years, which aimed to align efforts towards the College's mission and vision, providing a clear direction and purpose for all involved in the organisation.
- Staff were given opportunities to learn, grow, and receive feedback for ongoing development
- The Curriculum Leaders demonstrated a deep commitment to enhancing student learning outcomes by consistently convening in Professional Learning Communities to share vital data and effective teaching strategies.
- The Coaching Program was implemented to enhance student outcomes, and leaders collected and analysed data concerning the staff development and coaching program efficacy.
- College policies, procedures, and work practices were updated and developed to ensure compliance with legal obligations.
- Ongoing education on Child Safety included a briefing for all staff on the Reportable Conduct Scheme and Child Safe Standards.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, Salesian College remains committed to supporting the professional growth of its teachers with a renewed focus on leadership development. As a student-centered school, it is essential that our leaders have the skills and knowledge necessary to inspire their teams and drive positive change.

We are proud to partner with Growth Coaching International to offer professional learning experiences that support leadership development. This year, our professional learning offerings will focus on building the capacity of our leaders to lead their teams effectively,

understand their role as a leader, and navigate challenges in the changing educational landscape.

In addition to leadership development, Salesian College recorded 1403.75 hours of approved professional learning for teachers in 2022. Our teachers engaged in a variety of professional learning experiences, including pedagogy coaches, positive education, Catholic identity, and innovative curriculum design and delivery. Several teachers were also enrolled in sponsored further study programs.

We continued to prioritize child safety, with ongoing training and professional learning sessions to ensure that our teachers understand their legal obligations and have the necessary skills to identify and report any wellbeing concerns. Our subject-based teams also worked together to analyze data and develop targeted solutions to improve student learning outcomes.

As we move into 2023, Salesian College remains committed to providing our teachers with the support and resources they need to excel in their roles. Through our engagement with Growth Coaching International and ongoing professional learning opportunities, we are building a culture of leadership excellence and driving long-term success for our students and the wider community.

Number of teachers who participated in PL in 2022	128
Average expenditure per teacher for PL	\$834

TEACHER SATISFACTION

In 2022, Salesian College Sunbury participated in the Melbourne Archdiocese of Catholic Schools, School Improvement Survey (MACSSIS). Staff were surveyed about various aspects of the College. The MACSSIS is designed to equip principals, boards and staff with the data they need to plot their school's current position against effective practice and to plan a focused approach to school improvement. The data demonstrated that staff rate their experience at the College above that of previous years in the areas of Collective Efficacy, Collaboration, Support for Teams, Staff Leadership Relationships and Professional Learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.8%
Masters	22.9%
Graduate	25.2%
Graduate Certificate	3.8%
Bachelor Degree	56.5%
Advanced Diploma	4.6%
No Qualifications Listed	32.1%

STAFF COMPOSITION	
Principal Class (Headcount)	11.0
Teaching Staff (Headcount)	140.0
Teaching Staff (FTE)	126.2
Non-Teaching Staff (Headcount)	91.0
Non-Teaching Staff (FTE)	89.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- Continuing to foster a sense of welcome and belonging for all members of our community. • Engaging with the broader school community in faith and social justice, through the lens of our Salesian Charism.
- Developing partnerships with parents to provide a profound, faith-based platform for continuous learning and a foundation for life.
- Cultivating a culture of philanthropy to grow student learning opportunities.
- Developing and maintaining effective and collaborative partnerships with a range of family, community, social justice, academic and corporate organisations.

Achievements

- Project-based learning projects linked with key local community initiatives
- VCAL Projects connected to local partnerships
- Ongoing membership of important community affiliations such as Don Bosco Green Alliance with key initiatives in sustainability and recycling
- Hosting the 5 Schools Exchange Program with a 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, STEAM and Agriculture/Horticulture
- Further improvements to communications, incl. social media presence (LinkedIn) and SchoolBox News
- Improvements to online College Yearbook to include multimedia
- Return of community events post CV-19 (incl. Rupertswood Harvest, Community Carols, etc)
- Ongoing commitment to Rupertswood Sports Association & College Alumni
- Continued use of online platforms to engage staff, students & parents in 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, eSafety, etc
- Information Evenings at most year levels (online and in-person)
- Parent Engagement opportunities including Mother's/Father's Day Breakfasts, Graduation, Presentation Ball, etc
- Feedback surveys for all Year 7 parents (showing very high satisfaction across all parameters)
- Community Feedback Surveys showing positive satisfaction with College initiatives and support

PARENT SATISFACTION

Data taken from the parent MACSSIS survey indicates the perception of the College in the areas of family engagement, barriers to engagement and communication continue to be strengths when compared to MACS averages. Satisfaction data was particularly strong amongst parents of Year 7 students, reflecting continual improvement in the College's transition processes. Parent engagement through the pandemic was recognised as a strength of the College and a challenge will be to build upon this in future years.

- 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 post remote learning, with parent voice helping to shape our response to the challenges of returning to face-face learning.
- Parent engagement opportunities continued, with the return of onsite events such as Mothers and Fathers Day breakfasts.
- Further improvements to SchoolBox lead by the College's e Learning and Development Staff.