



Salesian College
SUNBURY

2024

Annual Report
To the College Community

Principal's Attestation

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

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

Attested on 16 May 2025

About this report

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

Governing Authority Report

It is with great pride and gratitude that I present the 2024 Board Chair's Report for Salesian College Sunbury. This past year has been one of reflection, renewal, and growth, as the College continues to deliver on its mission to provide a dynamic Catholic education in the Salesian tradition, where young people are empowered to become resilient, compassionate, and engaged citizens.

The Board's role is to govern with integrity and strategic oversight, ensuring that the College remains faithful to its founding charism while adapting to the evolving educational landscape. In 2024, we reaffirmed our commitment to long-term planning, financial sustainability, and the delivery of high-quality learning environments that support the holistic development of every student.

Our Board continues to invite key College staff to our meetings so we as a Board can be informed and in touch with College developments. These included presentations and discussions about NAPLAN and VCE results, Staff Professional Learning, Faith Development initiatives, the implementation of the My Salesian Passport curriculum initiative, and several updates on our planned second campus. We continue to be so highly impressed by the quality of curriculum offerings and the College's hunger for innovation and improvement across all areas.

Amongst the highlights of the year, of which there were many, was the formalisation of a partnership between Salesian College Sunbury and Bendigo Kangan Institute. This initiative, developed under the leadership of Principal Mark Brockhus and his executive team, expands vocational education opportunities for our students, equipping them with real-world skills and alternative learning pathways. The Board fully supports this direction, recognising the growing need for flexible, future-focused educational offerings that meet the needs of all learners.

The College also made important strides in capital works and facilities planning during 2024. We continued to progress plans for the renewal of learning spaces and enhancement of infrastructure to meet the demands of our growing student population. Guided by a long-term Master Plan, these projects are being approached with an emphasis on sustainability, accessibility, and alignment with contemporary pedagogical needs. We are grateful for the careful financial stewardship that has enabled these developments to proceed responsibly.

From a governance perspective, 2024 marked a year of strengthening our processes and relationships. The Board welcomed four new members in preparation for the retirement of foundation Board members Rosalie Jones and Eileen O'Leary, who have steered the Board through the complexities of incorporation, ensuring our governance practices remain robust, transparent, and in accordance with the principles of Catholic education and the expectations

of our Member, Fr Peter Hoang (Salesian Provincial). Our Board remains strong and collegial, allowing us to uphold our identity as a school in the Salesian tradition and meeting all of our governance obligations.

The College's ongoing focus on community engagement has also been heartening. From faith-based celebrations and family events to community partnerships and student outreach programs, the College continues to foster a vibrant and inclusive culture. These initiatives reflect the deep sense of connection that defines Salesian College Sunbury and the strength of the relationships that sustain it.

On behalf of the Board, I wish to thank the entire College community - our staff, families, students, alumni, and supporters - for their continued trust and partnership. I extend particular thanks to Principal Mark Brockhus, together with his wonderful Executive Team, whose visionary leadership continues to guide the College forward with clarity and compassion. As the incoming Chair, I also wish to acknowledge the outstanding work of inaugural Chair Mr Joseph (Joe) Caruana who has lead our Board with passion and a deep love for Catholic education.

As we look ahead, we remain inspired by Don Bosco's vision of education grounded in reason, religion, and loving-kindness. With this foundation, Salesian College Sunbury is well-positioned to meet the challenges of the future and to continue nurturing young people who are faith-filled, capable, and courageous.

Peter Dwyer | Board Chair
Salesian College Sunbury

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 strive in life.

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

Our classrooms integrate technology so that learning is engaging, stimulating and helps students to become lifelong learners. The curriculum offers a balanced and challenging study of all Key Learning Areas across Years 7 to 10 (Savio Campus), as well as an integrated learning program at Year 9 (Mazzarello Retreat).

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

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

Principal's Report

As I reflect on the year 2024, I do so with immense pride in our community's collective resilience, innovation, and dedication to the holistic development of our students. Salesian College Sunbury continues to grow not only in numbers but in spirit, character, and achievement. In our mission to provide a Catholic education in the tradition of St John Bosco, we have remained grounded in the values of integrity, respect, belonging, joy and dynamism - values that continue to guide every aspect of College life.

Academic Excellence and Teaching Innovation

2024 marked a year of continued improvement and innovation in our academic programs. Our commitment to excellence in learning and teaching was evident in positive NAPLAN outcomes, particularly in literacy across Years 7 and 9, where our targeted interventions and literacy coaching programs bore fruit. Numeracy also saw growth due to expanded use of differentiated learning strategies and digital tools.

The VCE results for the Class of 2024 were a source of pride. A number of students achieved ATAR scores above 80 and study scores above 40. The success of our students reflects not just their hard work, but the strength of teaching and the supportive environment cultivated at the College.

Significant curriculum development occurred across years 7-10 with the rollout of our vertical curriculum program 'My Salesian Passport' which builds upon our previous project-based framework encouraging student agency and real-world problem solving. The program's emphasis on student choice, collaboration, critical thinking and creativity has been a cornerstone of student engagement, with early evidence showing greater ownership of learning pathways and progression in areas of interest. Combined with the introduction of our RUAH program to enhance learning depth and breadth, learning engagement is showing significant improvement.

Our Learning Diversity Department continues to grow to support the needs of our students with diverse needs. The inclusion of year-level learning leaders across Years 7-12 have assisted with the development of ILPs, ensuring students and parents are adequately supported.

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

Faith, Formation and Social Justice

As a Salesian school, the spiritual and moral formation of students is central to our mission. In 2024, the theme “The Dream That Makes You Dream” inspired our spiritual programs, reminding us of our shared call to serve, grow, and accompany one another in hope.

Liturgical life thrived this year with the celebration of regular masses, feast days, and reflection days. Whole-school events such as our Easter Liturgies and House Weeks offered students meaningful opportunities to engage with faith through prayer, celebration, and charitable outreach.

Our Catholic Identity Team and Social Justice groups were active and visible throughout the year. Students led appeals for Vinnies, participated in Project Compassion and raised funds for Don Bosco missions overseas. Service learning continued through the Vocational Major Program, which connected students with local aged care, early learning, primary schools and disability support organisations.

Retreat programs across Year 8-12 were powerful and formative, offering students time away from the busyness of school life to reflect on their values, relationships, and spirituality. These experiences are vital in forming the compassionate, grounded leaders of tomorrow.

Student Wellbeing and Pastoral Care

We continued to place student wellbeing at the heart of our operations, recognising that young people flourish academically and socially when they feel safe, seen, and supported. In 2024, the College deepened its pastoral structures by investing in year-level wellbeing coordinators across Years 7-12 and the appointment of campus dedicated wellbeing directors.

Our House Oratory system and associated curriculum continues to be refined and strengthened, with school-wide values explicitly taught and celebrated. Our House system remained a vital component of student identity and support, with vertical structures fostering strong connections between year levels. New initiatives such as 'Strive' were introduced to help recognise student achievement and growth, alongside existing recognition programs.

We also expanded mental health resources, offering student workshops on resilience, stress management, and digital wellbeing. This is on top of parent support programs such as 'Tuning into Teens' and the newly introduced 'Time & Space' which continue to provide opportunities to work in partnership with parents and carers to promote a culture of inclusion and support.

Notably, student voice featured strongly in 2024 through forums, leadership teams, and co-design opportunities in learning and wellbeing initiatives. This empowered students to shape their own experience and contribute to a more responsive and inclusive College culture.

Co-Curricular Life

2024 saw further growth of the College's co-curricular program, with exceptional student participation across sport, performing arts, debating, STEAM, and Sacred Earth.

In sport, Salesian College competed strongly in SACCSS competitions, achieving premierships in both Premier League and Senior Sport competitions. Our College representative teams in swimming, cross-country and athletics also had record participation and strong results, with several students progressing to regional and state representation.

The performing arts flourished with our annual production, *Alice in Wonderland*, drawing large crowds and critical acclaim. The production involved over 80 students in acting, music, backstage, and technical roles. Our music ensembles, including the College Choir and Jazz Band, performed at College events and local community festivals throughout the year.

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

College Community and Parent Engagement

A vibrant school community requires the active engagement of parents and families. In 2024, we offered more opportunities for parent involvement, including information evenings, learning showcases, and parent forums on adolescent wellbeing and digital citizenship.

Our College Development Team lead the way with College events such as Mothers' and Fathers' Day breakfasts, Rupertswood Harvest, Alumni Philanthropic Events and more. Our Alumni connections continue to grow and strengthen, with many individuals and groups contributing their stories and services with the College. We also expanded communication channels, making greater use of the College App and other digital platforms to ensure families remained informed and engaged with student learning and events.

Staff Development and Collegial Culture

Our staff are the cornerstone of student engagement and achievement, and 2024 saw further growth in professional learning initiatives and opportunities. We implemented collaborative planning time across the College (Day 3) and provided opportunities to foster dialogue, inquiry, and shared practice.

All teaching staff engaged in targeted learning aligned to the AITSL Standards, with many participating in accreditation for Catholic Education and postgraduate study. Leadership development was another priority, with emerging leaders undertaking coaching and middle leadership training opportunities (sponsored study). We were also proud to celebrate staff milestones and contributions through our annual Staff Awards Evening, acknowledging years of service and outstanding commitment to Salesian values.

Infrastructure and Learning Environments

Our facilities continued to evolve in 2024, with a number of major upgrades aimed at enhancing the student learning experience. Notable developments included:

- The refurbishment of our Textiles Classrooms with new equipment, flexible seating, and digital integration.
- The establishment of a dedicated space for Vocational learning (VM)
- Upgraded outdoor learning areas and additional seating to support student wellbeing during breaks.
- The completion of a new Sports Pavilion for school and community sports events
- The completion of a new Agriculture precinct and show arena
- Completion of Stage 1 drawings for the new Yr 11-12 campus (due for completion in 2028)

These improvements align with our College Master Plan and ensure our facilities meet the demands of contemporary education while honouring the College's historic character and values.

Looking Ahead to 2025

As we conclude 2024, we do so with a renewed sense of purpose and anticipation for the journey ahead. Our Strategic Plan 2022–2025 continues to guide our direction, focusing on our five strategic pillars: Education: A Matter of the Heart, Learning Innovation, Servant Leadership, Family Community Engagement and Wellness: The Dignity of the Human Person.

In 2025, we look forward to:

- Completing the final year of our Strategic Plan and commence the process of review and setting new goals.
- Strengthening intercultural understanding through partnerships with Salesian schools in the Asia-Pacific region.
- Further enhancing student leadership opportunities and voice in decision-making.
- Commencing works on our new College Chapel
- Progressing our College Master Plan to commence the final stages of design and development for the second campus.

In closing, I extend my heartfelt gratitude to our students, staff, parents, and the wider College community for your continued partnership. Together, we shape a place of belonging, joy, and faith - a true home where young people are empowered to become the best versions of themselves. Thank you for being part of our Salesian story.

Mark Brockhus | Principal

Catholic Identity and Mission

Goals & Intended Outcomes

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

Achievements

Catholic Identity

- The eleventh 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 2024 'The Dream that makes you dream. A heart that transforms wolves into lambs,' professionally developed and workshopped with staff, explicitly taught across all year levels from Years 7-12, liturgically celebrated with both staff and students throughout the year, and regularly commented on to the college community via the Schoolbox and Daily Prayer.
- With the roll out of the Vertical Curriculum in 2024 all Religious Education new course outlines were resourced to support the new curriculum.

During 2024 fundraising was offered to support the following Charities:

- Australian Salesian Missions
- Caritas Australia
- Catholic Care
- Catholic Mission
- Don Bosco Technical School Phnom Penh

- Joseph's Corner
- MacKillop Family Services
- Salesian Sisters Province
- St Vincent De Paul Society
- The Cagliero Project
- Vincentcare Victoria
- Sunbury Winter Shelter
- Indigenous Immersion – Cape York Community Project

Student Activities

- Ninth consecutive year of the appointment of two senior students to the college student leadership role of Faith and Justice Captains.
- Ninth consecutive year of the appointment of two junior student leaders to the student leadership role of Faith and Justice Captains.
- Fourth year of the Red Earth First Nations Immersion to Cape York over the Term 2 holiday break. 25 students and 2 staff were in attendance.
- Student attended an in person celebration of the annual Catholic Education Week St Patrick's Day Mass and Young Speakers Colloquium.
- Student participation at Community Mass: Cantors, Musicians, Readers.
- 2024 OzBosco held in Sydney, offered for students with 10 Salesian students and 2 staff in attendance.
- 2024 Cagliero Project Cambodia Immersion where 1 current Salesian student and 1 alumni attended.
- Continued progression to integrate Social Justice Advocacy and Liturgical Celebrations within the Oratory Program.
- Inaugural launch of 'Sognare, a joyful youth encounter' for students at Salesian College in collaboration with St Joseph's College Ferntree Gully. Members of Salesian Youth Ministry were in attendance with College staff and Salesians in residence. Students were invited each term for prayer, reflection, dialogue, fun & games.

Staff and Professional Development

- The ongoing collaboration between the Deputy Principal Catholic Identity and Religious Education Learning Area Leader (curriculum focus) to lead the Education in Faith sphere of the college.
- Eighth year of conducting an intensive one-day Salesian charism immersion program for new staff to the college.
- Staff professional development conducted internally in the area of faith education across all four terms.
- Ongoing support of staff to Gain and Maintain accreditation to teach RE and Lead in a Catholic School.
- All teaching staff were given access to Fr Rob Galea online FMG Ministry Professional Development Courses to support with gaining accreditation hours.

- Offerings of Professional Learning on the topic of Prayer was offered for staff in both Semester 1 and 2. This comprised of 4 1-hour sessions.
- Full day staff faith day with 2 keynote addresses from Dr O Ernesto (Neto) Valiente

Keynote Address 1:

Oscar Romero: A Revolutionary Saint for Today's Suffering World

This presentation examines the life and prophetic witness of Saint Oscar Romero. It will be divided into three parts: a) Romero's formation and early ministry; b) his transformation / conversion, and c) his episcopal ministry and martyrdom.

Keynote Address 2:

The Church, Pope Francis, and Synodality

This presentation examines the main turning points historical development of the church's authority up to the Second Vatican Council. Then, it examines the life and ministry of Pope Francis with an emphasis on his project to develop a synodal church rooted in communion, participation, and mission.

Value Added

Year 12 Retreat Day on the topic of 'Relationships and the 2024 Strenna' offered for all students off site at Amberley Retreat Centre, Lower Plenty & Holy Cross, Lower Templestowe.

Year 11 Retreat Day on the topic of 'Servant Leadership' offered in person for all students at the College.

Year 10 Reflection Day which aimed to provide an opportunity for reflecting on current challenges and age-appropriate matters. Students will engage in the programs 'Man on a Mission' and 'True Beauty Salon' delivered by inspiring keynote speakers Steve and Annie Lawrence. The program was delivered to the whole student cohort and then in single sex groups to allow gender appropriate content to be discussed. In addition to this day, the topics and content will be further explored through the Oratory Program with their Oratory Teachers.

Program Outcomes:

The presentations will discuss topics surrounding self-worth and personal identity. Using dynamic testimony, creative learning, audience participation and discussions, various topics will be explored, including:

1. Discovering our mission and purpose in life
2. Honouring our own self-worth and human dignity

3. Deconstructing harmful stereotypes
4. Promoting self-esteem and respect for ourselves and others
5. Making good choices through being an upstander and not a bystander
6. Supporting everyone's wellbeing through RUOKDay initiatives

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

Program Outcomes:

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

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

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

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

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

Program Outcomes:

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

Other Events & Initiatives

- 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.
- Fourth 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.
- Oratory Masses and Liturgy provided to all students throughout the year.
- Chats in the Chapel launched as a regular activity for students to participate in and join each Wednesday.

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 cleaning products for distribution via our local St Vincent de Paul society for those in need.

In March, Harmony Week celebrated the multicultural contributions of migrants to Australia where various activities were held during Recess and Lunchtimes such as 'Everyone Belongs' murals in House Areas. Various students and staff shared prayers in their native languages or languages they have learned.

Term 2 saw a weeklong awareness raising initiative for Refugee Week. Year 10 students had the opportunity to listen to the story of Refugee, Isaiah, who shared his story to the cohort. Students had the opportunity throughout the week to engage in educational activities detailing the ethical issue of refugees and our call, as a Catholic school community, to support the dignity of every human person.

In May, we supported Laudato Si week by completing challenges on caring for our common home in the Oratory program. Daily prayers activities sparked conversations surrounding fast fashion, caring for the natural environment and consumerism.

Term 3 saw a weeklong celebration and awareness raising campaign for National Reconciliation Week where guest speakers and local Indigenous elders were welcomed into the College.

During Term 4 the College held a Christmas Toy Drive in conjunction with the local St Vincent de Paul Society. Each House was given the 2 family profiles and over the course of 3 weeks made donations and collected items on each families 'wish list.' The College hosted a gathering with Vinnies members for students to hand over the gifts.

Oratory Program & School Based RE

- Students in Years 7 – 11 attended the Chapel of St John Bosco and participated in an Oratory Mass.
- Students in Year 12 School Based RE attended class masses each term throughout the year as part of their program.

Learning and Teaching

Goals & Intended Outcomes

Goals:

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:

1. To increase student engagement as measured by MACSSIS survey and internally generated data.
2. Improve use of data to inform learning and teaching.
3. To continue to build teacher capacity to use evidence to differentiate learning.
4. To further develop whole-school processes to track and monitor student growth.
5. To continue building teacher capacity in student-centred pedagogies (SCP).

Achievements

In 2024, the College reached a major milestone with the full implementation of My Salesian Passport (MSP), a curriculum transformation grounded in student agency, deeper learning, and personalised pathways. Alongside this, significant progress was made in enhancing support for diverse learners, strengthening data literacy across the staff, and embedding new systems to track and improve student engagement.

My Salesian Passport

- Implemented the MSP vertical curriculum across Years 7–10, enabling students to personalise their learning based on readiness, interest, and aspiration, with over 200 elective choices spanning all learning areas.
- Supported successful rollout with targeted professional learning on project-based learning unit design and refinement.
- Developed MSP pathway planning tools to guide student choice, including updated resources for students and families.
- Conducted student, teacher, and parent surveys to gather feedback on MSP implementation, including the subject selection process; this was deepened through targeted student and parent focus groups.
- Used stakeholder feedback to review and improve MSP communication tools and processes, with a focus on clarity and the quality of subject selection advice provided.

- Student assessment data was used to track performance of students studying a subject above their expected age-based level. This data indicated that these students were performing as well or better as their older peers.
- Refocused student-led conferences in Years 7–9 to include a stronger emphasis on subject selection, allowing students to reflect on their interests and map future MSP pathways.
- Developed new policies to guide subject extension and commenced planning for how to best support students undertaking extensive acceleration across multiple learning areas.
- Launched RUAH, the College's new wellbeing and formation subject, as a core component of the MSP program across Years 7–10, designed to develop students' social, emotional, and ethical understanding.
- Developed the RUAH curriculum to align with the Salesian charism and Victorian Curriculum capabilities, providing structured opportunities for reflection, character development, and community engagement.

Student Engagement Reporting

- Developed and launched a new Student Engagement Reporting system to formally track student engagement over time, providing insights beyond academic performance.
- In 2024, the system was used internally only, giving teachers an opportunity to practise applying the rubric and refine it based on feedback before results are shared with students and families in 2025.
- Designed indicators aligned with observable behaviours such as effort, participation, and preparedness, with input from teachers and learning leaders.
- Incorporated engagement data into regular academic reporting cycles, allowing for earlier identification of disengagement and more targeted student support.
- Used engagement trends to inform discussions during student-led conferences and pathway planning conversations.

Enhancing Learning Diversity Support

- Introduced a new Learning Diversity structure, appointing Year Level Learning Leaders to provide targeted support across each year group and strengthen collaboration with teachers.
- Shifted from a centralised model to a more embedded, cohort-based approach, enabling earlier identification of student needs and more consistent follow-up across subjects.
- Strengthened the SSG (Student Support Group) process through closer collaboration between Year Level Learning Leaders, families, and subject teachers, ensuring more responsive and actionable planning for individual students.
- Fully implemented the MacqLit program to support students requiring targeted intervention in literacy decoding and fluency.

- Rolled out Quicksmart as the College's primary Literacy and Numeracy intervention for identified students in Years 7–9, with structured sessions embedded into their timetable.
- Began planning for the introduction of the Victorian Pathways Certificate (VPC) in 2025 to offer a highly individualised learning program for students requiring alternative pathways.

Development of the LEARN Instructional Model

- Established a teacher working party representing all learning areas to co-design a whole-school instructional model aligned with the College's focus on explicit teaching and deeper learning.
- Created the LEARN instructional model, structured around five clear lesson phases designed to promote consistency, clarity, and student-centred practice across classrooms.
- Conducted staff-wide consultation using feedback protocols and reflection activities to ensure the model was grounded in classroom realities and built collective ownership.
- Designed a trial phase for 2025, including implementation in selected classes and opportunities for reflection and refinement based on student and teacher feedback.

Student Learning Outcomes

In 2024, the College continued its use of Progressive Achievement Tests (PAT) alongside NAPLAN to monitor student growth and guide learning support and extension. PAT data was used across learning areas to inform differentiation, set cohort literacy and numeracy goals, and track progress throughout the year. This data also supported the identification of students requiring targeted intervention, including access to programs such as MacqLit and Quicksmart.

NAPLAN results again reflected strong performance in the middle achievement bands, with the majority of students in both Year 7 and Year 9 performing in the Strong category across Reading, Writing, and Numeracy. In several domains, the College outperformed both state and national averages in this band, particularly in Reading and Numeracy. These results indicate effective teaching practice and consistent learning growth across cohorts.

At the same time, the percentage of students achieving results in the Exceeding category remained below state benchmarks across most domains. This suggests a need to further strengthen our extension strategies to ensure high-achieving students are consistently challenged and supported to excel. Targeted work in this area has already begun through curriculum planning, review of extension pathways, and refinement of the College's vertical curriculum structure.

The College's 2024 VCE results reflected a dip in overall ATAR performance compared to the previous year. While this variation is being closely analysed, results remain broadly in line with the five-year average. The College has already taken steps to strengthen senior school achievement, including enhanced tracking of student progress across Units 3 and 4, earlier interventions by senior learning leaders, and expanded support for exam preparation and revision. These strategies will continue to be refined to ensure that every student is supported to achieve their personal best.

Year 7 NAPLAN Results

Reading

Needs Additional Support: 11.3% (State: 7.1%, National: 10.2%)

Developing: 16.8% (State: 19.1%, National: 21.0%)

Strong: 55.8% (State: 49.7%, National: 47.8%)

Exceeding: 15.8% (State: 22.3%, National: 19.9%) Writing:

Needs Additional Support: 6.6% (State: 6.4%, National: 10.4%)

Developing: 24.9% (State: 20.5%, National: 22.7%)

Strong: 56.1% (State: 51.7%, National: 47.6%)

Exceeding: 12.1% (State: 19.6%, National: 17.7%) Numeracy:

Needs Additional Support: 6.4% (State: 7.3%, National: 9.4%)

Developing: 28.6% (State: 21.3%, National: 21.9%)

Strong: 55.9% (State: 55.2%, National: 53.7%)

Exceeding: 8.8% (State: 14.5%, National: 13.5%)

Year 9 NAPLAN Results

Reading:

Needs Additional Support: 6.7% (State: 8.5%, National: 11.1%)

Developing: 27% (State: 22.8%, National: 24.1%)

Strong: 53.7% (State: 46.5%, National: 45%)

Exceeding: 12.2% (State: 19.9%, National: 18%)

Writing:

Needs Additional Support: 10.1% (State: 7.9%, National: 11.6%)

Developing: 25.5% (State: 23.9%, National: 25.7%)

Strong: 46.8% (State: 43.6%, National: 39.9%)

Exceeding: 17.2% (State: 22.5%, National: 21.1%)

Numeracy:

Needs Additional Support: 6% (State: 8.5%, National: 10.4%)

Developing: 31.2% (State: 23.9%, National: 24.4%)

Strong: 60.5% (State: 55.4%, National: 54.5%)

Exceeding: 1.9% (State: 10%, National: 8.9%)

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	528	61%
	Year 9	532	42%
Numeracy	Year 7	533	65%
	Year 9	555	63%
Reading	Year 7	534	72%
	Year 9	565	66%
Spelling	Year 7	525	68%
	Year 9	553	69%
Writing	Year 7	543	68%
	Year 9	566	64%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	27
VCE Completion Rate	99%
VCE VM Completion Rate	98%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	56%
TAFE / VET	5%
Apprenticeship / Traineeship	13%
Deferred	0%
Employment	23%
Other - The category of Other includes both students Looking for Work and those classed as Other	3%

Student Wellbeing

Goals & Intended Outcomes

Goals

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

Intended Outcomes

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

Achievements

- Refined our Positive Behaviour Guidelines
- Wellbeing Tab on Schoolbox updated and maintained regularly with information and Resources
- Student and Parent Wellbeing Tile on Schoolbox updated with information on positive behaviour guidelines, the 4 R's model as well as student supports within the College
- Introduced the 4Rs Behaviour Education Model to teachers, students, and parents
- Introduced leadership structure to support students at each year level. Each year level now has a designated Leader of Student Wellbeing and Leader of Student Learning.
- Held a series of Leadership Training Days for all Savio and Bosco Campus Leaders
- Wellness sessions continued to be offered during Oratory to support young people; examples being mindfulness, how to deal with anxiety, social skills program, empowerment of girls, positive use of social media, sleep hygiene.
- Wellbeing sessions held within Yr 11 seminar program on safe partying, proactive policing unit session on responsibilities and the law when using social media and Fit2Drive session held in Term 3.
- Wellness Teams presented online information sessions with parents/guardians on supporting young people with developing positive mental health and Tuning into Teens workshops

Value Added

- Modified and improved format for Positive Behaviour Guidelines
- Staff facing Student Wellbeing Tab on SchoolBox updated & maintained regularly with information and resources
- Held a series of Leadership Training Day for all Savio & Bosco Campus Leaders
- Wellness sessions continued to be offered during Oratory to support young people. Examples include mindfulness, how to deal with anxiety, social skills program, empowerment of girls, positive use of social media, sleep hygiene.
- Programs offered in Oratory on Empathy, Resilience, Compassion as part of Positive Education
- Greater involvement of Student Wellness Team in the direction of Pastoral Care Program within the College. This supports the College's action to continue to develop and implement a Pastoral Care Program to meet the needs of students and be proactive in supporting young people
- Wellness Teams presented online information sessions with parents/guardians on safe partying, supporting young people with developing positive mental health
- 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
- Student achievement acknowledged through new STRIVE program as well as through formal events and awards
- Workshops to support our Year 11 & 12 with Study Skills through Elevate Education
- Workshops to support Year 11 & 12 students with study routine and habits through Success Integrated

Student Satisfaction

School Belonging Domain (5) – MACSSIS 2024 (2023 data)

1. How well do people at your school accept you for who you are? 44% (50%)
2. How supportive are the adults at your school? 46% (46%)
3. How often do you enjoy being together with students in your class? 47% (54%)
4. How often are people in your class kind and helpful 31% (40%)
5. To what extent do the adults at this school care about you and your future? NA
6. How much do you matter to others at this school? 36% (36%)
7. How much do you feel like you belong at your school? 38% (39%)

The lower results for questions 1, 3 and 4 are areas the College is continuing to work on.

Student Attendance

Attendance Data:

For Sem 1, Sem 2 and Step Up:

- College Total - 82.19%
- Year 7 Total - 84.60%
- Year 8 Total - 83.40%
- Year 9 Total - 78.56%
- Year 10 Total - 80.07%
- Year 11 Total - 83.25%
- Year 12 Total - 83.32%

Non-Attendance:

The College recorded all attendance on SCHOOLBOX for Oratory and each period of the day. Reminders are sent to staff regarding the importance of maintaining correct records. The Attendance Officer sends out an SMS message to the designated parent/guardian, when their child is absent from Oratory and the reason is marked as 'unexplained'. Parents are expected to respond to the SMS via text or a phone call. A daily report is then generated, and it is given to Oratory Leaders, Year Level Leaders, and Director 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	86.4

Average Student Attendance Rate by Year Level	
Y07	88.1
Y08	86.9
Y09	85.1
Y10	86.6
Overall average attendance	86.7

Leadership

Goals & Intended Outcomes

Goals:

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

These goals shaped a leadership approach centered on care, collaboration, and empowerment. Leadership was not confined to formal titles but seen in the everyday decisions, learning moments, and relationships nurtured across the College. A continued focus on student-centered learning, staff wellbeing, and professional growth ensured that the voices of staff, students, and families remained central to our direction.

Achievements

In 2024, the College continued to build a culture where leadership is shared, coaching is embedded, and growth is expected and supported. The following achievements reflect this commitment:

- Over 170 teachers participated in Professional Learning (PL) aligned to College priorities. The average PL expenditure per teacher was \$512, ensuring both access and quality were prioritised.
- We expanded our Coaching Program, with a consistent toolkit and structure designed through PL in coaching micro-skills, solution-focused frameworks, data-driven conversations, and student voice. This was delivered through in-house expertise and aligned to evidence-based models such as Marzano's strategies and the GROWTH model.
- All Directors participated in leadership coaching, including sessions with Fr Frank Moloney to support their formation and deepen understanding of their role in a Catholic learning community. Feedback led to a refinement of this model for 2025.
- A distributive approach to leadership was evident through PL facilitation. More than 20 leaders and teachers planned and delivered adult learning experiences to their peers. Staff were invited to lead based on areas of strength, with sessions covering topics such as behaviour education, questioning strategies, data literacy, VCE literacy, collaboration strategies, and faith formation.
- Tailored support was provided to early career and provisionally registered teachers through a structured Day 3 program. This included sessions on behaviour management, understanding the Salesian charism, formative assessment, working

with diverse learners, and professional identity. Coaches were assigned to provide wraparound support, contributing to a strong foundation for sustained professional growth.

- Point-of-need PL was delivered for specific staff groups, including CLC staff (on managing challenging behaviours), ESS staff, HPE teachers (concussion protocol), and English teachers (Accelerated Reader). These targeted supports ensured that all roles in the College were given the resources and tools they needed to thrive.
- We responded to staff feedback and emerging needs through agile professional learning planning, informed by feedback surveys, team reflections, and MACSSIS data. For example, coaching schedules were adjusted to minimise interruptions from extras, and additional tools were developed to support data collection when observations were not possible.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Professional Learning in 2024 was intentionally designed to build capacity across all roles and levels. Key features included:</p> <p>Coaching Program Impact</p> <p>Mid-year feedback from a sample of participants highlighted the value of coaching across domains such as wellbeing, teaching practice, and classroom climate. Teachers shared: “A valuable opportunity to pause and reflect... a level of accountability to ensure I am not stagnating in my practice.”</p> <p>“The empathy displayed by my coach... toward the challenging class I have asked them to work with me on.”</p> <p>“Having a safe, supportive and trusting environment to unpack the various challenges and also wins that come with teaching.”</p> <p>90% of teachers surveyed reported that coaching supported them in one or more professional areas, and nearly all described their coaching conversations as meaningful, focused, and growth-oriented.</p> <p>Strategic Alignment</p> <p>All PL offerings were mapped to one or more strategic priority areas: Classroom Climate, Instructional Practice, or Inclusion. This alignment ensured a shared language and purpose across teams. For example:</p> <ul style="list-style-type: none"> • Behaviour Education PL was led by our internal 4Rs working party, embedding consistent expectations and restorative approaches across the school. • Instructional Practice PL included sessions on questioning techniques, assessment design, project-based learning, and the use of student feedback tools. • Inclusion-Focused PL featured guest presentations on ADHD and ASD, student focus group debriefs for LD teachers, and training in QuickSmart and MacLit literacy interventions. <p>Faith and Identity Integration</p> <p>PL incorporated Salesian pedagogy and faith formation, with teachers engaging in Encounter, sessions on prayer, and coaching conversations that began to draw links between their work and our Catholic identity. These links were both formal and informal, but feedback highlighted a desire to make this dimension more explicit in 2025.</p> <p>Responsive Planning</p>

Expenditure And Teacher Participation in Professional Learning	
<p>We piloted new Day 1 PL offerings with flexible, choice-based sessions. Staff selected PL based on need and interest, with offerings such as:</p> <ul style="list-style-type: none"> • VCE Literacy • Collaboration Strategies • Assessment and Rubrics • Faith Formation – Prayer and Encounter • Reflective Circles for Leaders 	
Number of teachers who participated in PL in 2024	170
Average expenditure per teacher for PL	\$512.00

Teacher Satisfaction

Staff voice continues to be integral to how we design and deliver leadership and PL initiatives. MACSSIS 2024 Staff Data, combined with internal feedback mechanisms, suggests increasing satisfaction in key domains related to leadership and professional growth.

Feedback from MACSSIS and our coaching program highlighted:

A strong sense of belonging and care.

Appreciation for opportunities to share expertise and lead learning.

Growing confidence in the purpose and relevance of professional learning.

A desire for even greater clarity and coherence around how PL links to school-wide strategy.

One staff member shared:

“The coaching program gives me a voice. It’s not just about what I need to do—it’s about how I can grow. I feel heard, challenged, and supported.”

Another commented:

“PL is finally something I look forward to. It’s about us and our students, not just a box to tick.”

Looking Ahead

In 2025, we aim to:

Further integrate our Coaching Program with our Instructional Model and 4Rs Behaviour Education framework.

Expand Reflective Circles and professional learning communities (PLCs) to provide more collaborative learning opportunities.

Increase access to quality PL for Education Support Staff, building on the CLC model. Enhance our digital PL hub (e.g. Schoolbox resources, Salesian Spotlight videos) to allow asynchronous follow-up learning.

Continue to develop staff as facilitators of learning and leadership.

The journey continues—but what remains unwavering is our commitment to bringing out the best in our people through deep listening, shared purpose, and compassionate leadership.

Teacher Qualifications	
Doctorate	1
Masters	27
Graduate	31
Graduate Certificate	4
Bachelor Degree	81
Advanced Diploma	6
No Qualifications Listed	86

Staff Composition	
Principal Class (Headcount)	9
Teaching Staff (Headcount)	165
Teaching Staff (FTE)	151.39
Non-Teaching Staff (Headcount)	111
Non-Teaching Staff (FTE)	97.98
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

In 2024, Salesian College Sunbury remained committed to fostering a strong and inclusive community that reflects the core Salesian values of Faith, Learning, Excellence, and Community. The key goals and intended outcomes for the year were:

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

Achievements

Achievements

Throughout 2024, the College undertook several initiatives that deepened its engagement with the wider community:

Strengthened Educational Partnerships: A major milestone was the launch of a strategic partnership with Kangan Institute, which will provide enhanced access to vocational education and training for students. This initiative reflects the College's commitment to offering diverse and practical learning opportunities aligned with future workforce needs.

Parent and Alumni Engagement: The College continued to nurture its relationship with families and alumni through regular communications, invitations to key College events, and involvement in College life. Parents participated in liturgies, learning conferences, information sessions, and community celebrations. The Alumni network also remained active, strengthening the College's connection to its history and legacy.

Community Service and Outreach: Students were actively involved in community outreach programs and fundraising activities. These included St Vinnies appeals, environmental initiatives, and partnerships with local charities, allowing students to develop leadership skills and a sense of social responsibility.

Faith and Cultural Celebrations: The College community came together to mark significant liturgical events and cultural days. These occasions offered opportunities for students and families to celebrate diversity and deepen their understanding of Catholic identity in the Salesian tradition.

Communication and Connection: Ongoing updates through the College newsletter, social media, website, and Simon Everywhere platform ensured that families and the broader community remained informed and connected with College life

Parent Satisfaction

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

In summary:

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

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.scr.vic.edu.au



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