



Salesian College
SUNBURY

**Striving
in life.**

2023

ANNUAL REPORT TO THE SCHOOL COMMUNITY

Community | Learning | Excellence | Faith



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 13 May 2024

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

Our Salesian College Sunbury Board continued to work with and support our Principal Mark Brockhus and the College Leadership team. We held seven meetings during 2023 and several meetings at Committee level. The four task-focused Committees continued to be: Masterplanning, Risk & Compliance, Finance & Audit and Child Safety.

Our Board invited key College staff to our meetings so we as a Board could be informed and in touch with College developments. These included sharing information about NAPLAN results, Faith Development initiatives, the implementation of the 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 various levels of staff development at our College. The budget allocation for these aspects of College operations are testament to our Leadership Team's commitment to providing the best learning and teaching opportunities for our staff and students. As a further point, our Board believe it is vital that we acknowledge our leaders through our interactions with them during our meetings. Therefore, our process of inviting staff to our meetings will continue into future Board gatherings.

We also continue to invite and include students and staff to our Committee meetings. This is another connection with staff and a provision of a voice for students and the issues they experience. Committees are chaired by Board Directors who provide a report during Board meetings. Students play a major consultative role on our Child Safety committee. These students include student leaders who bring issues to the Committee agenda for discussion with College staff present at the meetings. Staff then formally report to the next Committee meeting for further developments.

By far our biggest focus is the planned second College campus. Our enrolment numbers continue to grow at a rapid rate, evidence of the positive community perceptions of our College! Word of mouth recommendations and College enrolment promotions continue to provide us with Year 7 enrolment applications beyond our capacity to accept completely. Combined with students applying to transfer from other secondary schools, there is growing pressure on our ability to provide adequate teaching spaces and associated resources. Hence the urgency in the planning and construction of our second campus. Much work was done and continues to dominate the workload of Mark Brockhus and our company Secretary, Paul Hillas. Both Mark and Paul, along with Deputy Principal Angela Romano, reported to our Board on a regular basis, through the Masterplanning Committee.

We welcomed Fr Frank Moloney to our Board in February with his extensive and impressive history of theological leadership. Fr Frank has written several books and worked in various Catholic communities including Catholic Primary and Secondary schools all over Australia. Fr

Frank's regular reflections on Salesian charism make for deep spiritual insights at the start of our Board meetings.

Following discussions and skill matrix completion at Board level, we decided to increase our Board Director numbers for a greater variety in experience and talent on our Board. Mark Brockhus advertised for expressions of interest and we received several applications. We interviewed and requested our Salesian Provincial to accept and approve the increased numbers and the applicants we suggested. New members will hopefully join the Board in 2024.

Joe Caruana

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 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 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

It is my pleasure to once again present the Salesian College Sunbury Annual Report for 2023, 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.

A major highlight for 2023 was the celebration of 100 years of Salesian presence here in Australia and the Pacific. The first Salesians arrived in Fremantle in March of 1923, full of faith and zeal for whatever might lie ahead. From a struggling missionary presence in the Kimberley to the present abundance of charismatic work among our schools, youth centres, hostels and parishes, that same faith and zeal of the founding Salesians has endured, mostly through the work of our incredible lay partners across all Salesian works. As with most celebrations, there were numerous events held to commemorate such an historic occasion, including a visit by the current Rector Major of the Salesians, Fr Ángel Fernández Artime SDB. As he concluded his visit to Sunbury, the Rector Major commented on the incredibly safe and supportive environment we had created here at Sunbury, true to the very heart of Don Bosco's first Oratory founded in Turin.

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.

Continuing to build upon our reputation as a safe environment for all staff and students has remained a major focus for the College over the last 12 months. The post-pandemic period presented many challenges (school refusal, wellbeing concerns, a widening of ability levels at most year levels, etc) that have impacted upon the learning environment. MACSIS data has consistently highlighted the need to improve student engagement in learning and the Strategic Plan places this high on our list of priorities. In close collaboration with College leaders, staff and students alike, and informed by explicit feedback from parents, the College spent much of 2023 putting the finishing touches to an innovative, vertical curriculum structure, 'My Salesian Passport', which has at its core the aim to improve student engagement in learning with a strong emphasis on authentic student-teacher relationships. This innovation promises to transform the learning landscape at Salesian, providing for much richer opportunities for support as well as enhancement/enrichment across all curriculum areas. Together with further funding from the State Government under the Tutor Learning Initiative and the deployment of programs such as MaqLit, it is hoped that these innovations will better support students across all year levels and to reduce some of the widening spread in literacy and numeracy data.

Student and Parent feedback data from the period 2020-3 has both challenged and strengthened the commitment of our staff to better support the wellbeing needs of the students in their care. Central to this has been further enhancements to the Oratory Program which provides 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. In 2024, student support will be enhanced by the introduction of Year Level Leaders for both learning and wellbeing, working collaboratively at each year level to ensure we better support the needs of our growing and increasingly diverse student population. And in keeping with the Salesian core value of "A Home that Welcomes", the College celebrated many key events throughout 2023, including assemblies, arts performances, House activities and liturgical celebrations. These are important elements of keeping students connected with one another and with their teachers.

Alongside a structured program for student support, the College continues to prioritize the development and wellbeing needs of all its staff. Unique opportunities such as mentoring through growth coaching and strong supports, especially for graduate staff, saw the College receive a "5 Star Employer of Choice" Award from The Educator Magazine. Our coaching program, now in its third 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 also helped in attracting new staff to the College, ensuring that all vacancies were filled despite a very competitive employment market.

The College's Salesian Community, consisting of 5 priests and brothers, 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 (opened in early 2024) as well as a Community Sports Pavilion (due for completion in 2025). The College's Masterplan, "Towards 2030", which was completed in 2023 showcases 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 2023. 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 2024 to leave a lasting positive impact on our students and the wider community.

Catholic Identity and Mission

Goals & Intended Outcomes

- Recontextualise the Salesian Charism for our community in light of our current context by creating sacred spaces on our land linked to the curriculum
- Develop capacity of Religious Education Staff to plan curriculum based on dialogue, searching for meaning and truth
- Further develop Yearly reflection days in Years 7-10 and retreats in Years 11-12
- Continue to develop House Feast Week celebration which have a focus on service towards the community
- Develop school commitments towards reconciliation through the implementation of a Reconciliation Action Plan (RAP).
- Fund 3 staff each year in further studies to obtain Accreditation to Teach and Lead in a Catholic School.

Achievements

Catholic Identity

- Centenary celebration of Salesian presence in Australia. This included a visit and celebration of the 'Don Bosco Derby' with the Rector Major Fr Angel Artime Fernandez.
- The tenth 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 2023 'As the Yeast in today's human family; the lay dimension of the Salesian family" 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.
- In preparation for the Vertical Curriculum in 2024 all Religious Education course outlines were reviewed and rewritten to incorporate contemporary pedagogy, the use of rubrics for learning, and the "re-contextualisation" of the learning narratives in Religious Education.
- Work continued with regards to creating a RAP (Reconciliation Action Plan) for the College as we move towards reconciliation

- During 2023 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
- The Cagliari Project
- VincentCare Victoria
- Sunbury Winter Shelter
- Indigenous Immersion – Cape York Community Project

Student Activities

- Eighth consecutive year of the appointment of two senior students to the college student leadership role of Faith and Justice Captains.
- Eighth 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 in person celebration of the annual Catholic Education Week St Patrick's Day Mass and Young Speakers Colloquium.
- Students attended an online launch of LENT and the Project Compassion campaign offered by Caritas Australia.
- Student participation at Community Mass: Cantors, Musicians, Readers.
- 2023 OzBosco held in person, offered for students with 5 Salesian students and 2 staff in attendance.
- Continued progression to integrate Social Justice Advocacy and Liturgical Celebrations within the Oratory Program.

Staff and Professional Development

- The ongoing collaboration between the Assistant Principal Catholic Identity and Religious Education Learning Area Leader (curriculum focus) to lead the Education in Faith sphere of the college.
- Seventh 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.
- Full day staff faith day led by Catholic Theological College staff. Five topics were on offer with staff selecting to take part in 2:
 1. Jesus Christ for me today – Rev. Dr Phillip Gleeson SDB
 2. A More Passionate concern for the protection of the world – Dr Frances Baker RSM
 3. Mary of Nazareth - Francis J. Moloney SDB, AM, D. Phil., FAHA
 4. Can a Scientist believe in God? – Rev. Dr Christopher Mulherin
 5. Interfaith Relations: Enhancing our connection with other faiths – Rev. Assoc Prof. John Dupuche

Value Added

- Year 12 Retreat Day on the topic of 'Relationships and the 2023 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.
- Third 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.

OTHER PROGRAMS AND EVENTS

1. 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.

2. 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. The Sacred Earth Student Advocacy Team contributed to the making and donation of 5 recycled quilts to be given to the SWS for distribution to the vulnerable in the community.
- 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 Drive to collect toys for MacKilliop Family Service.

3. 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.

Learning and Teaching

Goals & Intended Outcomes

Goals

Our goals for 2023 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

1. To ensure that student data is readily accessible to teachers.
2. To continue to build teacher capacity to use evidence to differentiate learning.
3. To further develop whole-school processes to track and monitor student growth.
4. To finalise planning for the Vertical Curriculum program.
5. To continue building teacher capacity in student-centred pedagogies (SCP).

Achievements

Preparation for My Salesian Passport

- Five curriculum days where teachers designed and developed new units for the MSP vertical curriculum structure
- Student voice incorporated into the process – student panels were used to “critical friend” the initial unit ideas, then again later in the design phase to give feedback on how authentic, engaging and rigorous the projects were. This feedback was used to refine and improve the final unit design.
- Professional development focused on project based learning unit design was delivered to teaching staff
- The Subject Selection Handbook was redesigned with an emphasis on student choice and pathway planning
- The subject selection process was enhanced through professional development for Oratory Leaders and increased opportunities for parent engagement – we offered on-on-one meetings with school leaders and students and their families for the first time.
- Data was used to identify students who would benefit from acceleration in the new vertical structure, with 32% of Year 8 students and 35% of Year 9 students selecting an accelerated subject for 2024.

- An MSP app was developed to assist students and families in choosing their MSP subjects, allowing to map their pathway over multiple years. The MSP app gave students advice on which subjects to choose based on their strengths, interests and possible career aspirations.
- A new leadership position, Director of Curriculum – MSP, was created embed and improve the My Salesian Passport system.
- The New Tech Network model for project based learning was extended to Year 10 subjects across the curriculum as part of the overall redesign of MSP curriculum

STEAM Centre

- The STEAM Centre was finally completed at the end of 2023, providing an exciting resource for innovative STEAM education at the College.
- A STEAM Centre Resource Leader was appointed, with an initial focus on providing professional development for teachers. This includes training in the amazing new equipment housed in the STEAM Centre.
- Teachers from across the curriculum were encouraged to explore how the STEAM Centre could be used in their subjects.

Data

- Improved process for tracking VCE student progress, leading to more targeted interventions with students and their families.
- Continued participation in the MACS Literacy Improvement program
- Introduced Macqlit literacy intervention program, using data to identify those students most in need for participation and using data generated by the program to track student progress.
- Began planning for updated data dashboard, with an initial focus on assessment results and student engagement data.
- Appointed a data leader to drive improved use of data across the college.

Artificial Intelligence

- Teachers received professional development on new AI tools to help them explore the potential risks and benefits of this new technology in their classrooms.
- Introduced to new tools.
- Senior students were provided training in how to use AI as a study tool.

Student Learning Outcomes

The College continued its commitment to using Progressive Achievement Tests (PAT) alongside the newly revised National Assessment Program – Literacy and Numeracy (NAPLAN) to monitor and support student learning. With the introduction of a new NAPLAN reporting system, direct comparisons with previous years are not available; however, the new

categories — Needs Additional Support, Developing, Strong, and Exceeding — provide fresh insights into student achievement.

In Year 7 NAPLAN, the College performed well in the 'Strong' category across Reading, Writing, and Numeracy, exceeding state and national averages. However, there is room for improvement in the 'Exceeding' category where the College's performance generally lags behind the state average, particularly in Reading and Numeracy. The proportion of students needing additional support is closely aligned with state levels, slightly higher in Reading but lower in Numeracy compared to national figures.

Year 9 NAPLAN results mirror the strong performance seen in Year 7, with the College again surpassing state and national averages in the 'Strong' category across Reading, Writing, and Numeracy. Challenges persist in the 'Exceeding' category, where the College's percentages consistently fall short of both state and national averages, suggesting a need to better support high-achieving students. The percentage of students requiring additional support remains below the state and national levels, indicating effective foundational support in earlier years.

In 2023, the College's ATAR results displayed notable achievements, particularly in the higher score ranges, indicating a positive trend in academic performance. The proportion of students scoring above 90 increased significantly, more than tripling from the previous year. There was also an increase in the percentage of students within the 70-79 range, showing a broader uplift in academic attainment. These improvements reflect the effective strategies and dedicated efforts of both students and staff. While there were slight decreases in the middle ranges and lower ends, the overall distribution highlights the success in elevating students into higher performance bands.

Year 7 NAPLAN Results

Reading:

Needs Additional Support: 6.9% (State: 6.3%, National: 9.0%)

Developing: 20.3% (State: 19.6%, National: 21.0%)

Strong: 59.0% (State: 51.1%, National: 49.3%)

Exceeding: 13.8% (State: 21.2%, National: 19.2%)

Writing:

Needs Additional Support: 6.4% (State: 6.5%, National: 10.9%)

Developing: 26.1% (State: 23.1%, National: 25.1%)

Strong: 55.5% (State: 51.4%, National: 47.7%)

Exceeding: 12.0% (State: 17.2%, National: 14.8%)

Numeracy:

Needs Additional Support: 5.4% (State: 7.3%, National: 9.3%)

Developing: 27.8% (State: 21.5%, National: 22.0%)

Strong: 61.7% (State: 55.8%, National: 54.5%)
 Exceeding: 5.1% (State: 13.6%, National: 12.6%)

Year 9 Results

Reading:

Needs Additional Support: 3.3% (State: 7.8%, National: 10.6%)
 Developing: 28.3% (State: 23.8%, National: 24.7%)
 Strong: 53.8% (State: 47.9%, National: 45.9%)
 Exceeding: 14.6% (State: 18.3%, National: 16.9%)

Writing:

Needs Additional Support: 4.6% (State: 8.1%, National: 12.1%)
 Developing: 27.9% (State: 25.9%, National: 28.1%)
 Strong: 53.3% (State: 44.5%, National: 40.5%)
 Exceeding: 14.2% (State: 19.3%, National: 17.6%)

Numeracy:

Needs Additional Support: 3.7% (State: 7.9%, National: 10.2%)
 Developing: 30.6% (State: 23.3%, National: 24.1%)
 Strong: 64.5% (State: 56.0%, National: 54.0%)
 Exceeding: 1.2% (State: 10.6%, National: 9.9%)

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	529	65%
	Year 9	547	52%
Numeracy	Year 7	526	67%
	Year 9	559	66%
Reading	Year 7	534	73%
	Year 9	570	68%
Spelling	Year 7	525	68%
	Year 9	562	70%
Writing	Year 7	538	67%
	Year 9	581	68%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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	28
VCE Completion Rate (includes VCE VM completions)	99.50%
VCAL Completion Rate (VCAL Intermediate)	100.00%

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

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
- 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 being 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
- Celebrations of diversity within our student cohort

Achievements

Student achievement acknowledged through the following ways:

- 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 & Future Innovators Awards to a Year 10 and Year 12 Recipient
- Rectors Award Presented to a Year 12 student per House at the Year 12 Graduation Mass
- 'Certantes Award' Presented to a Year 12 male & female student – student nominated at the Year 12 Graduation Mass
- 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

- Working party established to address the rising issue of school refusal. Immediate Case Management of students who show poor attendance rate has been enhanced
- The continued work of the Wellness Team to supporting students who faced mental health challenges. This work was carried out in conjunctions with house leaders and Directors of both Savio and Bosco Campuses
- Whole school College Assemblies at the end of term facilitated by students
- Workshops to support our Year 11 & 12 Cohort through Elevate
- Workshops to support Year 11 & 12 students with study routine and habits through Success Integrated
- Transition check in sessions throughout the Year for all new Year 8-12 students to the College
- Held Campus assemblies at the beginning of each term to re-establish routines and set expectations

Student Satisfaction

School Belonging Domain – MACSSIS 2023

5.1 How well do people at your school accept you for who you are? 50%

5.2 How supportive are the adults at your school? 46%

5.3 How often do you enjoy being together with students in your class? 54%

5.4 How often are people in your class kind and helpful 40%

5.5 To what extent do the adults at this school care about you and your future? 40%

- 5.6 How much do you matter to others at this school? 36%
- 5.7 How much do you feel like you belong at your school? 39%

These results are similar to 2022. This is an area at the school we are continuing to work on.

Student Attendance

Management of non-attendance

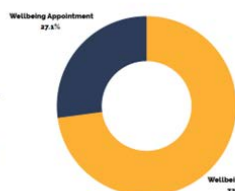
The College recorded all attendance on SCHOOLBOX for Oratory and each period of the day. Reminders are sent to staff regarding the importance of maintaining correct records. The Attendance Officer sends out an SMS message to the designated parent/guardian, when their child is absent from Oratory and 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	85.5%

Average Student Attendance Rate by Year Level	
Y07	89.0%
Y08	85.9%
Y09	86.9%
Y10	86.5%
Overall average attendance	87.1%

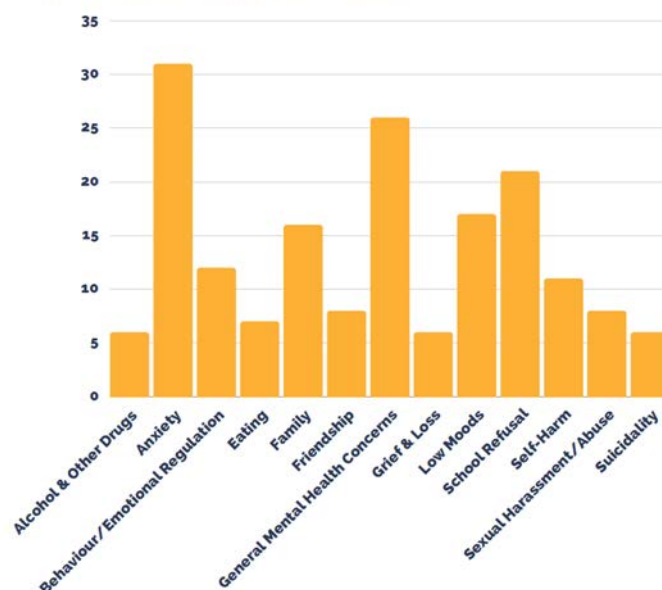
STUDENT WELLNESS REFERRALS

Salesian College Student Wellness team provides support to all students in the college and extends its supports to the wider school community. The team meets once a week to go through referrals submitted by staff, families, external providers or self-referrals. A Student Wellness team member is then allocated to that student and support is provided according to their need and level of concern. The College also has a Student Wellness space that students can access for self-regulation.



STUDENT WELLNESS - PRESENTING CONCERNS

The following data is a representation of concerns identified in the 124 referrals to the Student Wellness team for ongoing support. We have students that will have a diverse range of presenting concerns resulting in a number that is larger than the total referred students. This is not a representation of 2073 students that presented to the Student Wellness space for self-regulation. The students that present for self-regulation may have a range of the following concerns that is triaged accordingly.



Leadership

Goals & Intended Outcomes

In alignment with our School Improvement Plan and Annual Action Plan, Salesian College Sunbury has set strategic goals for 2024:

- The introduction of a new POL structure tailored to our expanding campus, with a focus on enhanced support for both staff and students.
- Provision of professional learning to equip leaders with the necessary skills to thrive in a multifaceted and dynamic environment.
- Nurturing of aspiring and middle leaders to prepare them for future leadership roles.

Achievements

This year, significant strides were made in Leadership and Management:

- Our leaders cultivated a culture of collaboration, creativity, and innovation, pivotal in fostering student success and progress. This environment of teamwork allowed for the emergence of new ideas and methods.
- A new four-year Strategic Plan was developed, aiming to align our efforts with the College's mission and vision, giving clear direction and purpose to everyone in the organization.
- Staff had opportunities for learning, growth, and receiving constructive feedback for continuous development.
- Curriculum Leaders were actively engaged in Professional Learning Communities, sharing crucial data and effective teaching strategies to enhance student learning outcomes.
- A robust Coaching Program was implemented, focused on improving student outcomes, with leaders collecting and analyzing data to gauge the effectiveness of the staff development and coaching initiatives.
- Updates were made to College policies, procedures, and work practices to ensure compliance with legal standards.
- Education on Child Safety was enhanced, including briefings for all staff on the Reportable Conduct Scheme and Child Safe Standards.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Expenditure and Teacher Participation in Professional Learning</p> <p>Teachers at Salesian College engaged in a wide range of professional learning experiences throughout 2024. These included instructional coaching, child safety, compliance, student wellness, and curriculum and assessment development to support our transition to "My Salesian Passport." A total of 144 teachers participated in these professional learning activities, with an average expenditure of \$883 per teacher.</p> <p>Throughout the year, our teachers completed 1403.75 hours of approved professional learning across the various aforementioned domains. Additionally, several teachers participated in sponsored further study programs in Educational Leadership and Religious Education.</p> <p>We continued to prioritize child safety with regular training sessions, ensuring our staff were well-versed in their legal responsibilities and equipped to address any student wellbeing concerns.</p>	
Number of teachers who participated in PL in 2023	144
Average expenditure per teacher for PL	\$883.00

Teacher Satisfaction

Salesian College Sunbury was recognized as a 5-star Employer of Choice by The Educator in the Staff Satisfaction survey. This recognition reflects our commitment to providing a supportive and effective work environment. Further insights from the MACSSIS 2023 and Insight SRC Survey 2023 revealed that our staff highly rate their experience in areas such as Collective Efficacy, Collaboration, Support for Teams, Staff Leadership Relationships, and Professional Learning Opportunities.

Teaching Staff Attendance Rate

- Teaching Staff Attendance Rate: 92%

All Staff Retention Rate

- Staff Retention Rate: 81.3%

Teacher Qualifications

- Doctorate: 0
- Masters: 20
- Graduate: 0
- Graduate Certificate: 1
- Bachelor Degree: 180
- Advanced Diploma: 0
- No Qualifications Listed: 200

Staff Composition

- Principal Class (Headcount): 1
- Teaching Staff (Headcount): 157
- Teaching Staff (FTE): 143.69
- Non-Teaching Staff (Headcount): 90
- Non-Teaching Staff (FTE): 77.64
- Indigenous Teaching Staff (Headcount): 0

Teacher Qualifications	
Doctorate	0.6%
Masters	14.8%
Graduate	15.9%
Graduate Certificate	2.3%
Bachelor Degree	38.6%
Advanced Diploma	2.8%
No Qualifications Listed	25.0%

Staff Composition	
Principal Class (Headcount)	10
Teaching Staff (Headcount)	152
Teaching Staff (FTE)	136.8
Non-Teaching Staff (Headcount)	95
Non-Teaching Staff (FTE)	91.0
Indigenous Teaching Staff (Headcount)	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/VM Projects connected to local partnerships eg. feeder primary schools
- Ongoing membership of important community affiliations such as Don Bosco Green Alliance
with key initiatives in sustainability and recycling
- Participating in the 5 Schools Exchange Program (Tokyo) with a focus on projects to promote recording our shared history
- Continued use the Morrisby Online Careers Profile for all Year 10s, with follow-up meetings
to develop Career Action Plans based on testing results
- Ongoing presence of tertiary institutions into the careers program, including visits from RMIT, ACU and Deakin University
- Ongoing partnership between Sunbury Parish Primary Schools and Salesian College through regular Principal Network meetings
- 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
- Hosting of significant community events, incl. Rupertswood Harvest, Community Carols, and Orienteering.
- Ongoing commitment to Rupertswood Sports Association & College Alumni
- Continued use of online platforms to engage staff, students & parents in Community activities and seek feedback on key initiatives

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. 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 and Arts Soiree Events
- Further improvements to SchoolBox 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