2009 Annual Report
to the College Community

Salesian College
Chadstone
Registered School Number: 1485
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Contact Details

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Introduction

Salesian College Chadstone, which is owned and operated by the Salesians of Don Bosco (Salesian Society Inc. (Vic)), takes its accountability responsibilities seriously. Hence, it seeks, via this report, to provide the College community with fair, reliable and objective information about the performance of the College across a range of areas.

The report also outlines information about the life and activities of Salesian College as well as initiatives and developments of major interest and importance to the College community during the year, and the achievements arising from the implementation of the College’s Development Plan.

College Vision Statement

Salesian College Chadstone is a Catholic School for boys, which proudly proclaims the Good News of Jesus Christ, the faith and teachings of the Catholic Church, the educational principles of St John Bosco, and the importance of family.

As such, Salesian College Chadstone is committed to building a community which:

- ensures that Christian values underpin all aspects of College life within an atmosphere of respect for all
- provides students and staff with every opportunity to develop spiritually, intellectually, emotionally, culturally and socially
- promotes initiative, a spirit of enquiry and a desire to strive for academic excellence
- welcomes and celebrates the achievements of all within an environment of joy and optimism.
College Overview

Salesian College Chadstone is a Catholic secondary school for boys. It was established by the Salesians of Don Bosco in 1957. The College consists of two campuses, Bosco and Mannix, separated by the Monash Freeway and connected by a public pedestrian walkway across the freeway.

Salesian College serves the needs of approximately 940 young men from the south-eastern suburbs of Melbourne and is easily accessible by public transport. Set in large, attractive grounds, the College has extensive music, drama, media and technology facilities, a gymnasium, tennis courts and three on-campus sports ovals. A broad, general range of subjects is available at VCE level. Special emphasis is placed on religious education, faith development, the integration of technology into the curriculum and the pursuit of all-round academic excellence.

The students are drawn from a wide geographical area and the 2009 Year 7 cohort was drawn from approximately 60 primary schools. The College is enriched by the diversity offered by students from more than 80 different cultural backgrounds.

Significant achievements during 2009 included:

- good academic results
- significant improvements to the College’s facilities
- the introduction of the new Student Management Framework
- the “Sacraments Mass” at which 23 students received the sacrament of Confirmation
- the naming of each building block on the Bosco Campus after a significant Salesian person or place
- the significantly improved quality of curriculum documentation.
Education in Faith

Goals
Salesian College identified four goals broadly related to Education in Faith:
1. develop the Catholic and Salesian ethos of the College
2. encourage greater engagement of staff and students in the prayer and liturgical life of the College
3. highlight opportunities for the College community to express faith in action
4. development of learning and teaching within the Religious Education Department.

Achievements
The Catholic and Salesian ethos of the College was developed during 2009 by:
✓ participation of staff in a professional learning day with other Salesian schools throughout Victoria - the day was a celebration of our joint Salesian identity and the input by Fr David O’Malley SDB (from the United Kingdom) enabled staff to deepen their understanding and appreciation of the Preventive System
✓ the attendance of the College Leadership Team at the Salesian Educational Leaders Conference
✓ staff participation in a variety of professional learning activities
✓ the naming of each building on the Bosco Campus after a significant Salesian place or person – the names were chosen by means of a consultative process involving all staff
✓ participation of students in OzBosco 2009, including students from Salesian College undertaking significant leadership roles at the event
✓ embedding the Salesian story into the religious education curriculum.

Staff and student engagement in the prayer and liturgical life of the College was deepened as a consequence of:
✓ consistent attendance of staff and students at the Friday morning Mass
✓ students taking direct responsibility for leading Monday morning assemblies in prayer
✓ the inclusion of more prayer activities into retreat programmes
✓ lunchtime meditation sessions, which were specifically requested by senior students
the comprehensive sacramental preparation programme, which enabled candidates for reconciliation, Eucharist and confirmation to prepare for the reception of these sacraments

the positive engagement of staff and students in whole school liturgies, particularly the “Sacraments Mass” at which 23 students were confirmed by Bishop Tim Costelloe.

The “Faith in Action” dimension of College life was given greater depth during 2009 as a result of:

- an audit of faith in action projects being undertaken
- the development of a framework and the establishment of focus themes for each term throughout the year
- the inclusion of ‘awareness-raising’ activities to accompany fundraising initiatives
- the initial development of a student-led social justice group.

Teaching and learning in the Religious Education Department was improved by:

- the systematic development of revised and improved curriculum documentation at all year levels
- continued development of resources, including interactive whiteboard resources, to complement teaching and learning programmes
- continued participation of staff in professional learning.
Learning and Teaching

Goals
Throughout 2009 Salesian College focused on three key goals focused on:
1. More effective use of coherent curriculum documentation to support learning process
2. Richer pedagogical practice by teachers
3. More effective classroom student management for improved academic outcomes.

Achievements
Learning and Teaching at Salesian College has been enriched throughout 2009 by our focus on curriculum documentation, which included:

 ✓ the revision and updating of curriculum documentation in every subject at every year level
 ✓ the establishment of a delegation framework to ensure the fair and equitable distribution of curriculum writing work amongst teachers
 ✓ the establishment of consistent frameworks and minimum standards for the upgrading of curriculum documentation
 ✓ improved assessment rubrics
 ✓ the inclusion of literacy criteria in assessment rubrics
 ✓ show-casing of exemplary staff work related to documentation
 ✓ development of a range of rich learning tasks and the inclusion of these into curriculum documentation.

The pedagogical practice of teachers was improved by:

 ✓ the better utilisation of quality curriculum documentation
 ✓ a series of professional learning activities on “rich assessment tasks” conducted Karen Green
 ✓ the development and trialling of rich assessment tasks and associated learning activities by teachers
 ✓ teachers presenting case studies of their own experiences of utilising rich assessment tasks
 ✓ teachers reflecting upon how the development of rich learning tasks influenced their pedagogical practice
 ✓ increased levels of formal and informal professional dialogue related to rich learning and assessment.
The quality of the classroom teaching and learning environment was improved by:

✓ the introduction of the new Student Management Framework and the Classroom Discipline Plan
✓ having a clearly understood, comprehensive and consistent approach to student management and classroom discipline
✓ highlighting the link between student conduct, classroom behaviours and student learning outcomes
✓ staff training in the new Student Management Framework and the Classroom Discipline Plan
✓ the introduction of Merit Cards to acknowledge student achievement, effort and contribution
✓ the introduction of Cautions as a means of calling students to account for inappropriate behaviour.

Other factors which made a significant contribution to teaching and learning at Salesian College during 2009 include:

✓ the introduction of a new reporting system, which streamlined the reporting process, allowed for more easily comprehensible information to be communicated to parents and provided rich data for the College to utilise to monitor student progress
✓ the introduction of Expo Night as a celebration of student work and achievement
✓ planning for the 2010 introduction of the Biretta Class for highly academically able students.
## Student Academic Achievement

### Year 7 NAPLAN Testing

<table>
<thead>
<tr>
<th></th>
<th>% of students at or above the expected level</th>
<th>% of students at or above the National Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007 2008 2009 Change</td>
<td>2007 2008 2009 Change</td>
</tr>
<tr>
<td>Reading</td>
<td>57.9 54.9 61.8 6.9</td>
<td>97.6 98.3 97.6 0.7</td>
</tr>
<tr>
<td>Writing</td>
<td>65.5 69.1 57.5 -11.6</td>
<td>100.0 98.9 97.0 1.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>62.6 59.4 65.9 6.5</td>
<td>N/A 95.4 98.8 3.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>N/A 62.9 77.2 14.3</td>
<td>N/A 94.3 99.4 5.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>77.3 70.3 69.6 -0.7</td>
<td>90.4 98.9 98.2 0.7</td>
</tr>
</tbody>
</table>

### Year 9 NAPLAN Testing

<table>
<thead>
<tr>
<th></th>
<th>% of students at or above the expected level</th>
<th>% of students at or above the National Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007 2008 2009 Change</td>
<td>2007 2008 2009 Change</td>
</tr>
<tr>
<td>Reading</td>
<td>61.4 69.6 63.7 -5.9</td>
<td>N/A 96.4 94.4 2.0</td>
</tr>
<tr>
<td>Writing</td>
<td>74.8 30.8 23.2 -7.6</td>
<td>N/A 97.7 89.0 8.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>59.1 45.9 44.1 -1.8</td>
<td>N/A 96.5 96.1 0.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>N/A 24.4 21.2 -3.2</td>
<td>N/A 95.9 92.2 3.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>58.3 52.6 51.7 -0.9</td>
<td>N/A 99.4 98.9 0.5</td>
</tr>
</tbody>
</table>

### Average Standardised Results at Year 9

The average standardised results provide a measure of the median score achieved by students in Reading, Writing, Spelling and Mathematics. The median score is the middle score obtained by Year 9 students at the school, i.e.
when all the scores are ranked from highest to lowest, half the scores will be above and the other half will be below the median. The median score represents the average Standard Level achieved by students in Year 9 at the school; generally the median score will be between 4.5 and 6.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>5.28</td>
<td>5.30</td>
<td>5.24</td>
<td>- 0.06</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>5.47</td>
<td>4.61</td>
<td>4.48</td>
<td>- 0.13</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>5.27</td>
<td>4.87</td>
<td>4.71</td>
<td>- 0.16</td>
</tr>
<tr>
<td>Year 9 Punctuation</td>
<td>NA</td>
<td>4.67</td>
<td>4.52</td>
<td>- 0.15</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>5.25</td>
<td>5.12</td>
<td>5.02</td>
<td>- 0.10</td>
</tr>
</tbody>
</table>

**Overall NAPLAN Results**

The 2009 NAPLAN results demonstrate that the percentage of Salesian College students at or above the National Minimum Standards remains high and most results are above or comparable to like schools. Numeracy results are particularly strong in their own right and significantly so in comparison to like schools. Writing remains an area of particular concern and has been targeted for specific attention in 2010.

**Victorian Certificate of Education**

The VCE completion rate in 2009 was 100%. The results reflect the hard work and dedication of the teaching staff, the support and encouragement of boys’ families as well as the application of the students.
Encouraging improvements in academic performance are the hallmark of the 2009 VCE results. Hence, the whole Salesian College community joins together in congratulating the 2009 VCE Class on their very strong VCE results. We are proud of them and their achievements and together with celebrate their success.

All students successfully completed the requirements for the Victorian Certificate of Education. 91 students applied for an ENTER score for entrance to tertiary and TAFE positions. Thirteen students (14%) attained the remarkable achievement of an ENTER score of 90 or better, with five students receiving scores in excess of 97. 34% of students achieved ENTER scores of 80 or better (an improvement of 6% on the previous year) and 50.5% of students achieved an ENTER above 70 (an improvement of 4.5% on 2008).

The Median Study Score of all students was 31. Twenty seven boys achieved a total of 41 study scores of 40 or better, accounting for 8% of all study scores, an increase of 1% on the previous year. 27% of all study scores were 35 or above (an improvement of almost 2%) and 57% of study scores were 30 or better (similar to 2008).

These very pleasing results place students from Salesian College Chadstone in a very competitive position in comparison to most other boys in Catholic schools.

One student received a perfect 50 study score for Business Management.
Goals
Throughout 2009 Salesian College focused on four key goals focused on:
1. consolidate and broaden new and existing programmes that focus on prevention, intervention and restoring wellbeing
2. increase capacity to engage and liaise with external agencies
3. utilise counsellors in a multi-faceted manner
4. Diversify leadership opportunities for students.

Achievements
The effectiveness of prevention, intervention and restorative wellbeing programmes was enhanced by:
- the consolidation of the Seasons programme and the training of three additional staff to be qualified to deliver the programme
- the establishment of an anger management programme and a social skills programme
- the consolidation of the Rock and Water Programme at Years 7 – 8
- the introduction of the Beyond Blue programme at Years 9 - 10
- the consolidation and expansion and Fathers’ Day Breakfast
- hosting a Michael Grose “Parenting Evening”
- inviting the Police to conduct a safety programme at Year 9
- hosting the Police “Code One” Band during Community Week.

Our capacity to engage and liaise with external community welfare agencies grew during 2009 by means of links established with:
- the Victoria Police
- Monash CAMHS (Child and Adolescent Mental Health Service)
- Centacare School Refusal Unit
- Monash School Focused Youth Services
- local counselling agencies.

The effectiveness of our counselling services was enhanced in 2009 by:
- counsellors meeting regularly with the Director of Student Wellbeing
- a more streamlined referral process
- counsellors engaging in group work
- by improved processes to monitor student progress.
There was an increase in the diversity of student leadership opportunities including students:
- taking greater responsibility for Monday morning Assemblies
- engaging more directly in Project Compassion and other fundraising initiatives
- taking on significant leadership roles at OzBosco
- leading community drama activities
- participating in the Joint Salesian Schools College Captains Conference
- representing the College at a wide variety of ecclesiastical and civic functions.

**Student Attendance**
The overall average student attendance rate for 2008 was 93.48% a slight improvement on the previous year. Student attendance rates by year level are contained in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>95.11%</td>
</tr>
<tr>
<td>8</td>
<td>93.29%</td>
</tr>
<tr>
<td>9</td>
<td>91.95%</td>
</tr>
<tr>
<td>10</td>
<td>93.06%</td>
</tr>
<tr>
<td>11</td>
<td>94.04%</td>
</tr>
<tr>
<td>12</td>
<td>93.41%</td>
</tr>
</tbody>
</table>

**Student Retention Rates**
Student retention rates can be measured in a number of ways. Here, student retention rates are expressed as the apparent retention rate, which is calculated by taking the number of students in a particular cohort and comparing that number in percentage terms with the number of students in the same cohort at some previous point in time. The apparent retention rates for 2009 are given in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Salesian College</th>
<th>Benchmark</th>
<th>All Schools</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 - 10</td>
<td>94.7</td>
<td>90.0</td>
<td>97.6</td>
<td>99.4</td>
</tr>
<tr>
<td>11 - 12</td>
<td>92.9</td>
<td>85.0</td>
<td>90.5</td>
<td>90.9</td>
</tr>
</tbody>
</table>

The Years 9 - 12 retention rate for 2009 was 77.97%.
Post-school destinations
Of the 126 Yr 12 students to complete VCE in 2009, 117 applied for admission through VTAC to tertiary courses at universities, TAFE Colleges or other independent tertiary institutions. There were 72 University offers made and 43 offers of places at a TAFE or Independent College.

<table>
<thead>
<tr>
<th>Total</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>92</td>
</tr>
<tr>
<td>Tertiary study</td>
<td>77</td>
</tr>
<tr>
<td>Pre-Apprenticeship Training</td>
<td>3</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>5</td>
</tr>
<tr>
<td>Employment</td>
<td>3</td>
</tr>
<tr>
<td>Looking for work</td>
<td>1</td>
</tr>
<tr>
<td>Looking for study</td>
<td>3</td>
</tr>
<tr>
<td>Other: ill, unknown</td>
<td>0</td>
</tr>
</tbody>
</table>
Leadership and Management

Goals
Amongst the goals upon which the College focused in 2009 were:
1. refinement of staff recruitment procedures
2. developing a more systematic approach to professional development
3. developing the effectiveness of various teams throughout the College.

Achievements
Staff recruitment processes were improved in 2009 as a result of:
✓ early advertising for leadership positions
✓ increased openness to recruiting graduate teachers
✓ increased organisation of the recruitment processes.

The effectiveness of professional development was enhanced during 2009 by the employment of a number of strategies including:
✓ the utilisation of a systematic approach planned across the whole year
✓ linking after-school Professional Learning Activities (PLAs) to key professional learning themes
✓ ensuring that activities were well planned and adequately prepared
✓ deliberate utilisation of staff knowledge skills.

Examples of the improved effectiveness of teams throughout the College in 2009 include:
✓ better planned and organised Board meetings
✓ increase sense of collegiality amongst the Leadership Team
✓ Student Services Team operated with increased focus
✓ Grounds and Maintenance Team meet regularly and work efficiently together
✓ improved efficiencies within the College Office and Administration Team
✓ the development of a more contemporary structure for the Information Technology Team in preparation for 2010.
Professional Engagement of Staff

Staff Attendance
The average attendance rates per staff member are detailed in the table below.

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Average Attendance Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>91.05%</td>
</tr>
<tr>
<td>Non-Teaching Staff</td>
<td>89.67%</td>
</tr>
<tr>
<td>All Staff</td>
<td>90.71%</td>
</tr>
</tbody>
</table>

Please note that the staff attendance rate is not a reflection of sick leave. These figures also include staff who were absent on any type of leave including:
- Long service leave
- Leave without pay
- Maternity leave
- Study leave

Staff on any type of leave during the year have been counted as not being in attendance during that leave.

Teacher Retention Rates
The proportion of teaching staff retained in a program year from the previous year was 80%. Staff who were on extended leave (e.g. maternity leave, long-service leave, extended sick leave) have not been included in this figure. Teachers employed on short term contracts are included.
Teacher Qualifications

All teachers on staff are registered with the Victorian Institute of Teachers as required by law. Teachers committed to their profession are qualified in a variety of areas of expertise as well as having teaching qualifications. The table below summarises the qualifications that teachers at Salesian College Chadstone hold. Please note that these percentages do not add to 100% as most teachers have multiple degrees.

<table>
<thead>
<tr>
<th>Educational Qualification</th>
<th>% of Teachers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>11.86</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>39.25</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>5.06</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>74.22</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>24.49</td>
</tr>
</tbody>
</table>

* 2010 data

Teacher Participation in Professional Learning

The key focus for professional learning during 2009 was the implementation of the new Student Management Framework, the pedagogical practice of teachers and improving curriculum documentation. A considerable amount of professional development time was also spent on reviewing various aspects of the life of the College as part of our participation in the School Improvement Framework. Other professional learning topics have included:

- ✔ Salesian Educational Spirituality
- ✔ Blessed Michael Rua
- ✔ Eucharist
- ✔ Assertive Discipline
- ✔ Literacy
- ✔ Rubric Writing
- ✔ Learning Support and Special Education
Expenditure upon Professional Learning
The College’s commitment to the professional learning of staff continued. In 2009 more than 70 teachers participated in professional learning activities and more than $73,000 (in excess of $900 per teacher) was spent on the provision of professional development opportunities.
College Community

Goals
Throughout 2009 Salesian College focused on four key goals focused on:
1. increasing the level of engagement with the wider community
2. increasing the level of engagement with the Salesian Family
3. increasing levels of parent participation
4. improving the effectiveness of marketing and promotions activities.

Achievements
During 2009 there were increased levels of engagement with the wider community including:
- Salesian students attend numerous public functions
- College bands perform in a number of public venues
- Salesian groups assisting a number of primary school groups
- A number of primary schools access Salesian College facilities
- Regular communication and dialogue with Sacred Heart Girls College at various levels throughout both schools
- More consistent communication between Principal and primary school Principals.

The level of engagement with the Salesian Family has increased significantly during 2009, including staff and/or students participating in:
- The annual “Salesian Immersion Day”
- The Joint Victorian Salesian Schools Staff Day
- The Salesian Family Day
- The Salesian Educational Leaders’ Conference
- The Pilgrimage to the Salesian Holy Places
- The 2009 OzBosco experience
- Salesian College Captains Conference.

During 2009 there was an increased level of parent participation in life of the College, including:
- Improved attendance rates at Parent Association meetings
- Improved attendance at the Trivia Night and the Cabaret Night
✓ improved attendance at the Musical Production
✓ good attendance at musical performances
✓ high levels of parent participation in the inaugural Expo Night.

There were a number of improvements in the College’s marketing and promotions activities during 2009, including:
✓ visits by the Principal to all Catholic Primary Schools in Priority parishes
✓ increased participation in the “Be a Salesian Kid” programme by primary schools
✓ employment of a part-time Marketing and Publications Officer
✓ production of a new and updated prospectus
✓ streamlined approach to Open Nights
✓ preparation of updating the College web site.

**Student Activities and Opportunities**
Throughout 2009 Salesian College provided a diverse range of cultural, sporting, service and other opportunities for students to be involved in including:
✓ ACC representative sport
✓ recreational sporting activities
✓ Cycling Club
✓ Chess Club
✓ ice - skating excursions
✓ “World Challenge” (an adventure and service expedition to Thailand and Laos)
✓ “Dracula Club” (donating blood to the Red Cross)
✓ Ozanam House visits
✓ Annual Snow Trip
✓ OzBosco 2009
✓ Debating
✓ Public Speaking
✓ Annual Musical Production
✓ Drama activities
✓ Bands
✓ Instrumental Music
Teacher Satisfaction with Salesian College
According to the 2009 Insight SRC survey data, it is the perception of teachers that:

- They are energetic, enthusiastic and take pride in their work
- there is a positive emotional tone within the school
- the school leadership are reasonably supportive and approachable
- they have a very clear understanding of what is expected of them
- they have opportunities to work collegially and support one another
- they would like to be more involved in decisions that affect their day-to-day work
- there is a high level of alignment between their goals and approach to their work with that of the school
- they would like more feedback regarding their performance and greater recognition of their efforts
- they have a reasonable access to opportunities to learn and develop in their roles
- they are very satisfied with their jobs
- they have good opportunities to advance their career
- there is effective communication in the planning of the curriculum
- the classroom discipline policy is highly effective
- the students are treated as responsible individuals and encouraged to experience success
- the students have high levels of motivation and want to do well
- the students should have more opportunities to express their opinions and participate in school decision making processes
- the school is focused on quality teaching and creates a learning environment that maximises outcomes for students
- there are relatively low levels of student misbehaviour
- the percentage of class time spent dealing with misbehaviour is low
- the work demands on them are very high.
Student Satisfaction with Salesian College
According to the 2009 Insight SRC survey data, students at Salesian College have very positive perceptions of schooling in relation to students in other schools. More particularly, it is the perception of students that:

- they have high levels of positive feelings about school
- they have low levels of anxiety and stress about school
- teachers deliver their teaching in a planned and energetic manner
- teachers listen and understand student needs and assist with student learning
- teachers making learning interesting, enjoyable and inspiring
- they have very high levels of motivation
- they have a positive understanding of their ability as students
- they belong and enjoy attending school
- classroom behaviour is generally positive.

Parent Satisfaction with Salesian College
According to the 2009 Insight SRC survey data, parents have a very high opinion of Salesian College. In particular, it is the perception of parents that:

- the school has a clear focus on improving its performance
- the school is receptive to and understanding of the needs of parents
- teachers are enthusiastic and passionate about their work
- parents have opportunities to and are encouraged to participate in school planning and would like further such opportunities
- their children enjoy and are motivated by the teaching and learning provided by the school
- the school has very good systems for behaviour management
- the school’s reporting processes provide very useful information about their sons’ learning
- the educational programmes and standards of the school address the needs of their children
✓ their sons were well prepared and supported during their transitions to the next stage of their schooling
✓ the College offers a broad range of quality extra-curricular activities
✓ their children’s homework aids their learning and teaches organisational skills
✓ they have a high level of satisfaction with the education their sons receive at Salesian College
✓ their children feel safe from bullying and harassment
✓ their children’s learning is not disrupted by the behaviour of other students in the classroom
✓ their sons have positive relationships with other students
✓ their sons want to be at school, enjoy coming to school and want to be part of the learning that is occurring at school
✓ their sons are developing effective social skills.
### Financial Performance

#### Financial Performance for the year ended 31 December 2009

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
<td>2,078,926</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>105,135</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>138,702</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>1,506,484</td>
</tr>
<tr>
<td>Commonwealth government recurrent grants</td>
<td></td>
<td>5,389,384</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>9,218,631</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td></td>
<td>7,019,630</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>2,385,470</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>9,385,100</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
<td>262,557</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>1,652,173</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>1,914,730</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>2,947,331</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>3,265,565</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>4,298,166</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for secondary schools. The information provided is not comparable with other educational sectors.
The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2009 that may ultimately change the method of reporting these exclusions.
Future Directions

Key Goals for the 2010 Salesian College Annual Action Plan

Catholic and Salesian Ethos
1. Build knowledge and awareness of Catholic and Salesian ethos
2. Improve curriculum and pedagogy in Religious Education
3. Greater engagement of staff and students in the prayer and liturgical life of the College
4. Greater engagement of staff and students in faith in action activities

Learning and Curriculum
1. Improve Student Learning Outcomes
   - Improve VCE Results / Step Up to 40
   - Improve pedagogical practice
   - Improve student literacy
   - Improve curriculum documentation
2. Support Special Curriculum Programmes and Projects
   - Biretta Class
   - VCAL
   - Bosco
   - Review of VCE Subjects Offerings
3. Develop e-Learning Services and Resources
4. Commence development and implementation of Literacy Programme
5. Consolidation and further implementation of Classroom Discipline Programme

Student Wellbeing
1. Improve staff capacity to address student wellbeing issues
   - Staff training and professional development
   - Resources (including on-line resources)
2. Improve Year 7 – 12 Classroom Personal Development Programmes

3. Better monitoring of students learning and wellbeing
   - Better utilisation of data to improve student wellbeing outcomes for students
   - Better case management of boys requiring specialist interventions
   - Utilise counselling services more effectively

4. Consolidation of existing programmes, projects and services
   - Student Leadership Programme
   - Rock and Water
   - Beyond Blue
   - Seasons
   - Anger Management Courses
   - Social Skills
   - Futures Week
   - Etc.

5. Review anti-bullying policy and strategies

**Leadership and Personnel**

1. Build culture of review and continual improvement

2. Improve leadership capacity of staff
   - CEO Leadership Programme
   - Devolve leadership responsibilities
   - Encouraging staff teams to take initiatives

3. Implement new e-Learning and ICT support structures

**Facilities and Resources**

1. Continued implementation of the College Masterplan

2. Complete renovation of the Murdoch Building

3. Undertake identified projects
   - Renovation of the Library (Rua Resource Centre)
   - Renovation of the Chapel
   - Replacement of the Fedrigotti Building Roof