

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2018



## FCJ COLLEGE, BENALLA



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## Contact Details

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## Minimum Standards Attestation

I, Joanne Rock, attest that FCJ College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 2019

## Our College Vision

FCJ College is an inclusive Catholic Educational Community of Companions living in faith, nurturing with hope, serving with compassion and fostering the unique giftedness of each person, so that they are able to live ..... For God Always.

### FCJ College Belief Statements

At FCJ College, we believe that:

1. Our welcoming community finds its inspiration in companionship with Jesus.
2. Each member of our community should be a witness to the Gospel values of compassion, courage, integrity and hope.
3. Education is a partnership between the school, teachers, students and families, which involves a curriculum that offers students an authentic avenue to prepare themselves for the challenges of life ahead.
4. We should engage, encourage, nurture and include all students in a safe, respectful and positive environment, so that they have an equal opportunity to become the best persons they can be.
5. All members of our community are equally valued for their unique contribution.



## College Overview

FCJ College is Catholic Co-educational Secondary College conducted by the Society of Sisters - Faithful Companions of Jesus, for Years 7-12. The College has a proud tradition of providing quality Catholic education in Benalla for over 110 years.

We offer a strong academic program in a caring, well-disciplined environment. Our philosophy is founded on the values of the Gospels, in our Catholic tradition and especially in the charism of Marie Madeleine d'Houet, founder of the FCJ Society.

We are proud of the personal attention and pastoral care that we are able to offer our students. We have a continuing program of capital improvements to provide quality facilities.

### Graduate Outcomes

At FCJ College, we commit to educating students to be:

1. People of faith, courage and integrity who live the values of compassion, honesty and justice.
2. Confident young adults whose inner strength and positive self-belief make them resilient in a challenging world.
3. People who have an appreciation and respect for everyone.
4. Members of society who have a capacity to be engaged in the community and who demonstrate social and environmental responsibility.
5. Adults growing in faith and an awareness of God's love as life-long learners and critical thinkers.



## Principal's Report

- FCJ College commenced the 2018 school year with the Dux Assembly presentations to the Dux of 2017, Abbey Pearce, and the dux of each subject. This was followed by a light luncheon with families, who of course were very pleased and proud to celebrate our joint successes. The theme for the year was **Faith, Hope and Love** – a theme we were able to explore and link to the writings of Marie Madeleine and numerous events over the course of the year.
- 57 students formed the Year 7 cohort and the census enrolment figure for 2018 was 322.
- The student leadership group met fortnightly with Joanne and Joseph Mount, Deputy Principal, and took on a bigger leadership role through the planning and running of the College Assemblies, organizing activities for Founders Day, contributing to the College Newsletter and being a presence amongst the younger students.
- A Student Leadership Camp was again held in October, where the recently inducted School Captains for 2019, the Director of Wellbeing and Student Leaders from Sacred Heart Yarrowonga travelled to Canberra to visit Parliament House and discuss various issues with our Federal Representatives. This was greatly appreciated by the students who benefitted enormously from the experience.
- 2018 saw the continuing development of the Position of Leadership model implemented in 2017, with the introduction of growth coaching for our middle managers and leaders. We also embedded a number of curriculum initiatives that had been researched and planned for in the previous year. Both enterprises have proven to be extremely successful, with staff reporting positively on the impact these changes had on student outcomes. We undertook a review of the Library and its resources, with the outcome of employing a qualified Teacher/ Librarian and further planning of refurbishing this vital Learning space to better meet the needs of our students.
- We had a couple of international experiences in 2018. In April, we sent 14 students and 2 teachers to our sister school in Tokyo Japan – Sacred Heart College. The students were immersed in all things Japanese and had a wonderful exchange experience. They lived with a family for a week, then travelled around Japan for a week, trying all sorts of new cultural activities. We are thrilled to have a VCE Japanese Language class in 2019 for the very first time. In June, we were visited by a group of students from the small Philippine community we visited in 2017. These six young people came from the village of Malbago on the remote Bantayan Island off the East coast of Cebu in the Philippines where our staff and students spent some time in 2017. It was a truly humbling and special experience for our students to welcome these guests into our school and homes. One of our guests, Lovely, addressed the whole school in an assembly and spoke in appreciation for the financial support the students of FCJ College have provided for a Tertiary Education in Tourism. An education that will hopefully lead to employment and an income for her 8 siblings and elderly parents. Their visit reminded many of

us just how lucky we are to be born in such a prosperous country as Australia. Our second group of students have started preparations for their immersion trip to the Philippines in April 2019.

- A strong focus for the staff Professional Development program was building effective teams, thereby impacting positively on quality instruction and student motivation. A number of team building professional learning sessions were provided to the staff. We also created four Staff Social teams, each charged with the task of organizing one staff social event over the year. From healthy breakfasts, to social lawn bowls to winter casserole lunches; the staff worked well together to create these opportunities. We also journeyed down to Genazzano for a joint Catholic Identity PL session with Fr Timothy Radcliffe in August. It was a very long day for the staff but a real highlight of our year.



## Education in Faith

### Goals & Intended Outcomes

- To engage our young men and women in the FCJ Catholic tradition with experiences that offer them faith, hope and love.
- To deeply embed Catholic Social Teaching by providing opportunities for advocacy and standing in solidarity to accompany fundraising activities.
- To increase numbers of staff accredited to teach Religious Education or to teach in a Catholic School.
- To address Enhancing Catholic School Identity data through becoming a dialogue school and education in Prayer, especially why we pray.
- To embed Ignatian Spirituality, especially with regard to reflective living, finding God in all things, Positive Education.
- To engage the FCJ College community in caring for God's gift of creation through understanding the teachings of Pope Francis and valuing the earth.

### Achievements

- Youth-led Masses in St Joseph's Church Benalla with student lead music.
- Years 9, 10 & 11 attended the Sandhurst Ablaze Youth Day in Albury to celebrate the Year of Youth. Students were well prepared for this event in their Religious Education classes, which focused on Eucharistic Adoration. Student respect for this traditional practice was exemplary.
- Youth Ministry students led Youth Spirituality workshops at Benalla Regional Catholic Education Events and the St John's Euroa Grade 6 Retreat.
- Social Justice Events including a CARITAS Trivia Night and Winter Sleep-out. These events included Justice education and solidarity actions. A group of Year 12 students again attended the Bishop Joseph Grech Memorial academic lecture on Migration and Ethics held at the Australian Catholic University, Melbourne.
- Accreditation to teach in a Catholic School opportunities provided through FCJ Charism presentations at staff meetings (Joanne Rock and Jane Branigan). Attendance at a Tim Radcliff professional learning for FCJ College Staff and Genazzano FCJ Staff based on the relevance of faith and hope in today's world.
- Education in becoming a dialogue school community through Year 10 students' visit to a Jewish Synagogue and the Jewish Holocaust Museum in Elsternwick. Students produced creative responses in a variety of mediums to express their learning from this excursion.

**VALUE ADDED**

- The full school gathers for Mass to recognise significant events in the school and the liturgical calendar. These events include Ash Wednesday, The Easter Triduum (Last Supper, Crucifixion and Resurrection), Founders Day and End of Year Celebration.
- Youth Ministry, including Youth led Parish Masses, Stronger Rallies and CSYMA program.
- Year level retreats, RE days and social justice activities.
- Each Catholic Identity activity is held for the purpose of engaging our young women and men in the FCJ Catholic tradition with experiences that offer them faith, hope and love.



## Learning & Teaching

### Goals & Intended Outcomes

- Learning and Teaching at FCJ College aims to nurture, engage and encourage all students, in a safe, respectful and positive environment, to develop their gifts and become the best persons they can be. FCJ College strives to develop confident young adults who are life-long learners and critical thinkers whose inner strength and positive self-belief make them resilient in a challenging world. Learning and Teaching at FCJ College strives to form members of society who have a capacity to be positively and actively engaged in the community and who demonstrate social and environmental responsibility.
- FCJ College Learning and Teaching focuses on the continued development of a curriculum that finds inspiration within the teachings of Marie Madeleine d'Houet, Ignatian pedagogy and contemporary best practice. Our focus in 2018 was to continue our development of curriculum based around the Victorian Curriculum, including the capabilities and digital technology. We continue to look for opportunities to develop flexible learning experiences for students and staff. Processes for feedback and parent engagement have been strengthened to become a part of our culture at FCJ College.

### Achievements

- In 2018 FCJ College conducted a review of our library. After consultation with staff and students a new model was created, and a teacher librarian was employed to lead the transformation from a library space into a literacy learning hub.
- A great deal of work was put into creating and utilising two tracking resources to keep a track of student data and academic concerns for the use of all teachers.
- With the change of structure in the SWD/NCCD process, an NCCD team was created and this team worked with staff to both collect the data for all students in the school with a disability and also ensure evidence of the adjustments being made for each of these students was being kept. This involved professional learning both internally and externally from the school.
- In our continued journey to ensure our VCE students are achieving the best that they can we engaged the services of Edrolo. Teachers were provided with training on how to best utilise this online resource. It was implemented in all relevant Year 12 classes, and those Year 11 classes for which the teachers thought it would benefit their students. This was alongside further reflection and analysis of our VCE data, which included all Year 12 teachers meeting with the Principal to discuss their results and make aims for the year to come.
- Student engagement continued to be a focus for staff, with SIMON now being accepted and utilised by teachers, students and parents alike. We further ensured that teams were publishing their jointly prepared curriculum plans on SIMON and were engaging in regular feedback and reflection with students through this portal. Our parent engagement nights at each year level, along with two parent teacher interviews nights, have given teachers extra time to engage with parents and to build positive partnerships between school and home.

- As a school, we focused on effective and productive teams. Our current POL structure supports this focus. Staff participated in professional reading, and think tanks about creating effective teams and building a culture of collaboration. This journey will continue in 2019.

### **STUDENT LEARNING OUTCOMES**

Over the past three years our NAPLAN data has shown encouraging improvements. The Year 7 data shows FCJ College students are achieving a median score that is at or above the state median in all areas. This data also shows growth in all areas between 2016 and 2018.

Within our Year 9 data we see significant growth in writing between the students Year 7 and Year 9 scores. Over the five areas of reading, writing, spelling, numeracy and grammar and punctuation the Year 9 cohort showed median to high growth between 71 and 80% of time with 37% of students showing high growth in writing.

Staff are working on analysing this data to inform their teaching and to measure the growth of students. We have also continued to use On Demand Testing for Years 7-10 which teachers are able to utilise to inform planning and measure student growth.

## Student Wellbeing

### Goals & Intended Outcomes

At FCJ College we believe students learn best in an environment that is supportive and encouraging. Students thrive when made welcome, allowing them to develop a sense of belonging within our school community in which they feel valued and respected. FCJ College aims to continue its development of knowledge and skills of staff regarding Student wellbeing, with emphasis on both prevention and intervention strategies.

### Achievements

- The Director of Wellbeing led the Wellbeing team at FCJ College, with Learning Leaders at each year level. Together they worked closely with students, parents and staff for the best possible outcomes.
- The Wellbeing Policy was further developed with a foundation based on Restorative Practices for dealing with behavioural issues. The Policy clearly outlines the support mechanisms within the school and the rights and responsibilities of students, parents and teachers within the learning environment.
- A youth worker was appointed to work with the students. He is available each day.
- A consulting psychologist was employed part-time, along with support offered by the Catholic Education Office's Youth and Welfare service team and external agencies. Pastoral leaders, Learning Leaders and the school Youth worker are an integrated support structure for families and students. Families are encouraged to make contact with the school if they have any concerns about their child.
- Students participated in programs such as: Hands on Learning, Let's Find Our Voice joint project with Cooinda Village; Expect Respect (Year 7), Values Education (Year 8), Bookends (Year 7 and 12), Anti Bullying Audits across the school and Relationship days at Year 11. Camps and Retreats allow students to develop their own wellbeing skills including resilience, teamwork and valuing others.
- Positive Education was delivered to all Year 7–12 students. It was taught explicitly for one lesson per week and it was also embedded into different areas of the curriculum.
- Whole school Assemblies continue to recognise student achievements, academically, socially and in the sports arena, as all areas are vital for positive adolescent development, and show that different gifts and talents are appreciated and celebrated.
- We instigated a breakfast club in Semester Two, sponsored by the Tomorrow Today Foundation. This was to ensure all students started the day with breakfast, as well as encouraging positive interactions and an opportunity for students to undertake some community service.

## VALUE ADDED

- FCJ College has always had a highly developed and successful transition program. During 2018 the program was further developed with a welcome program for students entering during the course of a term or at non-usual entry years. The planned entry begins on the student's first day, with a mentor and Pastoral Leader meeting.
- Live4 Life is a community project that seeks to prevent youth suicide. It incorporates the delivery of Youth Mental Health First Aid courses at Year 8 and 11. Students from Years 9 and 10 are invited to form part of the Live4 Life crew. FCJ College participated in this program again in 2018.
- A comprehensive transition program, linking students from Grade 4/5/6 in our partner schools to prepare them for secondary school.
- Full school assemblies and year level assemblies run by students which include presentations to commend students on academic progress, participation and positive behaviour.
- A welcoming program that is designed to connect our youngest students with a mentor in Year 12 called Bookends.
- The "Let's Find Our Voice" wellbeing program, which is designed to foster empathy and understanding, leadership, confidence and literacy through a joint community choir activity.
- Proactive programs such as: Positive Education which is taught explicitly and embedded into the curriculum at every year level. In addition, more targeted programs such as: Expect Respect, Connect 9, Hands on Learning, and guest speakers who presented on a number of wellbeing topics.
- Community projects to promote social justice, such as the Vinnie's Christmas appeal.

## STUDENT SATISFACTION

In comparing 2017 to 2018 Insight SRC results, student data indicated they feel connected and positive about school. Key priority areas such as student motivation and engagement in their learning, as well as developing clarity regarding student rights and responsibilities were included in our Annual Action Plan, with a number of strategies implemented to highlight the need for students to work on their self-motivation skills. Students felt their teachers understood and care for them, and made learning interesting and enjoyable.

**STUDENT ATTENDANCE**

- FCJ College manages student attendance through daily follow-up with families regarding unexplained or frequent absences.
- If a student is absent, the parent/ guardian is expected to contact the school via a designated number. This absence is then recorded on SIMON.
- Should the parent/ guardian not contact the school, and the student is absent, then the college office will contact the parent/ guardian to let them know. This occurs on the day of absence.
- The Learning Leader of the particular year level and the Pastoral Leader are expected to monitor absences. Should a student regularly miss school, without an acceptable reason, the Pastoral Leader will contact home.
- If anxiety or another significant reason is flagged as a reason, then the school will work with that family to resolve the issue.
- Regular attendance is always encouraged.

## Child Safe Standards

### Goals and Intended Outcomes

- At FCJ College, all students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.
- In 2018, FCJ College ensured compliance with the Ministerial Order 870 in relation to the Child Safety Standards. We continued our education program, running staff, College Council and student forums to explain and remind all stakeholders what the Child Safety Standards were and how FCJ College was implementing policies and procedures that aligned with these standards. The goal was to raise awareness and highlight the issues related to child safety with the intended outcome of bringing about greater understanding for the need for cultural change when it comes to recognising and reporting child safety concerns.
- Our Child Safe Policy, and accompanying suite of policies, were written to demonstrate the strong commitment of the whole school community of FCJ College leaders, staff, volunteers, students, and their families to child safety and to provide an outline of the policies and procedures developed to keep everyone safe from harm, including all forms of abuse. The main Child Safe policies are displayed clearly on our website and accompanying policies are available for staff to access through our management system SIMON. This is an integral part of our staff induction process, and is revisited annually to ensure everyone can identify the goals and intended outcomes of these policies.

### Achievements

- All staff, contractors and volunteers sign the FCJ College Code of Conduct annually, thereby acknowledging that they understand our commitment to Child safety, and that they adhere to our standards.
- We have our Child safe commitment statement on every school policy, on our website and publicly displayed around the College as a reminder to all of our commitment to child safety.
- Inclusion of training on Child Safe Policies and reporting obligations at staff meetings, staff briefings and through the staff weekly correspondence.
- Staff access to all of the Child Safe Policies on SIMON Student Management system. • Inclusion of Child safe standards in our induction program for new staff, including Casual Relief Teachers.
- An induction program that includes:
  - Mentorship from a suitable staff member;
  - Regular meetings with mentor and Deputy Principal within the first six months of their appointment;
  - Opportunity to clarify areas of uncertainty within College policies and reporting procedures.
- We raised awareness of the work done on Child Safety through our Website, Newsletter and School Stream App to ensure parents and others in the community had access to the policies and materials on Child safety.

- We have implemented the recommended Human Resources practices from the CECV regarding recruitment.
- Inclusion of child safe statement on all POL statements, policies, key documentation including employment advertisements.
- Display of Child Safe Policies on the school website.
- All staff committing to the Code of Conduct through signing and returning to the Principal on an annual basis.
- All staff disclose their out of hours contact with students, along with the reason why they have this contact to the College Principal on an annual basis. This is recorded and kept on a register.
- Senior student training and awareness session conducted with Mr Jamie Edwards, Wellbeing officer from the Catholic Education Office Sandhurst, highlighting the obligations of students over the age of 18 years of age to child safety practices.
- Providing programs across all year levels that focus on the integrity and worth of each individual through our Positive Education program – 2 classes per fortnight in each student's program. Religious Education curriculum retreats, in house and external presenters all contribute to this education process.
- Explicitly articulate that we are fully committed to child safety so that our community knows we take this responsibility seriously and that the wellbeing of children in our care is our first priority.

FCJ College has responded to pastoral and legal responsibilities in relation to Child Safety in the following ways:

- Caring for children and young people by –
  - acting in their best interest; and
  - taking all reasonable steps to ensure their protection
- Providing extensive professional development in relation to child protection processes and obligations for staff. This includes:
  - pastoral responsibilities
  - legal requirements
  - identification of child abuse and risk of harm
  - reporting procedures
  - interagency cooperation
- Providing further levels of training for other key staff to equip them for their more demanding role in child protection.
- Accessing appropriate child protection curriculum materials and resources for student education.
- Implementing processes for comprehensive checks at the point of employment to ensure that those employed are fit and proper persons to work in a Catholic School.
- Developing clear procedures for responding to complaints of improper conduct by staff.
- Fostering a high degree of cooperation between all Catholic Church personnel who work closely with FCJ College, including parish clergy.
- Renewing our commitment to work cooperatively with other agencies dealing with the care and protection of children and young people.
- Exchanging information under the new provisions in Victoria, with sensitivity and integrity.

## Leadership & Management

### Goals & Intended Outcomes

- FCJ College views learning as a lifelong journey, and as such supports staff through the process of an annual review meeting to develop professional learning plans that tie in with the overall learning focus of the College as identified in the Annual Action Plan and from the results of the Insight SRC surveys on School Climate. Leadership potential is nurtured and developed amongst the staff and the College aims to attract, induct and support early career and talented teachers. The key role of leadership at the College is to support learning and teaching through the provision of resources, the development of leadership skills and support to enable staff to provide a positive learning environment for our students.
- Our aspiration is to shape a positive culture of learning through shared leadership and responsibility for continuous improvement. Therefore, we commit to:
  - Establishing a learning culture amongst staff, students and parents where the positive outcomes for all students is placed at the centre of all decision making and actions.
  - Growing and supporting new leaders so that effective teams are established with clear expectations and practices that enhance learning in our community.
  - Strengthening our parent/ school partnerships so that the strategies and support mechanisms for improving student outcomes are known, discussed and developed as a shared responsibility.

### Achievements

- Year one implementation of the 2018-2020 College Strategic Plan: ***Looking forward with Courage and Confidence.***
- The establishment of an NCCD team to train staff, oversee and organise the collection and storage of evidence in relation to adjustments made for students with disabilities so they can access the curriculum equitably and meaningfully.
- New Positions of Leadership structure allowed for greater focus on helping to support effective teamwork, quality instruction, learning and enhanced student engagement.
- The Online Learning Management system continued to evolve as more curriculum and resources were added to enrich the learning experience for all students.
- Staff improved curriculum documentation, including scope and sequence documents in line with the Vic Curriculum to ensure compliance.
- The development of a Positive Education program within all year levels (2 periods per cycle).
- Middle managers new to their positions undertook growth coaching that enhanced their leadership and management potential.
- The College continued to use the Insight SRC data and Annual Review meetings to inform and create the focus for the development of the Annual Action Plan as well as Professional Learning foci, at both a whole staff and individual level.
- The newly formed sub committees of the College Council commenced work on their specific areas. The Risk and Governance Committee worked on its Terms of Reference and learned about its role in the cyclic review of potential risks at the governance level. The Finance Committee ensured the College was making the most of its allocated funds for the year and planning fiscally for its future.

- The Benalla Regional Catholic Education group continued to grow and strengthen the relationships between the four partner schools in the region. This group consists of Principals from three local Catholic Primary Schools and FCJ College. The focus is to strengthen ties and build an F–12 outlook for Catholic Education in the region, thereby ensuring a smooth transition for students from their Primary school setting to their Secondary school setting at FCJ College.
- The continuation and development of a Student Leadership Model where the Senior Student Leaders meet with Principal and Deputy Principal regularly. The student leaders also met with SRC members from each year level regularly to provide feedback and enhance communication with the Principal and Deputy Principal.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2018

- AITSL professional standards for Proficient teachers required for VIT registration.
- Online modules/ seminars through the Parenting Ideas website.
- Training for all teaching staff on new SWD/ NCCD processes and expectations.
- VCE subject specific professional learning opportunities.
- VCE/ NAPLAN data analysis and interpretation professional learning.
- Critical incident Management training.
- Growth coaching for Middle leaders.
- Team based learning opportunities.

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

42

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$625

## TEACHER SATISFACTION

In analysing our School Improvement Teacher Surveys, staff felt we had significantly improved our curriculum processes, community engagement and parent partnerships, student motivation, student behaviour and management. These improvements came out of our Annual Action plan, which identified these areas as target focus points for the year. Our professional learning focused on these areas, ensuring support and learning for staff that led to an improvement in staff morale and satisfaction.

## College Community

### Goals & Intended Outcomes

- Our on-going goal is to further develop stronger links/partnerships with families/our College community/ alumni and local businesses so that FCJ College is regarded as a reputable secondary school that has a proud tradition and association with our local communities. FCJ College strategically discerns and reviews our Masterplan regularly to ensure investment in resources that will have the greatest impact on the desired teaching and learning outcomes for all of our students.

### Achievements

- A Bicentenary Committee was formed and met regularly to commence the organisation of our celebration in August 2020 of 200 years since the establishment of the Faithful Companions of Jesus Order by our foundress Marie Madeleine d'Houet and 120 years of Catholic Education in Benalla.
- Students are provided the opportunity to participate in a range of co-curricular activities and learning experienced outside the classroom. In May 2018, 17 students and two staff visited Japan and were hosted by Sacred Heart Tokyo. The students enjoyed the two week Japanese immersion which forms part of the LOTE curriculum.
- The College senior leaders again went to Canberra and met up with local Federal Member for Indi, Cathy McGowan.
- There were a number of outdoor education trips, year level camps/retreats and excursions.
- Social Justice activities included Caritas awareness and fundraising, winter sleep out to promote solidarity, and activities promoting NAIDOC Week.
- Our community links are strengthened through our school based apprenticeships program, VET & VCAL programs, Year 10 work experience week, Year 7 FCJ College/Cooinda Retirement Village partnership, Parent Information Nights, the Annual Year 11 Presentation Ball and Year 12 Valedictory Dinner.
- FCJ College participated in the community based 'Live4Life' program which is a youth suicide prevention program.
- The College was promoted to the community through the Benalla Regional Catholic Education television and print campaign, website page, Facebook, regular local publicity, school newsletter, annual College magazine and promotional videos.
- The Annual Cooinda 'Let's find our Voice' project culminated in a wonderful concert open to all in the Community.
- The College continued to do buildings, grounds and infrastructure improvements to ensure our facilities are well maintained and requested teaching & learning resources are available for use in and out of the classroom.

### VALUE ADDED

- On-going contact and communication between school and home by teachers regularly contacting parents about their child's overall education development has further strengthened our important home/school partnership.
- The direction from the College Leadership Team for all staff to work in collaborative teams to support each other to improve teaching & learning outcomes.
- Sporting and extra-curricular activities allow students and staff to promote FCJ College to the local communities.
- The Benalla Regional Catholic Education group comprising our three catholic primary partner schools and FCJ College leaders continued to meet and build on F-12 catholic education in the region.
- Let's Find our Voice Cooina Village/FCJ College Partnership. Brilliant response and accolades from the local and Australian community regarding the process and the outcomes. This strong program fosters a positive partnership between the youth and the elderly, culminating in a lip-sync film clip comprising singing & dancing to a well-known pop music song. In 2018, this was to the pop song, "Footloose".

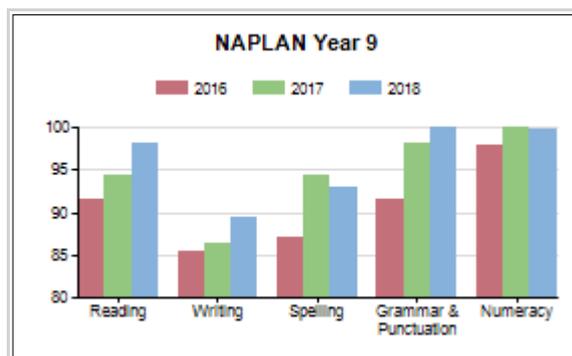
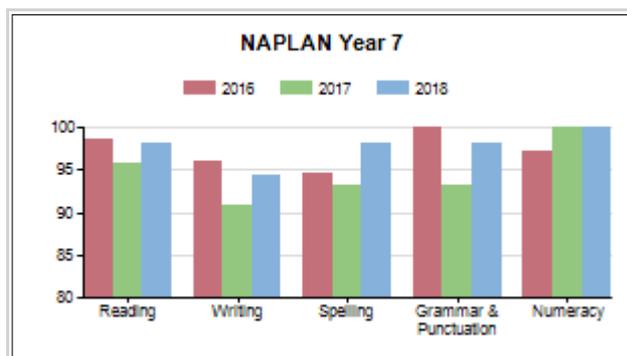
### PARENT SATISFACTION

- According to the 2018 School Improvement Survey undertaken by parents, there continues to be continual improvement in the satisfaction level of parents. Staff are making regular contact with parents so that parents are aware of their child's progress and development well before the first of two annual parent-teacher interview meetings.
- Parents enjoy being invited to FCJ College year level information/social functions as it develops information sharing and a sense of ownership of the College amongst the families. Parents want their child to reach their individual academic/social and all-round potential.
- Parents appreciate the various communication avenues available, being the College Newsletter, the School Stream App, the College Facebook, Instagram and Twitter pages; along with live reporting of students' results/progress through the Parent Online Module (PAM) on SIMON.



## School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	100.0	93.2	-6.8	98.1	4.9
YR 07 Numeracy	97.3	100.0	2.7	100.0	0.0
YR 07 Reading	98.7	95.7	-3.0	98.1	2.4
YR 07 Spelling	94.6	93.2	-1.4	98.1	4.9
YR 07 Writing	96.0	90.9	-5.1	94.4	3.5
YR 09 Grammar & Punctuation	91.5	98.1	6.6	100.0	1.9
YR 09 Numeracy	98.0	100.0	2.0	100.0	0.0
YR 09 Reading	91.5	94.3	2.8	98.2	3.9
YR 09 Spelling	87.2	94.3	7.1	93.1	-1.2
YR 09 Writing	85.4	86.5	1.1	89.5	3.0



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	73.6%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y07	92.2
Y08	89.8
Y09	89.2
Y10	89.5
Overall average attendance	90.2

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	89.7%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	94.6%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	21.2%
Graduate	42.4%
Graduate Certificate	6.1%
Bachelor Degree	72.7%
Advanced Diploma	9.1%
No Qualifications Listed	9.1%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	33.4
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	20.1
Indigenous Teaching Staff (Headcount)	0

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	581.5
Year 9 Reading	587.8
Year 9 Spelling	584.6
Year 9 Writing	570.3

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	28
VCE Completion Rate	98%
VCAL Completion Rate	96%

<b>POST-SCHOOL DESTINATIONS AS AT 2018</b>	
Tertiary Study	37.5%
TAFE / VET	8.3%
Apprenticeship / Traineeship	12.5%
Deferred	16.7%
Employment	25.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%