



FCJ College Benalla

2020

Annual Report to the School Community



Registered School Number: 0384

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E NUMBER	E3011

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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

30/04/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Identity and Vision Statements

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:

- Our welcoming community finds its inspiration in companionship with Jesus.
- Each member of our community should be a witness to the Gospel values of compassion, courage, integrity and hope.
- 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.
- 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.
- All members of our community are equally valued for their unique contribution.

College Overview

College Overview

FCJ College is a Catholic Co-educational Secondary College conducted by the Society of Sisters — Faithful Companions of Jesus, for Years 7-12. Since 1900, the College has a proud tradition of providing quality Catholic education in Benalla for over 120 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 2020 school year with the Dux Assembly presentations to the Dux of 2019, Joshua Kubeil, 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 Beauty, Truth and Goodness — a theme we were able to explore and link to the writings of Marie Madeleine, the Bicentenary of the FCJ Society and numerous events over the course of the year.
- 70 students formed the Year 7 cohort and the census enrolment figure for 2020 was 355.
- The student leadership group started the year with fortnightly meetings with Principal Joanne Rock and Joseph Mount, Deputy Principal, and took on a bigger leadership role through the planning and running of the College assemblies, organising activities for Founder's Day, contributing to the College newsletter and being a presence amongst the younger students through leading the year level SRC teams. However, due to COVID lock-downs, many planned events were unable to occur.
- 2020 saw more 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.
- Due to the two COVID lock down periods, our school community had to adjust very quickly to remote learning. Teaching staff were extremely pragmatic and successful in the delivery of their curriculum over this new platform. The whole school community had to adjust, and did so extremely well. We had to be flexible and innovative; patient and collaborative to a whole new level. The feedback from staff, students and parents after the first lock down was overwhelmingly positive, with a number of good suggestions that we were able to implement in the second lock down period.
- We had a couple of significant experiences planned for 2020 that were unable to go ahead — a much anticipated trip to Japan for some Year 10 and 11 students to further enhance their language studies and our annual Central Australian trip for Year 11 students. Whilst the students and staff were disappointed, they understood that the circumstances were out of our control.
- 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. Working remotely for such long periods of time made all of us keenly aware of just how important working together on a shared focus is to the learning experiences of our students.
- We were so pleased to be able to finish 2020 back onsite. Even though many restrictions remained in place, we made the most of what we were able to do and truly appreciated being back onsite, learning face to face.

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

- To engage our young women and men in the FCJ Catholic tradition with experiences that offer them a sense of community as a compassionate companion.
- 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 and complementing Positive Education.
- To engage the FCJ College community in living justly by caring for God's gift of creation through the teachings of Pope Francis and valuing the earth.

Achievements

- Youth-led Masses in St Joseph's Church Benalla did not occur due to the COVID restrictions.
- Years 10 & 11 were invited to attend the Sandhurst Ablaze Youth Day in Shepparton. Students prepared for this event in their Religious Education classes, which focused on Eucharistic Adoration. This event did not run due to the COVID restrictions.
- Year 11 students participated online in the Healthy Relationships Seminar run by Choicez Media.
- 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 did not run due to the COVID restrictions.
- Accreditation to teach in a Catholic School. FCJ College staff had access to a range of online accreditation programs that they could complete during the COVID restrictions conducted by Sandhurst Education Office and the Catholic Theological College.
- Education in becoming a dialogue school community through Year 10 students' virtual tour of the Jewish Holocaust Museum in Elsternwick and an online interview with a survivor. Students produced creative responses in a variety of mediums to express their learning from this "excursion".

VALUE ADDED

- The full school gatherings for Mass to recognise significant events in the school and the liturgical calendar. These events include Commencement, Ash Wednesday, The Easter Triduum (Last Supper, Crucifixion and Resurrection), Founders Day and End of Year

Celebration were unable to occur due to COVID; so we had to replace them with online alternatives for the community.

- Morning prayers in Pastoral groups.
- Staff led weekly prayer done remotely.
- Year 12 Retreat.
- Each Catholic Identity activity held is for immersing our young women and men in the FCJ Catholic tradition with experiences of God's beauty, truth and goodness.

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 2020 was to focus on Building Teams, Identifying and Sharing Best Practice & Developing Professional Growth. We continue to look for opportunities to develop flexible learning experiences for students and staff and to ensure individual needs of students are being met. Processes for feedback and parent engagement have been strengthened to become a part of our culture at FCJ College.

Achievements

- In 2020, FCJ College transitioned from a traditional classroom setting with face-to-face interaction, to an online remote learning and teaching one. Significant professional development was undertaken to support staff to adapt to the online environment.
- The foundation stages of developing an FCJ College Learning & Teaching Framework also commenced. A strategic implementation plan was developed with the intention for a draft framework to be developed and implemented in 2021.
- PLTs focussed on adapting their scope & sequencing documents to reflect a need to digitalise their curriculum. Practical subjects underwent dramatic change as teachers investigated and implemented creative new programs to support student learning in the online/remote space.
- Professional Learning Teams focused on developing their knowledge of High Impact Teaching Strategies (HITS) with staff reflecting on and auditing their own confidence with each of the 10 HITS.
- Introduction of Remote Parent-Teacher Interviews via online video conferencing tool — Whereby.com

STUDENT LEARNING OUTCOMES

- In our continued journey to ensure our VCE students are achieving the best that they can, we achieved 5 students receiving an ATAR score of 90+ and a mean study score on 30.
- 100% satisfactory completion of VCE.
- 6% of study scores over 40.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

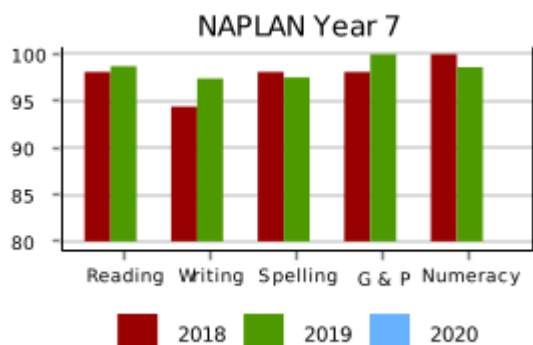
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	98.1	100.0	1.9		
YR 07 Numeracy	100.0	98.6	-1.4		
YR 07 Reading	98.1	98.7	0.6		
YR 07 Spelling	98.1	97.5	-0.6		
YR 07 Writing	94.4	97.4	3.0		
YR 09 Grammar & Punctuation	100.0	90.9	-9.1		
YR 09 Numeracy	100.0	100.0	0.0		
YR 09 Reading	98.2	95.6	-2.6		
YR 09 Spelling	93.1	97.7	4.6		
YR 09 Writing	89.5	95.5	6.0		

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

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

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



Pastoral 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 present in a full-time capacity at the school. In 2020 our Youth worker made contact with as many students as possible during remote learning. He especially engaged with NCCD students contacting them via phone or email.
- A consulting psychologist was employed part-time. In 2020 our psychologist was unable to provide services in the second semester, due to personal and professional commitments. The school has advertised for part-time psychologist. Support is also offered by the Catholic Education Office's Youth and Welfare service team and external agencies. Pastoral leaders, Learning Leaders and the school's 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.
- NECAMHS provided fortnightly visits to FCJ College to consult with the Director of Wellbeing. These visits provided important feedback and advice regarding our high risk students.
- It was intended that students participate in programs such as: Let's Find Our Voice joint project with Cooinda; due to the COVID pandemic, this was postponed. Other initiatives included: Bookends (Year 7 and 12), 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. The camps and retreats were also impacted by COVID.
- 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. The Positive Education course is strengthened each year with more staff gaining experience and knowledge in the field. In 2020, all staff were asked to complete the VIA Character Strengths survey. Their five top Character Strengths were then displayed outside their office. The idea is to keep the language and understanding of a person's strengths in the everyday rhetoric of the school.

- 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.

VALUE ADDED

- FCJ College has always had a highly developed and successful transition program. During 2020 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 two student buddies and Pastoral Leader meeting. New students are checked in on regularly and their parents/ guardians are contacted within the fortnight to gauge how their child has settled in. The Youth Worker also makes contact to introduce themselves and to check how the student is going. The two lock-downs made this difficult, however, all new students during lock down were tracked, checked in on and cared for extremely well.
- Live4Life is a community project that seeks to prevent youth suicide. It incorporates the delivery of Youth Mental Health First Aid courses at Years 8 and 11. Students from Years 9 and 10 are invited to form part of the Live4Life crew. FCJ College participated in this program again in 2020. Due to COVID, the Launch and Celebration Day were cancelled, however the program was still delivered and well-received.
- A comprehensive transition program, linking students from Grade 4/5/6 in our partner schools to prepare them for secondary school continued.
- 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 Year 12s and 7s meet with each other each term.
- 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. This program was postponed in 2020 due to COVID.
- 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: Connect 9, Work Ready programs offered by Tomorrow Today and guest speakers who presented on a number of wellbeing topics.
- Community projects to promote social justice, such as the Vinnie's Christmas appeal.
- Letters to Limerick. Our Year 7 students were linked to similar aged students at Laurel Hill in Limerick, Ireland, another FCJ school. The students were linked via email following a discussion with a fellow pilgrim, Maria Madden during the Marie Madeleine tour. The Year 7s took to the task with enthusiasm. They located Limerick on their classroom wall map, and they were really excited to exchange information about their daily lives with their new friends. This initiative was designed to enhance wellbeing, increase geography skills but also to promote an understanding that despite physical distances, that we have much in common. The values that come from an FCJ school can be similar and those values can

serve to bind people together. It is hoped that some students will continue corresponding because they have forged a strong friendship.

STUDENT SATISFACTION

In comparing 2019 to 2020 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.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	77.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	89.1%
Y08	89.0%
Y09	88.3%
Y10	87.3%
Overall average attendance	88.5%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	80.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

Child Safe Standards

Goals & 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 2020, 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 broad community cultural change when it comes to recognising and reporting child safety concerns.
- Our Child Safe Policy and accompanying suite of policies, demonstrate the strong commitment of the whole school community of FCJ College leaders, staff, volunteers, students, and their families to child safety and 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 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 the 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.
- 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.
- Organised by year level Learning Leaders, students participated in regular information sessions presented by Youth Engagement Officers from Benalla Police station focusing on social media, cyber bullying, partysafe and online behaviour.
- 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 three implementation of the 2018-2020 College Strategic Plan: Looking forward with Courage and Confidence. Due to COVID, Strategic Plan extended until 2021.
- Continuous cycle of compliance, research, collaboration, implementation, support and review of processes for students, staff, parents and community due to COVID.
- Moving to Remote Learning due to COVID primarily utilising SIMON and Google Classroom.
- Moving to an online Parent Teacher Program 'Whereby' for formal feedback to parents and Guardians.
- Within an online space, NCCD team continued 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.
- Implementing strategies for maintaining a sense of connection to community for students, staff and parents while in a COVID safe environment. Re imagining end of year celebrations for Valedictory and regular college activities.
- Professional Learning focus on helping to support effective teamwork through Tuckman's Team Development Model, quality instruction through the initiation of a Learning and Teaching Framework, learning and enhanced student engagement through continued investigation of School Wide Positive Behaviour Framework.
- 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 and relevance in a remote learning space.
- Middle managers continued 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 sub-committees of the College Council continued to work on their specific areas. The Risk and Governance Committee refined 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 Policy and Compliance Committee met every second week with a focus on identifying, developing, educating and implementing policies at the operational level with regular updates through the Staff Weekly and various meetings. Staff were involved in the development of policies relevant to their experience and role within the College.
- The College continued to use a compliance platform called Complispace for referencing, sourcing and storing policies and procedures at the governance and operational level.
- 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.
- Whilst interest in enrolments continued across the year, opportunities for families to tour college facilities were limited and had to be adapted to COVID-safe practices.
- Re-imaging transition for incoming Year 7 families and students where opportunities for safely conducting orientation days and information sessions were limited.
- 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.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- VCAA Assessment workshops
- Motivating and engaging students with learning difficulties
- Regular Network meetings
- Level 2 First Aid training
- John Hattie presentation

- Math Pathways trainer day
- Anger and Trauma Program
- Musical Futures Making the Band
- Positive Education Applications in the Classroom
- Remote Learning webinar
- VCAA VCAL, VET and VCE briefings
- Various conferences — Mathematics, Science, History, Librarian
- Safe on Social Media workshop
- Regional Future work summit
- NCCD training and briefings
- Advancing Positive Behavioural supports in a secondary setting
- Various VCE subject seminars
- Growth Coaching accreditation
- Supporting Aboriginal & Torres Strait Islander perspectives
- Differentiation in Language classrooms

TEACHER SATISFACTION

In analysing our School Improvement Teacher surveys, staff felt we improved our teamwork, role clarity, parent partnerships and the quality of our teaching and instruction. Whilst improvements have been made, we acknowledge that there is still work to be done and continue to focus and work on our teaching practice and teamwork. The vast majority of staff felt morale was positive, mainly due to the support given and acknowledgement of their work offered by leadership. The survey results show our staff is passionately committed to improving our student outcomes through providing students with engaging and quality instruction.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.9%
Graduate	37.8%
Graduate Certificate	5.4%
Bachelor Degree	64.9%
Advanced Diploma	8.1%
No Qualifications Listed	16.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	40.0
Teaching Staff (FTE)	32.3
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	15.4
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

- To continue to further develop our 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 discerned and reviewed our Masterplan. Alan Cubbon from Crosier Scott Architects Hawthorn updated this in 2019, to ensure investment in resources that will have the greatest impact on the desired teaching and learning outcomes for all FCJ College students. In mid-2020, FCJ College was approved a State Government Capital Grant of \$2million to refurbish our Mitchell Wing existing classrooms/student amenities and food technology area and to extend and refurbish our woodwork facility located in the Arts & Technology Wing.
- In late 2020, due to the generous financial support of the Faithful Companions of Jesus Generalate, FCJ College Benalla had now completed building our new multi-purpose hall on the land owned at 52-54 Arundel Street. This is part of an important partnership FCJ College has nurtured with St Joseph's Primary School and St Joseph's Parish. Both FCJ College and St Joseph's students and staff will have access to the new multi-purpose hall in early 2021, which will also be a needed community resource.

Achievements

- A Bicentenary Committee was formed and met regularly to organise our celebration which was to be held in October 2020, to acknowledge 200 years since the establishment of the Faithful Companions of Jesus Society by our foundress Marie Madeleine d'Houet and 120 years of Catholic education in Benalla. This celebration has now been postponed to 2021 due to COVID-19 restrictions.
- Unfortunately our 2020 Immersion trip to the Philippines/Cebu/Malbago Village had to be cancelled, however FCJ College is sponsoring two local Malbago students to attend university with a girl, Lovely, studying tourism and a boy, Glendell, studying commerce.
- There were annual outdoor education trips, Dux Assembly, year level camps, retreats and excursions but these events were restricted overall due to COVID-19.
- VCE exams were held on-site.
- Social Justice activities included Caritas awareness and fundraising, Vinnies support and fundraising, support and awareness of refugees and asylum seekers displacement, and activities promoting NAIDOC Week.
- Our community links are strengthened through our annual school-based apprenticeships & traineeships programs, VET & VCAL programs, parent year level information nights that were completed online in 2020, and our Year 12 Valedictory Dinner which has been postponed until June 2021.
- 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 College continued to do buildings, grounds and infrastructure improvements to ensure our facilities are well maintained and that any requested teaching & learning resources are available for use in and out of the classroom. In 2020 the college completed new fencing and automatic gates at our new multi-purpose hall at 52-54 Arundel Street. This new site received VRQA registration in November 2020.

VALUE ADDED

- Ongoing contact and communication between school and home by teachers regularly contacting parents about their child's overall development has further strengthened our important home/school partnership.
- FCJ College leadership team implemented our remote learning program across terms 2 & 3 to support our teaching staff in the process of effectively delivering remote teaching & learning to our college community. FCJ College received accolades from our staff and students as well as our families who really appreciated the ongoing support the college provided in these unique circumstances.
- The direction from the College Leadership Team for all staff to work in collaborative teams to support each other to improve teaching & learning outcomes.
- Promoting to our college community that all students who enrol at FCJ College Benalla will be able to access their preferred education pathway be it an academic, hands-on learning approach or a combination of both to achieve a pathway that will lead them into their chosen career profession.
- 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 F-12 Catholic Education in the region.
- Let's Find our Voice Cooina Village/FCJ College Partnership: although the annual concert and Year 7 visits to Cooina residents could not occur, this community partnership will be continuing in 2021 and future years.

PARENT SATISFACTION

- According to the 2020 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.

- Communication both electronically and in person; teaching staff and school leaders being more approachable; and overall school improvement were identified by parents as key areas of improvement in 2019 & 2020.
- Parents enjoy being invited to FCJ College year level information evenings and social functions as it develops information sharing and a sense of ownership of the College amongst the families. Unfortunately in 2020 we could not get all our parents on-site but throughout 2021 we will again be having year level family visits to our college.
- Parents want their child/children 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.

Future Directions

- In 2021, the State Government \$2 million Capital Grant refurbishment project will go to tender by mid-year with the project forecast to commence on-site in early October.
- The college is also refurbishing our college grotto and installing seating so that staff & students can sit and reflect at our memorial garden.
- As Benalla/Euroa and Mansfield community populations are continually growing FCJ College is well-placed to once again increase our student enrolment population significantly by 2023.