

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2017



## FCJ COLLEGE, BENALLA



## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our College Vision .....	3
College Overview.....	4
Principal’s Report .....	5
Education in Faith .....	6
Learning & Teaching .....	7
Student Wellbeing .....	9
Child Safe Standards .....	11
Leadership & Management.....	13
College Community.....	15
VRQA Compliance Data.....	17

## Contact Details

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ABN	40 147 741 526
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FEDERAL DET NUMBER	787

## 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

1 May 2018

## 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 2017 school year with the Dux Assembly presentations to the Dux of 2016, Charlie Boyd, and the dux of each subject. This was followed by a light luncheon with families, who were very pleased and proud to celebrate our joint successes. The theme for the year was **Together We grow** – a theme we were able to explore and link to numerous events over the course of the year.
- 60 students formed the Year 7 cohort and the census enrolment figure for 2017 was 330.
- The student leadership group met fortnightly with Joanne Rock 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, re-imagining Celebration Day (Year 12 final day) and being a presence amongst the younger students.
- In December 2017, we sent a staff member and 4 students to the Australian Catholic Youth Ministry Conference in Sydney with the Sandhurst Diocese group. The students delivered moving reports to the school and parish communities about how this trip opened them up to their faith in ways they never imagined possible.
- A Student Leadership Camp was again held in October, where the 10 recently inducted School Captains for 2018, the Deputy Principal and Student Leaders from Sacred Heart Yarrawonga 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.
- 2017 saw the implementation of a new Position of Leadership model and a number of curriculum initiatives that had been researched and planned for in the previous year. Both initiatives were extremely successful in the implementation phase, with staff reporting positively on the impact these initiatives had on student outcomes.
- The Benalla Regional Catholic Education group was reinvigorated, comprising of Principals from 3 Catholic Primary Schools and FCJ College. The focus is to strengthen ties and build an F–12 outlook for Catholic Education in the region.
- In 2016, we undertook a refurbishment of our Office/ Reception area, and finally completed the bottom floor of the Victoire Building with an innovative and contemporary Flexible Learning Space. At the commencement of 2017, we moved into these spaces and both spaces exceeded our expectations and created open and welcoming spaces to visitors and our Learning community. In July 2017, we were able to install a lift to enhance accessibility for community members that were otherwise unable to access the first floor of our buildings. This was a costly exercise, but one of necessity that has proven to be very well used.
- A strong focus for the staff Professional Development program was strengthening our parent/ school relationships, staff wellbeing and curriculum documentation. All teachers were given a target of contacting a minimum of two parents per class to discuss a positive learning activity their child was involved in. This simple task had a dramatic impact on our community, along with year level family evenings. Both staff and parents reported an overwhelming improvement in communication and engagement that certainly impacted positively on the students. In Semester Two, a large group of staff undertook a Staff Wellbeing Toolkit Professional Learning course that consisted of 5 modules over 5 months with the aim to strengthen individual resilience and build social capital amongst the staff. It was a fantastic resource and will be offered again in 2018.

## 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 understand Enhancing Catholic School Identity data and identify areas for development.
- To embed Ignatian Spirituality especially with regard to reflective living and gratitude.
- To develop the capacity of the Youth Ministry team through regular meetings and opportunities to lead.
- To further develop relevant and inspiring curriculum to compliment the Victorian Curriculum.

### 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) Social Justice, 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.

### Achievements

- A small group of students and one teacher represented FCJ College at ACYF Sydney in December 2017.
- Youth Ministry students prepared and ran a program for Grades 5 & 6 Leadership Days for our partner primary schools.
- Well documented Religious Education and Positive Education curriculum.
- Visit of Fr Rob Galea to engage Years 9-12 students in contemporary praise and worship and relevant Catholic teaching relevant to secondary school students.
- Visit of Fabrice Manirakiza, a Catholic refugee from Burundi, who shared his journey through stories and rap music.
- Continuing accreditation opportunities for staff.
- New documentation of Religious Education Curriculum Years for 7-10.

## 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 2017 was curriculum development based around the Victorian Curriculum. We implemented a new Year 9 program including Project Based Learning within our new Flexible Learning Space. We also implemented our new leadership structure which puts student outcomes at the centre of all we do and focuses on team approaches to planning, learning and development.

### Achievements

- Following school reviews into Positions of Leadership and Curriculum in 2016, these changes were implemented in 2017. In accordance to our findings we now have:
  - Learning Coaches within each area of study who focus on curriculum development, pedagogy and professional development.
  - Learning Leaders within each year level who focus on student wellbeing, student tracking and pathways.
  - Pastoral Leaders supporting the Learning Leaders.
  - Professional Learning Teams within each area of study.
- The Hands-On-Learning Program continued throughout 2017 with encouraging outcomes in the area of self-confidence and application of focus plans within the group.
- Within our curriculum we implemented our integrated Year 9 program which uses Project Based Learning to build students' skills in communication, team work, problem solving, creative thinking and initiative.
- Changes were seen in our curriculum delivery such as increased contact hours for Maths, English and our VCE subjects. Science, Humanities and Health and Physical Education became core subjects for all students in Years 7 to 10. Our electives now have a focus on Arts, Technology and Outdoor Education. Appropriate curriculum documentation was completed in line with these changes and published on SIMON for all staff to access.

## 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 above the Australian standard in Reading and Numeracy. There has been some decline in Writing, Narrative writing where students achieved in Band 6 and 7 respectively. Spelling and Grammar and Punctuation both showed improvement, however are still below the Australian averages.

Within our Year 9 data we see significant growth, with FCJ College students achieving substantially above the Australian average in Reading, Writing, Narrative Writing, Spelling and Numeracy and above average in Grammar and Punctuation within which excellent growth can be seen between 2016 and 2017.

Staff are working on analysing this data to inform their teaching and to measure the growth of students. We have also introduced On Demand Testing for Years 7-10 which will further enhance our data collection and the use of this data will inform and measure student growth.

## POST-SCHOOL DESTINATIONS

TERTIARY STUDY	11.0%
TAFE / VET	11.0%
APPRENTICESHIP / TRAINEESHIP	32.0%
DEFERRED	25.0%
EMPLOYMENT	18.0%

## 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 for three days per week.
- 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 (Year 7-10), 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 Behaviour in Schools principles inform staff practice around establishing the three values of: Respecting yourself, Respecting learning and Respecting our community.
- Positive Education was rolled out 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 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.
- FCJ College has always had a highly developed and successful transition program. During 2017 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 homeroom teacher 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.
- Select staff participated in professional learning around dealing with students who are school refusers. Professional learning focussed on best practice in supporting students and families in enabling students to return to school in some capacity.

- FCJ College manages student attendance through daily follow-up with families regarding absences.
- Rolls are marked using SIMON, which allows for electronic roll marking. Rolls are marked in Pastoral Group and each class throughout the day. If a teacher forgets to mark the roll an email will be sent to prompt them. Administration staff can view information detailing outstanding classes.
- At FCJ College, the roll procedure involves:
  - Teachers mark their roll in Pastoral Group and each class throughout the day
  - Administration staff check to ensure all rolls have been completed
  - At the completion of Pastoral Group, administration staff send an SMS to all parents of students noted as Absent Unknown
- Administration staff receive emails and alter SAS2000 data.
- Reports are distributed to Pastoral Group teachers and Learning Leaders to identify students who may be experiencing difficulty in attending school. Individual management plans are established for families who require support.
- Expectations around student attendance are promoted through internal programs, such as 'It's Not OK To Be Away' and communication with families through the newsletter and the School Stream App.

## VALUE ADDED

- 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. Also more targeted programs such as: Expect Respect, Connect 9, Hands on Learning, Guest speakers.
- Community projects to promote social justice.

## STUDENT SATISFACTION

- In comparing 2016 to 2017 Insight SRC results, student data indicated they feel connected and positive about school. Key priority areas such as reinvigorating and reinventing our student leadership programs and developing clarity regarding student rights and responsibilities were included in our Annual Action Plan and actions undertaken to lift the profile of our student leaders were instigated. The student leadership camp to Canberra to visit our local representatives was a great way for our newly inducted student leadership group to connect and see purpose in their roles.

## 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 2017, FCJ College ensured compliance with the Ministerial Order 870 in relation to the Child Safety Standards. We continued our education program, running staff 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 in the school community 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, 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 make the forum had access to the policies and materials on Child safety.
- We have implemented the recommended Human Resources practices from the CECV during 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 a yearly 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.
- Senior student training and awareness session conducted with Mr Jamie Edwards, Wellbeing officer with CEO Sandhurst, highlighting the obligations of students over the age of 18 years of age.
- Providing programs across all year levels that focus on the integrity and worth of each individual through Positive Education program – 2 classes per fortnight in each student's program, Religious Education curriculum, retreats, in house and external presenters.
- 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 child protection 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 to develop professional learning plans that tie in with the overall learning focus of the College as identified in the Annual Action Plan. 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

- Development of the 2018-2020 College Strategic Plan: Looking forward with Courage and Confidence.
- New Positions of Leadership structure commenced with enhanced Middle management roles that will help support quality instruction, learning and student engagement.
- The Online Learning Management system continued to evolve as more curriculum and resources were added to enhance the learning experience for all students.
- Staff enhanced curriculum documentation, including scope and sequence documents in line with the Vic Curriculum to ensure compliance.
- Inclusion of 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 of Professional Learning, at both a whole staff and individual level.
- The sub committees of the College Council continued to work on their specific areas – the Policy and Compliance Committee continued its cyclic review of policies and processes, the Finance Committee ensured the College was making the most of its allocated funds for the year and the Grounds and Facilities Committee continued with its annual maintenance program and capital works projects.
- The Benalla Regional Catholic Education group was reinvigorated, comprising of Principals from 3 Catholic Primary Schools and FCJ College. The focus is to strengthen ties and build an F – 12 outlook for Catholic Education in the region.

- Initiation of Student Leadership Model where 10 School Captains meet with Principal regularly. School Captains meet with SRC from each year level at regular meetings and feedback to Principal and Deputy Principal.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2017

- **Caring for students with traumatised backgrounds**
- **Dealing with parents positively/ promoting and strengthening our parent school partnerships**
- **Implementation of Vic Curriculum**
- **Understanding the role of teachers in the NCCD process**

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	<b>37</b>
AVERAGE EXPENDITURE PER TEACHER FOR PL	<b>\$690.00</b>

### TEACHER SATISFACTION

In analysing our 2017 School Improvement Teacher Surveys, staff felt we had significantly improved our curriculum processes, community engagement and parent partnerships, student management, appraisal and recognition as well as student behaviour management. This improvement came out of our Annual Action plan for 2017 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

- In our commitment to the development of the whole person, FCJ College aims to foster alumni involvement in College life; to engage parents; to make FCJ College better known in the region; to maintain and develop links with Catholic and other schools and to build mutually beneficial partnerships with local organisations. A strategic focus of the College is to provide for the future development of the College including staffing, facilities and resources for the benefit of students and their learning.

### Achievements

- An archivist was employed to start cataloguing and organizing artifacts and documents important to the history of our College and its story.
- A Bicentenary committee was established to commence work on our 2020 bicentenary celebrations, comprising of alumni.
- Students are provided the opportunity to participate in a range of co-curricular activities and learning experiences outside of the classroom. In 2017, 18 students and 2 staff members visited from Sacred Heart Tokyo for an immersion into Australian culture; The College senior leaders went to Canberra. There were ski trips, year level camps/retreats, Performing Arts nights with the highlight being the school production of 'The Little Mermaid', social justice activities, Caritas fundraising, sporting representation and activity groups.
- Our community links are strengthened through our school based apprenticeship program, Year 10 work experience, Connect 9 Mentoring, Year 7 FCJ College/Cooinda partnership, wellbeing projects, VCAL community service, Parent Information Nights and the revamped Presentation Ball at Year 11.
- Re-imagining of the Debutante Ball to the more inclusive Presentation Ball where every member of the Year 11 cohort has the opportunity to share in the experience with family and friends. Consultation and collaboration in the reimaging occurred across the year and culminated in a celebratory and successful evening.
- We participated in the community based 'Live4Life' program, which is a suicide prevention program. The program involved all schools in the town, and was coordinated by the Benalla Rural City Council who secured funding for the implementation of the project.
- The College was promoted to the community through the Benalla Regional Catholic Education television and print campaign, website page, Facebook, regular publicity, school newsletter and use of a promotional video.
- The Annual Cooinda 'Let's find our Voice' project culminated in a wonderful concert open to all in the Community.

### VALUE ADDED

- Increased contact and communication between school and home has strengthened the parent/school relationship.
- The introduction of family social evenings at each year level to highlight the positive learning taking place, as well as connecting families to one another and the College.
- Sporting activities as part of School Sports Victoria including athletics, swimming, cross country, round robins, football, tennis, volleyball, netball and soccer.
- The Benalla Regional Catholic Education group was reinvigorated, comprising of Principals from 3 Catholic Primary Schools and FCJ College. The focus is to strengthen ties and build an F – 12 outlook for Catholic Education in the region.

### PARENT SATISFACTION

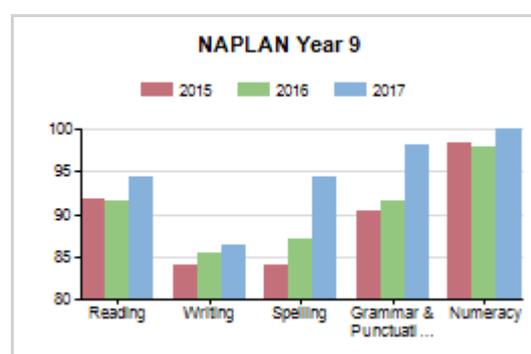
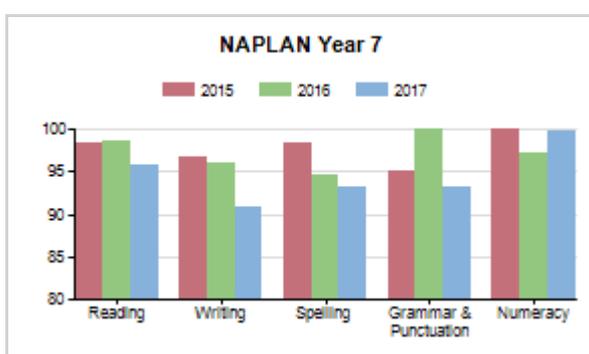
- According to the 2017 School Improvement Surveys undertaken by parents, there has been continual improvement in the satisfaction levels of our parents. Some areas that showed significant improvements were: approachability, parent input, communication, reporting, learning focus and overall school improvement.
- A change to the format of our Parent/Teacher interview sessions saw greatly increased access to teachers, with a record number of parents attending these and other information evenings. No parent reported that they were unable to see their child's teacher, a massive improvement on past years.
- Parents continued to access the College newsletter on line, made use of the School Stream App, along with the live reporting of results through the Parent Online Module (PAM).



## VRQA Compliance Data

<b>E3011</b> <b>FCJ College, Benalla</b>
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	95.2	100.0	4.8	93.2	-6.8
YR 07 Numeracy	100.0	97.3	-2.7	100.0	2.7
YR 07 Reading	98.4	98.7	0.3	95.7	-3.0
YR 07 Spelling	98.4	94.6	-3.8	93.2	-1.4
YR 07 Writing	96.8	96.0	-0.8	90.9	-5.1
YR 09 Grammar & Punctuation	90.5	91.5	1.0	98.1	6.6
YR 09 Numeracy	98.4	98.0	-0.4	100.0	2.0
YR 09 Reading	91.8	91.5	-0.3	94.3	2.8
YR 09 Spelling	84.1	87.2	3.1	94.3	7.1
YR 09 Writing	84.1	85.4	1.3	86.5	1.1



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	89.66%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y7	93.03
Y8	90.21
Y9	90.99
Y10	86.60
Overall average attendance	90.21

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	91.33%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	88.89%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.00%
Masters	20.59%
Graduate	44.12%
Certificate Graduate	5.88%
Degree Bachelor	73.53%
Diploma Advanced	14.71%
No Qualifications Listed	2.94%

<b>STAFF COMPOSITION</b>	
Principal Class	2
Teaching Staff (Head Count)	41
FTE Teaching Staff	32.287
Non-Teaching Staff (Head Count)	27
FTE Non-Teaching Staff	18.743
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	598.10
Year 9 Writing	582.50
Year 9 Spelling	611.90
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	605.40

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	98%
VCAL Completion Rate	93%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	11.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	32.0%
Deferred	25.0%
Employment	18.0%

**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 <http://www.acnc.gov.au>