



FCJ College Benalla

2022 Annual Report to the School Community



Registered School Number: 384

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Minimum Standards Attestation

I, Shaun Mason, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Vision and Mission

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 2022 school year with the Dux Assembly presentations to the Dux of 2021, Josh Cui, and the dux of each subject. Unfortunately, due to restrictions, we were unable to celebrate with the usual luncheon, but we ensured all duces were appropriately celebrated.
- Our 2022 year commenced with our stated theme of **Gentleness**. What a wonderful challenge to the community. It was a powerful theme, which led to many insightful conversations and reflections upon the quiet strength found in gentle approaches and the calm interactions we have with each other. Our student leaders really took up this challenge and embraced the quality of gentleness in their modelling of the respect for the dignity and diversity of each member of our community. Eighty one (81) students formed the Year 7 cohort and the census enrolment figure for 2021 was 385.
- The College launched its new Strategic Plan (2023-2026) in the second half of the year. This document was informed by our ACER review using the National School Improvement Tool (NSIT), our Enhancing Catholic Schools Identity data and feedback from all stakeholders, students, staff and community. We are confident this plan sets an ambitious agenda for our college over the next four years.
- The student leadership group started the year with fortnightly meetings with Principal Shaun Mason 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.
- We continue to grow our student population, with 385 at our 2022 census. Close to 80 Year 7s and additional students across the year levels have brought richness to our school and we look forward to continuing to grow into the future. In 2022, we took occupancy of our refurbished Food Technology, Wood Work and Year 8 classrooms. We are certainly enjoying these spaces and the additional opportunities they provide our students now and into the future.
- It was wonderful to be able to host events again in 2022. Our Year 11 Formal, Valedictory Dinner, Information Evenings, and our hilarious College Production of "Monty Python's Spamalot." Our year culminated in the wonderful Let's Find Our Voice Project that sees Year 7 students joining with aged members of the community in a fine example of the characteristic of Companionship. This project was nominated for, and won, Best Community Project/Event in the Australia Day Awards, hosted by the Benalla Rural City Council.
- FCJ College continues to work closely with its partner schools in the Benalla Regional Catholic Education (BRCE) group. Professional development for staff and opportunities for students and families to see a clear F12 pathway in Catholic Education is the intention of the partnership.
- Our staff have continued their education this year with some tremendous professional and personal development in the space of empathy for our first nations brothers and sisters. We partnered with Australian's Together and Catholic Education Sandhurst Ltd. for a wonderful day of learning and opening our eyes to the experiences of first nations people prior to, and since colonisation. We continue to work closely with local Yorta

Yorta elders to ensure that our school is a safe and welcoming place for all students and families in our community.

- FCJ College continues to flourish thanks to the enduring legacy of Marie Madeleine and the FCJ Society. In acknowledging this foundation and its continuing role in our school, we have named our Multipurpose Hall, the Marie Madeleine Centre.
- As 2022 ended, we spent the day with Maria Weatherill (College Council Director) unpacking the scriptural ties to our 2023 theme of Justice. We look forward to seeing where this theme will lead our wonderful school and community in the coming year.

Catholic Identity and Mission

Goals & Intended Outcomes

- To engage our young people 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

Achievements

- Year 11 students participated in the Healthy Relationships Seminar run by Choicez Media.
- Youth Ministry Class conducted Leadership workshops at the BRCE Grade Six Leadership day and ran Mindfulness group sessions for the 2023 Year 7 students on Orientation Day.
- Social Justice events were able to be held at school. In term one the Youth Ministry class, Business class and VCAL students conducted fundraising events to raise funds for Caritas. In term three to celebrate Founders Day the Youth Ministry clas4s raised funds for the community of Malbargo.
- Justice Matters Camp went ahead with six students attending from Years 9–11.
- Accreditation to teach in a Catholic School. FCJ College staff had the opportunity to undertake face to face workshops at the College for accreditation conducted by Sandhurst Education Office and were provided with a range of online accreditation programs that they could complete online run by the Catholic Theological College.
- Education in becoming a dialogue school community through Year 10 students' traveling to Melbourne to visit the Jewish Holocaust Museum in Elsternwick and then attending a guided tour and talk at Temple Beth to learn more about the Jewish faith. As a result, students produced creative responses in a variety of mediums to express their learning from this "excursion".
- Ignatian spirituality staff formation sessions were delivered at the beginning of each term and in term three staff participated in a professional learning workshop on 'Signposts for an Ignatian place of education'.

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. In accordance with COVID regulations we were able to celebrate the Easter Triduum and End of Year Liturgy as a community in the Multi-purpose Hall. Liturgies were also replaced with online alternatives which were streamed from the school Chapel to the rest of the school community.
- Morning prayers in Pastoral groups were conducted each morning.
- Staff led weekly prayer occurred at school.
- Year 12 Retreat was held over two days at Howmans Gap.
- The data from the Enhancing Catholic School Identity survey has provided us with insight in to how our staff and students perceive Catholic identity at our school. The data has been presented to staff and has been used to guide our strategic plan for the next five years. The data also highlights our student's passion for social justice and environmental issues. They want to make a difference to the lives of those on the margins and take care of the environment.
- Each Catholic Identity activity held, is for immersing our young people in the FCJ College tradition with experiences that are designed to ignite their passion for social Justice and to encourage them to be a voice for the voiceless.

Learning and 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 2022 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 the 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

- The continued development of the FCJ College Learning & Teaching Framework saw significant progress in its development, focusing on Students, Teachers and Partnerships as its three key drivers. 'Teachers' were the focus section for 2022.
- The development of the FCJ e5 Teaching Instructional Model, Guided by contemporary educational research and input from Learning Coaches under the leadership of the Director of Learning & Teaching. This model is to be implemented in 2023.
- Staff Workshops on each of the 5 sections of the e5 Instructional Model; Engage, Explore, Elaborate, Explain and Evaluate. Facilitated by the Learning Coaches and Director of Learning & Teaching.
- Development of an FCJ Common Unit Planning Template for both VCE and Victorian Curriculum unit, topic and lesson planning.
- Development of staff knowledge around VCAA Command Terms for integration into the Unit/Topic/Lesson Planning template.
- PLTs continued to develop scope & sequencing documents specific to their PLT needs and requirements.
- Organisation of interactive VCE & VCE/VM Pathways Information evening (Expo) for Year 9 & 10 students.
- Introduction of FCJ Data Team and subsequent creation Literacy and Numeracy Data Wall for tracking both students achievement and growth levels using PAT Data.
- Redevelopment & Updating of the Learning and Teaching Staff Handbook.

STUDENT LEARNING OUTCOMES

- A total of 26 NAPLAN sessions were facilitated across the 9 day NAPLAN window.
- 85.7% completion rate for all four tests across Years 7 & 9.
- 1 withdrawn Year 9 student.
- 0 Withdrawn Year 7 students.
- Through discussion with the Learning Diversity Coordinator, support provided to nine NCCD students with extra time and support person allocated.
- NAPLAN Review conducted with staff and feedback provided for improving student completion rates and efficiency of Test Administration.

MEDIAN NAPLAN RESULTS FOR YEAR 9

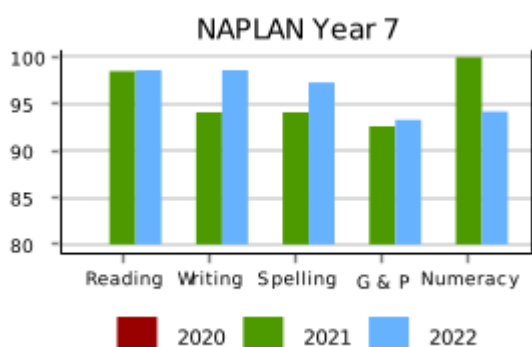
Year 9 Grammar & Punctuation	571.4
Year 9 Numeracy	581.4
Year 9 Reading	596.6
Year 9 Spelling	575.0
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	92.6	-	93.3	0.7
YR 07 Numeracy	-	100.0	-	94.2	-5.8
YR 07 Reading	-	98.5	-	98.6	0.1
YR 07 Spelling	-	94.1	-	97.3	3.2
YR 07 Writing	-	94.1	-	98.6	4.5
YR 09 Grammar & Punctuation	-	97.1	-	90.7	-6.4
YR 09 Numeracy	-	98.6	-	98.0	-0.6
YR 09 Reading	-	95.8	-	89.8	-6.0
YR 09 Spelling	-	95.7	-	96.3	0.6
YR 09 Writing	-	92.9	-	91.8	-1.1

* 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.



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 continued as a support for our students in a full-time capacity at the school. In 2022 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. The youth worker ensured that he met up with any new students during the course of the year.
- FCJ College advertised for a part-time psychologist, but due to a lack of availability, the school was unable to employ one. 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.
- Skodel is an interactive and engaging online program to encourage students to have a voice in their own wellbeing. In 2022, the students were invited to respond to Skodel prompts each week. In this way they are building an understanding of their own wellbeing. Skodel also serves as a mechanism for Pastoral, Learning Leaders and the wellbeing team to track the wellbeing of students.
- 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.
- This year, FCJ College formed a partnership with the community to form a Let's Find Our Voice Community Choir. This was highly successful with 44 students volunteering to join with 25 members of the community. After eight weeks of rehearsing, the choir performed at the Benalla Performing Arts & Convention Centre to the public and students from St Joseph's Primary School. Many members for the Coinda community were also invited, and their effort was acknowledged in the concert. A film was made to the backing track of Lean On Me. Over sixty students were involved with the project. There were many favourable comments from the adults involved which included: 'It

made me feel alive”; one student wrote a card, which read “To the kindest man alive”. The ages ranged from 12 to 90.

- 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.
- 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 2022, 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, including 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 doing.
- Live4Life is a community project that seeks to prevent youth suicide. It incorporates the delivery of Youth Mental Health First Aid courses in 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 2022.
- 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. During 2022 the students participated in a community choir, not with our friends of Coinda, but members of the Benalla community. Students were also encouraged to write letters and to make cards for the residents of the aged care home.
- 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.

STUDENT SATISFACTION

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	74.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	84.9%
Y08	87.4%
Y09	85.7%
Y10	85.4%
Overall average attendance	85.9%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	100.0%
VCAL Completion Rate	91.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	31.0%
TAFE / VET	6.0%
Apprenticeship / Traineeship	6.0%
Deferred	19.0%
Employment	31.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	6.0%

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 2022, FCJ College ensured compliance with the new Ministerial Order 1359 in relation to the Child Safety Standards. We commenced our education program, running staff, College Council and student forums to explain and remind all stakeholders what the new 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 Child Safety 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 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.
- In 2022 we implemented a live Child Safety Calendar that outlines all aspects of Child Safety in real-time. All College events, excursions, camps etc. are included in the calendar and outline the steps taken to protect young people as outlined in Ministerial Order 1359.
- Staff have 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:
 1. Mentorship from a suitable staff member;

2. Regular meetings with mentor and Deputy Principal within the first six months of their appointment;
3. 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 Simon Everywhere 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 Child Safety 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 with 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:
 1. Caring for children and young people by -
 - acting in their best interest; and
 - taking all reasonable steps to ensure their protection.
 2. 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

3. Providing further levels of training for other key staff to equip them for their more demanding role in child protection.
4. Accessing appropriate child protection curriculum materials and resources for student education.
5. 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.
6. Developing clear procedures for responding to complaints of improper conduct by staff.
7. Fostering a high degree of cooperation between all Catholic Church personnel who work closely with FCJ College, including parish clergy.
8. Renewing our commitment to work cooperatively with other agencies dealing with the care and protection of children and young people.
9. Exchanging information under the new provisions in Victoria, with sensitivity and integrity.

Leadership

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 the College's newly launched Strategic Plan (2023-2026). 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

- The College launched its new Strategic Plan (2023-2026) in the second half of the year. We are confident this plan sets an ambitious agenda for our college over the next four years.
- A new Positions of Leadership (POL) structure was also implemented to bring to life the Strategic Plan.
- In Term 1 we completed the ACER review using the National School Improvement Tool (NSIT). This important process provided us with much information to celebrate our successes and look at opportunities to prioritise our next steps in continuing to develop our learning and teaching practices into the future.
- Continuous cycle of compliance, research, collaboration, implementation, support and review of processes for students, staff, parents and community.
- Continuing to utilise both face to face and remote options for Parent Teacher Interviews for formal feedback to parents and Guardians.
- Our 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, Year 11 Formal, Awards for Excellence Evening 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 through SIMON and Google classroom 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 Victorian Curriculum to ensure compliance and relevance in a remote learning space.
- Growth coaching for middle leaders was identified as a priority need.
- 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 development of a staff Code of Conduct inspired by the FCJ Characteristics of Australian Education was of particular focus.
- Increasing enrolment growth led to the College Council creating another sub-committee, Future Provisions. This sub-committee has particular responsibility for ensuring that the College is well-placed to meet the increasing enrolment demands, whilst maintaining the quality learning and teaching programs onsite.
- 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 restored and we saw a significant increase in numbers attending our Meet the Principal mornings/tours.
- 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 Professional Learning undertaken in 2022

- VCAA Assessment workshops including transition from VCAL to VCE Vocational Major certificate
- Regular Network meetings
- Asthma, Anaphylaxis, CPR and Level 2 First Aid training
- Math Pathways trainer day
- NAPLAN Online preparation
- VCAA VCAL, VET and VCE briefings
- Various conferences — Mathematics, Psychology, Librarian, Science
- Positive Behaviour Management
- Leadership Development Program
- Japanese Language
- Regional Future work summit
- Various VCE subject seminars
- BRCE workshops on Aboriginal Spirituality and Ecology
- Secondary Literacy Network
- Ecological Spirituality

Number of teachers who participated in PL in 2022	43
Average expenditure per teacher for PL	\$793

TEACHER SATISFACTION

In analysing our recent 2022 review data from NSIT, our staff morale is high with a shared sense of purpose in our role. Other areas worth noting include an excellent standard of community partnerships and school culture was maintained and enhanced over the school year. 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	91.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	29.4%
Graduate	35.3%
Graduate Certificate	2.9%
Bachelor Degree	58.8%
Advanced Diploma	8.8%
No Qualifications Listed	17.6%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	34.4
Non-Teaching Staff (Headcount)	26.0
Non-Teaching Staff (FTE)	18.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- To re-establish links with the community following the interrupted 2021 school year.
- Complete the Mitchell Wing refurbishments.
- Bring to life school community after so many years of interruption.

Achievements

- Mitchell Wing refurbishment was successfully completed by mid-2022. Landmark Construction Group finalised this project successfully.
- Whilst still restricted, we were able to conduct our Valedictory Liturgy and Dinner, Year 11 Formal, Outdoor Education camps and Year 12 Retreat.
- 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. All of these things continued despite the interruptions to the year.
- Our community links are strengthened through our annual school-based apprenticeships & traineeships programs, VET & VCAL programs, parent year level information nights that were able to happen face to face again in 2022.
- FCJ College recommenced the Let's Find Our Voice Project, but not with our partners Cooina. We were able to draw on the support of the community to form a community choir to sing with over 40 of our Year 7 students. This culminated in a wonderful concert at the Benalla Performing Arts Centre.
- We also delivered the first College Production in many years. Monty Python's Spamalot was performed with over 40 students and staff at the Benalla Performing Arts Centre. A wonderful celebration of the talent at our College.
- 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.
- Unfortunately our 2022 Central Australian trip had to be postponed and will be rescheduled for 2023.

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.
- 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.

PARENT SATISFACTION

- 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 2022.
- 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. Our Information Evenings and Parent Teacher Interviews saw huge turnouts.
- 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 2022 the College released a new Strategic Plan 2023-2026.
- New Positions of Leadership were created to align to the new Strategic Plan.
- Increasing enrolment pressure will mean that in 2023 the College will need to revisit its Masterplan and consider options for accommodating increasing numbers of students.