

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



FCJ COLLEGE, BENALLA



Contents

Contact Details2

Minimum Standards Attestation2

Our College Vision3

College Overview.....4

Principal’s Report5

Education in Faith7

Learning & Teaching9

Student Wellbeing11

Child Safe Standards14

Leadership & Management.....17

College Community20

Future Directions23

School Performance Data Summary24

Contact Details

ADDRESS	36 Arundel Street Benalla Vic 3672
PRINCIPAL	Ms Joanne Rock
CANONICAL ADMINISTRATOR	Sr Barbara Brown-Graham
SCHOOL BOARD CHAIR	Mr Robert Barber
TELEPHONE	(03) 5762 1222
EMAIL	principal@fcjbenalla.catholic.edu.au
WEBSITE	www.fcjbenalla.catholic.edu.au
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 2019 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.

May 2020

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. 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 2019 school year with the Dux Assembly presentations to the Dux of 2018, Jazzy Bourke, 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 Compassion, Companions, Community – a theme we were able to explore and link to the writings of Marie Madeleine and numerous events over the course of the year.
- 81 students formed the Year 7 cohort and the census enrolment figure for 2019 was 336.
- 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, 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
- A Student Leadership Camp was again held in October, where the 10 recently inducted School Captains for 2020, the Director of Catholic Identity and Student Leaders from Sacred Heart Yarrowonga travelled to Canberra to visit Parliament House and discuss various issues with our Federal Representatives. This was greatly appreciated by the students who benefitted enormously from the experience.
- 2019 saw the last year of the staff Position of Leadership model implemented in 2017. In July 2019, we interviewed and appointed staff for a new 3-year POL cycle for 2020-2022. There was a good balance of current POL holders and new staff to these middle management positions that will breathe new life into our staff teams for 2020.
- 2019 also 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.
- We had a couple of significant international experiences in 2019. In April, we sent 14 students and 2 teachers to the village of Malbago on the remote Bantayan Island off the east coast of Cebu in the Philippines. This was the second group of students to experience this life changing immersion experience. The group came back with a greater understanding of poverty, happiness, caring for the environment and each other. The staff and students learnt much about themselves and others on this trip and will carry lifetime memories of their time over there. In July, we were visited by a group of students and two staff members from our sister school in Japan – Sacred Heart College. The Japanese students were generously hosted for their 10-day stay by FCJ College families, immersed in all things Australian and had a wonderful exchange experience. They enjoyed our food, school culture and tried all sorts of new cultural activities. We are thrilled to have a VCE Japanese Language class in 2019 for the very first time.

- A strong focus for the staff professional development program was building effective teams, thereby impacting positively on quality instruction and student motivation. A number of team building professional learning sessions were provided to the staff. We also created four staff social teams, each charged with the task of organising one staff social event over the year. From healthy breakfasts, to social lawn bowls to winter casserole lunches; the staff worked well together to create these opportunities.
- We also hosted a wonderful professional learning day for the four schools that make up the Benalla Regional Catholic Education Network in August. Brother David Hall, FMS, led the day with the theme being on teaching and working in a Catholic school. His presentation was relevant and well received by the staff of the four schools, and it was also an opportunity for the staff to mingle, socialise and work together under our Catholic Identity umbrella.



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 with student led music.
- Years 10 & 11 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. Student respect for this traditional practice was exemplary.
- Senior students attended the Australian Catholic Youth Festival in Perth.
- Youth Ministry students led Youth Spirituality workshops at Benalla Regional Catholic Education Events and the St John's Euroa Grade 6 Retreat.
- Social Justice Events including a CARITAS cake stall and coin line, and a Drought relief focus day. These events included Justice Education and solidarity actions. Year 9 student Fire Carriers invited to attend the North East Reconciliation Mass.
- Accreditation to teach in a Catholic School, opportunities provided through FCJ Charism presentations at staff meetings (Joanne Rock and Jane Branigan). Attendance at the Benalla Regional Catholic Education Staff Catholic Identity Day, which examined the relevance of Catholic schools in our world today, through community, companions and compassion.
- Education in becoming a dialogue school community through Year 10 students' visit to a Jewish Synagogue and the Jewish Holocaust Museum in Elsternwick. Students produced creative responses in a variety of mediums to express their learning from this excursion.

VALUE ADDED

- The full school 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.
- Morning prayers in Pastoral groups.
- Staff led weekly prayer in Chapel.
- Friday Mass celebrated in the chapel with St Joseph's parish.
- Attendance at North East Reconciliation Mass.
- 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 held is for immersing our young women and men in the FCJ Catholic tradition with experiences of community, companionship and compassion.

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 2019 was to continue our development of curriculum based around the Victorian Curriculum, including the capabilities and digital technology. We continue to look for opportunities to develop flexible learning experiences for students and staff 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 2019, FCJ College established a literacy hub within their previous library space. With the addition of a Teacher Librarian to our staff, this space is emerging as an important learning space within our school to develop student literacy skills and teacher resource centre.
- In consultation with the Catholic Education Office, staff participated in a great deal of professional learning in the NCCD space. Learning Leaders and the ESU Leader worked on updating the proforma for our personal learning plans. We updated processes for collecting evidence from teachers, learning support officers and visiting support staff such as our Psychologist. We also updated processes around consultation with parents, evaluation and storage of these personal learning plans and evidence of adjustments.
- In our continued journey to ensure our VCE students are achieving the best that they can, we continued to utilise Edrolo, increasing our usage and introducing the first of the Edrolo text books aligned with the online tutorials.
- A VCE 'think tank' was formed and met several times throughout the first semester to establish strategies to improve study scores for students with the emphasis being on examination preparation and performance. This was rewarded with increases seen in our median study scores across the various VCE subjects.
- Investigation into a numeracy learning program called Maths Pathways continued within the Mathematics PLT with visits to other schools, discussions with secondary schools and BRCE primary schools continuing across the year. A Maths Pathways proposal was approved and teachers were identified, trained and supported for the implementation in 2020 at Year 7.
- Education around the use of Google classrooms continued within PLTs after professional learning sessions with CEO consultant.

- As a school, we continued to focus on effective and productive teams. Our current POL structure supports this focus. Professional Learning Teams focused on high impact teaching strategies and worked on establishing common approaches to these within subject areas.

STUDENT LEARNING OUTCOMES

Over the past three years, FCJ College Year 7 NAPLAN data has consistently been at, or above the average scores for both Australia and similar schools. There has been particular improvement seen in the area of writing and spelling.

Our Year 9 data has remained reasonably stable, again with similar results to the average, both Australia wide and in similar schools. We have maintained our improvement since 2016 in reading in writing, however a focus area of spelling, grammar and punctuation was identified which will be a focus for teams in 2020. In numeracy, results have maintained their growth, with improvement again seen this year after a slight reduction in 2018. It was particularly pleasing to see high growth in the top five percentile of our students which mathematics teachers had been working hard in, with more rigor added to courses and extension provided when necessary.

Student Wellbeing

Goals & Intended Outcomes

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

Achievements

- The Director of Wellbeing led the Wellbeing team at FCJ College, with Learning Leaders at each year level. Together they worked closely with students, parents and staff for the best possible outcomes.
- The Wellbeing Policy was further developed with a foundation based on Restorative Practices for dealing with behavioural issues. The Policy clearly outlines the support mechanisms within the school and the rights and responsibilities of students, parents and teachers within the learning environment.
- A youth worker was appointed to work with the students. He is available each day.
- A consulting psychologist was employed part-time, along with support offered by the Catholic Education Office's Youth and Welfare service team and external agencies. Pastoral leaders, Learning Leaders and the school'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 visit to FCJ College to consult with the Director of Wellbeing. These visits provided important feedback and advice regarding our high risk students.
- Students participated in programs such as: Let's Find Our Voice joint project with Cooinda; Values Education (Year 8), Bookends (Year 7 and 12), Anti Bullying Audits across the school and Relationship days at Year 11. Camps and Retreats allow students to develop their own wellbeing skills including resilience, teamwork and valuing others.
- Positive Education was delivered to all Year 7–12 students. It was taught explicitly for one lesson per week and it was also embedded into different areas of the curriculum. The Positive Education course is strengthened each year with more staff gaining experience and knowledge in the field. This year, all of the 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.
- We instigated a Breakfast Club in Semester Two, sponsored by the Tomorrow Today Foundation. This was to ensure all students started the day with breakfast, as well as encouraging positive interactions. To encourage communication, no technology was permitted in the room. The youth worker was a key member of the staff running this program. Approximately 40 students attended each week.

VALUE ADDED

- FCJ College has always had a highly developed and successful transition program. During 2019 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.
- Live4 Life is a community project that seeks to prevent youth suicide. It incorporates the delivery of Youth Mental Health First Aid courses at Year 8 and 11. Students from Years 9 and 10 are invited to form part of the Live4 Life crew. FCJ College participated in this program again in 2019.
- A comprehensive transition program, linking students from Grade 4/5/6 in our partner schools to prepare them for secondary school.
- Full school assemblies and year level assemblies run by students which include presentations to commend students on academic progress, participation and positive behaviour.
- A welcoming program that is designed to connect our youngest students with a mentor in Year 12 called Bookends.
- The "Let's Find Our Voice' wellbeing program, which is designed to foster empathy and understanding, leadership, confidence and literacy through a joint community choir activity.
- Proactive programs such as: Positive Education which is taught explicitly and embedded into the curriculum at every year level. In addition, more targeted programs such as: 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 2018 to 2019 Insight SRC results, student data indicated they feel connected and positive about school. Key priority areas such as student motivation and engagement in their learning, as well as developing clarity regarding student rights and responsibilities were included in our Annual Action Plan, with a number of strategies implemented to highlight the need for students to work on their self-motivation skills. Students felt their teachers understood and care for them, and made learning interesting and enjoyable.

STUDENT ATTENDANCE

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

Child Safe Standards

Goals and Intended Outcomes

- At FCJ College, all students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.
- In 2019, 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 of the Child Safe policies on SIMON Student Management system.
- Inclusion of Child Safe standards in our induction program for new staff, including casual relief teachers.
- An induction program that includes:
 - Mentorship from a suitable staff member;
 - Regular meetings with mentor and Deputy Principal within the first six months of their appointment;
 - Opportunity to clarify areas of uncertainty within College policies and reporting procedures.
- We raised awareness of the work done on child safety through our website, newsletter and School Stream App to ensure parents and others in the community had access to the policies and materials on child safety.

- We have implemented the recommended Human Resources practices from the CECV regarding recruitment.
- Inclusion of child safe statement on all POL statements, policies, key documentation including employment advertisements.
- Display of child safe policies on the school website.
- All staff committing to the Code of Conduct through signing and returning to the Principal on an annual basis.
- All staff disclose their out of hours contact with students, along with the reason why they have this contact to the College Principal on an annual basis. This is recorded and kept on a register.
- Senior student training and awareness session conducted with Mr Jamie Edwards, Wellbeing Officer from the Catholic Education Office Sandhurst, and Youth Engagement officers from the Benalla Police, highlighting the obligations of students over the age of 18 years to child safety practices.
- Providing programs across all year levels that focus on the integrity and worth of each individual through our Positive Education program – 2 classes per fortnight in each student's program. Religious Education curriculum retreats, in-house and external presenters all contribute to this education process.
- 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.
- Parent information session conducted by the Carly Ryan Foundation on safe online behaviours for children.
- 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.
- In August 2019, we had the VRQA (Victorian Registration and Qualifications Authority) undertake a thorough review of our Child Safe protocols and practices. We were deemed compliant across all areas.

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 two implementation of the 2018-2020 College Strategic Plan: ***Looking forward with Courage and Confidence.***
- The ongoing development of an NCCD team to train staff, oversee and organise the collection and storage of evidence in relation to adjustments made for students with disabilities so they can access the curriculum equitably and meaningfully.
- More Professional Learning and focus on helping to support effective teamwork, quality instruction, learning and enhanced student engagement.
- The Online Learning Management system continued to evolve as more curriculum and resources were added to enrich the learning experience for all students.
- Staff improved curriculum documentation, including scope and sequence documents in line with the Vic Curriculum to ensure compliance.
- 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 newly formed 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 newly developed 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.
- A Position of Leadership Review was conducted by a team of nominated staff members over the course of 8 weeks. The volunteer team reviewed the current model against the Vision and Mission Statement, Graduate Outcomes, Strategic Plan and Annual Action Plan and presented recommendations to the Principal. Throughout the eight weeks, the staffing body were given ongoing opportunity to feedback and consult with members of the review team. The philosophy devised by the team for the POL structure for 2020 to 2022 is: To forge a culture of shared leadership where the students are the priority. Through committing to the most effective: Culture for students, Team/s for students, Leadership for students.
- Positions of Leadership were advertised and applicants were asked to respond to questions related to the philosophy.
- The Benalla Regional Catholic Education group continued to grow and strengthen the relationships between the four partner schools in the region. This group consists of Principals from three local Catholic Primary Schools and FCJ College. The focus is to strengthen ties and build an F–12 outlook for Catholic Education in the region, thereby ensuring a smooth transition for students from their Primary school setting to their Secondary school setting at FCJ College.
- The continuation and development of a Student Leadership Model where the Senior Student Leaders meet with Principal and Deputy Principal regularly. The student leaders also met with SRC members from each year level regularly to provide feedback and enhance communication with the Principal and Deputy Principal.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- VCAA Assessment workshops
- Motivating and engaging students with Learning difficulties
- Regular Network meetings
- Level 2 First Aid training
- STEM planning
- Math Pathways trainer day
- Anger and Trauma Program
- Musical Futures Making the Band
- Positive Education Applications in the Classroom
- Ticking Minds: Strategies for teaching Years 7-10 English
- VCAA VCAL, VET and VCE briefings
- 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
- Country Diocesan Leadership Program
- Various Complispace training days
- Differentiation in Language classrooms

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019**34****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$795****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.

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-2019, it was announced that due to the generous financial support of the Faithful Companions of Jesus Generalate, FCJ College Benalla had been approved funding to build a 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, to be finished in early 2021, which will also be a needed community resource.

Achievements

- A Bicentenary Committee was formed and meets regularly to commence the organisation of our celebration in October 2020 of 200 years since the establishment of the Faithful Companions of Jesus Order by our foundress Marie Madeleine d'Houet and 120 years of Catholic Education in Benalla.
- Students were provided the opportunity to participate in a range of co-curricular activities and learning experiences outside the classroom. In April 2019, in partnership with Sacred Heart College Yarrawonga, 15 students and 3 staff flew to the Philippines for an immersion cultural experience near Cebu at a village called Malbago on Bantayan Island. The students and staff helped with local building projects and food preparation/serving of meals which forged great respect and friendships with the local children and families. FCJ College is sponsoring two local Malbago students attend university with a girl, Lovely, studying tourism and a boy, Glendell, studying commerce.
- The College senior student leaders again went to Canberra and met up with local Federal Member for Indi, Dr. Helen Haines.
- There were annual outdoor education trips, year level camps/retreats and excursions.
- 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. In December 2019 Mrs Jane Branigan Director of catholic Identity accompanied five FCJ students to the Australian Catholic Youth Festival in Perth WA.
- Our community links are strengthened through our annual school-based apprenticeships & traineeships programs, VET & VCAL programs, Year 10 work experience week, Year 7 FCJ College/Cooinda Retirement Village partnership, parent year level information nights, the Annual Year 11 Presentation Ball and Year 12 Valedictory Dinner.
- FCJ College participated in the community based 'Live4Life' program which is a youth suicide prevention program.

- The College was promoted to the community through the Benalla Regional Catholic Education television and print campaign, website page, Facebook, regular local publicity, school newsletter, annual College magazine and promotional videos.
- The Annual Coinda 'Let's find our Voice' project culminated in a wonderful concert open to all in the Community featuring the Ray Charles classic theme song "Shake a tail feather".
- 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 2019 the college installed new fencing and automatic gates in Arundel Street at the front of the college.

VALUE ADDED

- On-going 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 on F-12 Catholic Education in the region.
- Let's Find our Voice Coinda Village/FCJ College Partnership. Brilliant response and accolades from the local and Australian community regarding the process and the outcomes. This strong program fosters a positive partnership between the youth and the elderly, culminating in a lip-sync film clip comprising singing & dancing to a well-known pop music song. In 2019, this was to the pop song, "Shake it Like a Tail Feather".

PARENT SATISFACTION

- According to the 2019 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.
- 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. 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

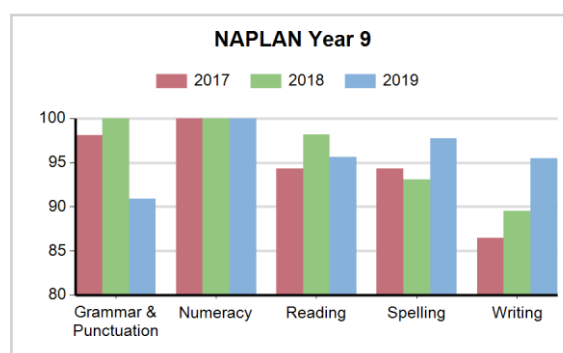
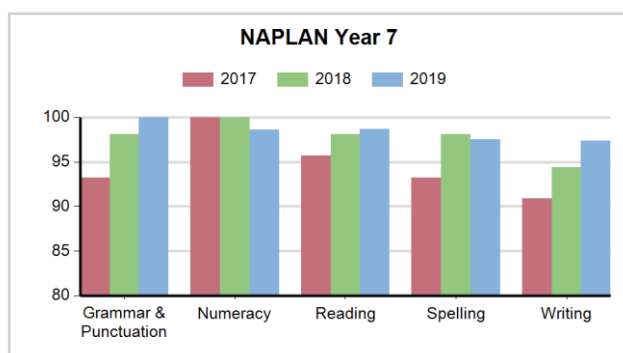
In the latter part of 2019, the College commenced actioning its plans for a Multi-Purpose Hall to be built on land purchased in 2010. Architects were hired, tenders went out and the contract was awarded.

In 2020, we are anticipating the completion of this major build and cannot wait for the opportunities it will afford us as a learning community.



School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	93.2	98.1	4.9	100.0	1.9
YR 07 Numeracy	100.0	100.0	0.0	98.6	-1.4
YR 07 Reading	95.7	98.1	2.4	98.7	0.6
YR 07 Spelling	93.2	98.1	4.9	97.5	-0.6
YR 07 Writing	90.9	94.4	3.5	97.4	3.0
YR 09 Grammar & Punctuation	98.1	100.0	1.9	90.9	-9.1
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	94.3	98.2	3.9	95.6	-2.6
YR 09 Spelling	94.3	93.1	-1.2	97.7	4.6
YR 09 Writing	86.5	89.5	3.0	95.5	6.0



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	54.4%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.4
Y08	88.8
Y09	87.9
Y10	89.8
Overall average attendance	89.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.6%

ALLSTAFF RETENTION RATE

Staff Retention Rate	83.9%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.4%
Graduate	36.8%
Graduate Certificate	5.3%
Bachelor Degree	63.2%
Advanced Diploma	7.9%
No Qualifications Listed	18.4%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	36
Teaching Staff (FTE)	29.4
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	14.0
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	579.7
Year 9 Numeracy	581.6
Year 9 Reading	583.9
Year 9 Spelling	572.8
Year 9 Writing	572.9

SENIOR SECONDARY OUTCOMES

VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	20.0%
TAFE / VET	30.0%
Apprenticeship / Traineeship	7.0%
Deferred	13.0%
Employment	20.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	10.0%

FCJ College Benalla'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