

# 2023

## Annual Report to the School Community



### FCJ College

Arundel Street, BENALLA 3672

Principal: Shaun Mason

Web: [www.fcjbenalla.catholic.edu.au](http://www.fcjbenalla.catholic.edu.au)

Registration: 384, E Number: E3011

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## Principal's Attestation

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I, Shaun Mason, attest that FCJ College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 09 May 2024

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## About this report

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FCJ College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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## Vision and Mission

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### **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.

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## College Overview

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### **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.

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## Principal's Report

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- FCJ College commenced the 2023 school year with the Dux Assembly presentations to the Dux of 2022, Finn Walsh, and the dux of each subject. After the assembly a luncheon was held to celebrate with the duxes, their families and the staff of the College.
- Our 2023 year commenced with our stated theme of **Justice**. The FCJ Characteristic chosen for this year reflected the social justice focus of our broader community and was embraced by the community. Our student leaders really took up this challenge and embraced the quality of justice in their modelling of the respect for the dignity and diversity of each member of our community. Eighty seven (87) students formed the Year 7 cohort and the census enrolment figure for 2023 was 423.
- As the College continues the work of the current strategic plan, leaders within the school embraced the coaching professional learning that took place across the year. We also worked with our staff across the year with professional collaboration time built into their teaching loads. This allowed our teachers an opportunity to delve into the data of the students they teach, in a bid to reflect on our practice.
- 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 2023. Our Year 11 Formal, Valedictory Dinner, Information Evenings, and finally re-instating our interstate and overseas immersions. Over 40 students visited Central Australia in the winter holiday periods with FCJ College staff, and our senior Japanese students visited Sacred Heart School in Tokyo for our first trip back to Japan since 2019.
- 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. This year saw us join together for a Staff Faith Formation Day with Sr Peta Goldberg from ACU in Brisbane. A great day of learning, ably led by Sr Peta and challenging all staff to put justice into the heart of their work in Catholic schools.

- Across the 2023 school year, the school participated in a Catholic Identity review undertaken by Catholic Education Sandhurst Limited in partnership with the FCJ Education Australia Board. We were affirmed in the findings of this review and also challenged to continually recontextualise the Gospel for the young people in our school and the broader community.
- FCJ College continues to flourish thanks to the enduring legacy of Marie Madeleine and the FCJ Society. We were joined by Bishop Shane and Fr Vijay and Sr Liz in our first Year 12 and Parishioner's breakfast and liturgy. This was a wonderful community event and we look forward to building on this in the future.
- Our school continues to grow. Enrolments are very strong and we are looking at increasing our classroom capacity through new buildings and grant applications. It is an exciting time to be at FCJ College.



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## Catholic Identity and Mission

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### 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

- 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 2024 Year 7 students on Orientation Day.
- Social Justice events were held at school. In terms one and two the Youth Ministry class, Business class and VCAL students conducted fundraising events to raise funds for Caritas and the FCJ Sisters. In term three to celebrate Founders Day the Youth Ministry class raised funds for the community of Malbago. In term Four we supported the St Vinnies Christmas Appeal making up pamper packs from money raised to go with their Christmas hampers.
- Justice Matters Camp went ahead with eight students attending from Years 9–11.
- Accreditation to teach in a Catholic School. FCJ College staff had the opportunity to undertake 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. BRCE school staff attended a full day workshop conducted by Peta Goldberg in the Marie Madeleine Centre.
- Education in becoming a dialogue school community through Year 10 students' travelling to Melbourne to visit the Jewish Holocaust Museum in Elsternwick and then attending a guided tour and talk at the Jewish Library 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.

## 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 Mass which were celebrated as a community in the Marie Madeleine Centre.
- The Year 12 Valedictory Liturgy and Staff Christmas Liturgy were celebrated on the College grounds.
- Morning prayers in Pastoral groups were conducted each morning.
- Staff led weekly prayer occurred at school in the Chapel.
- Year 12 Retreat was held over two days at Camp Howqua.
- 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 incorporated into 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.

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## Learning and Teaching

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### 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 2023 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

- Introduction of the Professional Practice Period for all teaching staff to work in Trios to facilitate 'Learning Sprints' using the Breakspear Teaching Sprints Model.
- The development of the FCJ College Continuum of Learning Language for use in assessments, particularly the use of rubrics was established. This language for assessments is to be implemented in 2024 across all Year 7 – 10 assessments.
- Continual improvement and refinement of the FCJ College 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.
- Expansion of the VCE & VCE/VM & VPC Pathways Information evening (Expo) for Year 9 & 10 students.
- Organisation of the Victorian Pathways Certificate (VPC) to be timetabled into the Year 10 and Year 11 offerings for 2024.
- External Professional Development on the use of the ACER PAT Platform for all staff.
- 2 staff members attended the Teacher Excellence Program facilitated by the Victorian Academy of Teaching and Leadership.

- Redevelopment & Updating of the Learning and Teaching Staff Handbook.

## Student Learning Outcomes

- A total of 40 NAPLAN sessions were facilitated across the 9 day NAPLAN window.
- 88.6% completion rate for all four tests across Years 7 & 9.
- 4 withdrawn Year 9 student.
- 5 Withdrawn Year 7 students.
- Through discussion with the Learning Diversity Coordinator, support provided to twenty 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.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	532	59%
	Year 9	554	60%
Numeracy	Year 7	520	61%
	Year 9	564	73%
Reading	Year 7	538	78%
	Year 9	581	76%
Spelling	Year 7	517	59%
	Year 9	556	67%
Writing	Year 7	539	63%
	Year 9	568	57%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	29
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

<b>Post-School Destinations as at 2023</b>	
Tertiary Study	47%
TAFE / VET	7%
Apprenticeship / Traineeship	20%
Deferred	0%
Employment	27%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%

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## Student Wellbeing

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### 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 2023 our Youth worker made contact with as many students as possible through student self-referral, friend referral or parent referral. The youth worker ensured that he met up with any new students during the course of the year.
- FCJ College was fortunate enough to employ a part-time psychologist two days a week who is experienced in adolescence, working with approximately 25 students from Years 7–12.
- 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 2023, the students were invited to respond to Skodel prompts each week. 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.
- In 2023, FCJ College formed a partnership with the community to form a Let's Find Our Voice Community Choir. This was highly successful with all Year 7 students participating to join with 25 members of the community. After eight weeks of rehearsing, the choir performed to the public and students from St Joseph's Primary School. Members of the Cooida Aged Care community were also invited, and their

effort was acknowledged in the concert. A film was made to the backing track of Eye of the Tiger. Over eighty 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. Live4Life participation for our Year 8s in partnership with the Benalla Council. Camps and retreats allow students to develop their own wellbeing skills including resilience, teamwork and valuing others
- Wellio was also introduced across Years 9-11 students, to implement within their Positive Education Curriculum. Wellio is a digital platform to proactively improve student's wellbeing.
- 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 2023, 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 2023.
- 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 2023 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.



<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	81.5%

<b>Average Student Attendance Rate by Year Level</b>	
Y07	89.1%
Y08	85.0%
Y09	86.6%
Y10	85.8%
Overall average attendance	86.6%

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## Leadership

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### 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 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

- New Positions of Leadership were involved in coaching and professional learning across the year with Janine Stratford and "Coaching Focus".
- Across the year we completed our Catholic Identity Review and our VRQA audit. These important processes 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. This was highlighted in the professional collaboration period allocated to teachers in their teaching load.
- 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.
- Professional Learning focus on helping to support effective teamwork through the implementation of the school wide positive behaviour support 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.
- 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.
- 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.
- 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.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> <li>• VCAA Assessment workshops including transition from VCAL to VCE Vocational Major certificate</li> <li>• Regular Network meetings</li> <li>• Asthma, Anaphylaxis, CPR and Level 2 First Aid training</li> <li>• Math Pathways trainer day</li> <li>• NAPLAN Online preparation</li> <li>• VCAA VCAL, VET and VCE briefings</li> <li>• Various conferences — Mathematics, Psychology, Librarian, Science</li> <li>• Positive Behaviour Management</li> <li>• Leadership Development Program</li> <li>• Japanese Language</li> <li>• Regional Future work summit</li> <li>• Various VCE subject seminars</li> <li>• BRCE Catholic Identity Day – Sr Peta Goldberg</li> <li>• Secondary Literacy Network</li> <li>• Ecological Spirituality</li> </ul>	
Number of teachers who participated in PL in 2023	60
Average expenditure per teacher for PL	\$1031.00

### **Teacher Satisfaction**

In analysing our recent 2023 VRQA and Catholic Identity data, 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 feedback shows our staff is passionately committed to improving our student outcomes through providing students with engaging and quality instruction.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	16.1%
Graduate	19.4%
Graduate Certificate	3.2%
Bachelor Degree	33.9%
Advanced Diploma	4.8%
No Qualifications Listed	22.6%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	39.1
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	22.8
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

- To maintain and build on our increasing enrolments while maintaining our welcoming and inclusive community.
- Bring to life school community after so many years of interruption.

### Achievements

- 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 2023.
- FCJ College recommenced the Let's Find Our Voice Project, but not with our partners Coinda. We were able to draw on the support of the community to form a community choir to sing with all our Year 7 students. This culminated in a wonderful concert at the Marie Madeleine Centre and another wonderful film featuring the students and community members from the choir.
- FCJ College students and staff participated in the first Central Australia visit since 2019.
- FCJ College also visited the wonderful partner school, Sacred Heart School in Tokyo, Japan. This trip for senior Japanese students and staff provided wonderful opportunity to reconnect with this school. We also hosted a visit of their students and staff earlier in the year.
- 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.
- Year 7 Welcome BBQ and information evening was a great night well-attended by our Year 7 families.
- We trialled the first Year 7 parent social evening. A small number of parents joined each other for drinks in a bid to meet their sons/daughters' new friends' parents. We will revisit this initiative in 2024.

- 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 2023.
- 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.
- Our Catholic Identity Review and successful VRQA Audit indicated from parents that they are satisfied with the education and the quality of the work that is happening at FCJ College.
- Parents want their child/children to reach their individual academic, social and all-round potential.
- Parents appreciate the various communication avenues available, being the College Newsletter, the School Stream App, the College Facebook, Instagram and Twitter pages; along with live reporting of students' results/progress through the Parent Online Module (PAM) on SIMON.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.fcjbenalla.catholic.edu.au](http://www.fcjbenalla.catholic.edu.au)