

# 2025

## Annual Report to the School Community



### FCJ College

Arundel Street, BENALLA 3672

Principal: Joseph Mount

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, Joseph Mount, 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 2025 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 02 Apr 2026

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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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FCJ College Benalla is owned by the Society, Faithful Companions of Jesus (FCJ), through the incorporated FCJ Property Association. The College operates under the jurisdiction of the FCJ College Council, a company limited by guarantee and as such has a legal existence in its own right. The members of the Company are the Province Leader and her Council, FCJ Society, (Asia- Australia Province). The FCJ Society has civil and canonical (Catholic Church) powers that invest the congregation with particular rights and responsibilities. The Province Leader has established the FCJ Education Board to assist and advise her and her Council on these responsibilities.

The business of the Company is managed by or under the direction of the FCJ College Council Benalla in accordance with the Constitution and the requirements of the Corporations Act 2001 (Cth). The Principal is responsible for the internal management and administration of the College and is accountable to the College Council and the Province Leader.

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## Vision and Mission

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### Our Identity Statement

FCJ College is an inclusive Catholic community that inspires companionship, courage and confidence, justice, and gentleness.

### FCJ College Vision Statements

At FCJ College we,

- Are inclusive and embrace diversity.
- Believe the Good news should be shared and encourage our community to see God in all things.
- Offer hope through education.
- Are companions to those in our community and beyond.
- Provide a curriculum within and beyond the classroom that encourages a love and respect for learning in all its forms.
- In partnership with our families, teach students to be confident and critical thinkers.
- Provide an excellent education for an ever-changing world.

### Graduate Outcomes

At FCJ College, we commit to educating students who:

- Are inspired by the characteristics of companionship, courage and confidence, justice, and gentleness.
- Draw upon their Catholic Education to guide their own faith journey through life.
- Are inclusive and embrace diversity through listening and dialogue with others.
- Strive for individual excellence in academic learning.
- Are beacons of hope by courageously acting for justice.
- Develop kinship with creation.
- Form authentic relationships where each person is recognised and nourished by the other.

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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 the regional town of 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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- The census enrolment figure for 2025 was 461.
- The year 2025 at FCJ College was marked by a deep commitment to the College theme of Companionship, reflected in faith, learning, wellbeing and community engagement. The College community continued to grow in its mission, fostering strong relationships and opportunities for students and staff alike.
- Principal Shaun Mason completed his tenure at the conclusion of Term One 2025. Joseph Mount was appointed as principal beginning in Term Two.
- The year began with a significant Opening school Mass that welcomed new staff and students. Our Dux Assembly celebrated the achievements of the 2024 class with presentations to the duces of each VCE and VCE VM subject. The Dux of 2024, Charlie Thompson, with an ATAR of 88.8 spoke to the assembly of students. Our Easter Liturgy continued the theme of companionship, celebrated in collaboration with St John's Euroa, St Joseph's Benalla and St Mary's Mansfield showcasing the talents of students through music, drama and liturgical leadership. This celebration highlighted the unity of the broader BRCE community.
- The College launched a Vision and Mission after 18 months of consultation and review. Our identity statement now reads: FCJ College is an inclusive Catholic community that inspires companionship, courage and confidence, justice, and gentleness.
- The College continued preparations for immersion experiences, including:
  - The Philippines Immersion (Malbago Village), with strong student and staff interest.
  - The Red Earth Immersion Program, with students preparing for their Cape York journey.
- We hosted the Sandhurst Reconciliation Week Mass on behalf of the schools and communities of Sandhurst. School Captain Sophie Hammond delivered a reflection that was praised by Bishop Shane MacKinlay and Director of Sandhurst Kate Fogarty. Father Vijay Banhanadam, parish priest of St Joseph's Parish and Sister Liz Brown fcJ continued to be strong presence in our community.
- Later in the year, the College community celebrated its rich heritage during its 125th anniversary, a defining milestone that honoured the legacy of the FCJ Sisters and the enduring mission of the College. The commemorations brought together past and present students, staff and the wider community in a spirit of gratitude and connection. Central to the celebrations was Founders Day, marked by a significant Mass and the sharing of stories reflecting the charism of the Faithful Companions of Jesus. The weekend also featured student-led tours, including access to the College archives, alongside a Gala Ball celebrating the strength and continuity of the FCJ community. Importantly, the celebrations looked forward as well as back, with funds raised to support outreach initiatives in Malbago Village, continuing the College's commitment to faith in action and global solidarity.

- A strong focus on evidence-based practice shaped teaching and learning in 2025. Staff engaged deeply with the Science of Learning, guided by the work of Dr Jared Cooney Horvath.
- Key initiatives included:
  - Refinement of homework practices and use of technology
  - Implementation of Knowledge Society routines
  - Continued development of the Ochre framework (English, Mathematics, Science)
  - Use of the Magnify assessment tool to track student progress
- Professional learning remained a priority, with staff participating in workshops, coaching cycles, and collaborative inquiry. VCE teachers engaged in targeted feedback sessions to strengthen academic outcomes.
- Student wellbeing remained central to College life. Key initiatives included:
  - Launch of the Live4Life suicide prevention program
  - Teen Mental Health First Aid training for Year 8 students
  - Cyberbullying awareness sessions delivered by police
- College Captain Walter Jackson initiated a Men's Mental Health evening to raise awareness, promote education and dialogue around wellbeing in our community. Joseph Mount continued to meet weekly with the Student Captainty group to plan and run College Assemblies, organising activities for Founder's Day, communicating of our community through our social media channels, provide a medium for student feedback and be inspired by new ideas.
- The College also engaged with diocesan partners to explore future wellbeing programs, supported by data from ACER social and emotional surveys. A highlight of Term 4 was the Live4Life Celebration Day, reinforcing the importance of mental health awareness.
- Staff formation and professional growth were prioritised through:
  - Whole-staff professional learning days
  - Vision and Mission Day bringing our recently ratified document to life.
  - Ongoing coaching and reflective practice
- Key staffing developments included:
  - Appointment of new staff members
  - Completion of staffing intentions for 2026
  - Appointment of leadership roles, including Deputy Principal Community
- Staff also undertook compliance and child safety training, strengthening governance and risk management practices.
- Community connection was a defining feature of 2025. Highlights included:
  - The International Women's Day Breakfast, which brought together students, staff and community members to celebrate the achievements of women and promote equality and opportunity. Alumni speakers Melissa McGauran, Ali Muller, Hannah Edgley, and Shannon Bird shared their personal journeys, offering inspiration and insight into leadership, resilience and pursuing diverse career pathways.

- The Let's Find Our Voice program and concert, uniting schools and the wider community in a shared creative experience
- Discovery Days for primary students across multiple year levels
- Community consultation evenings held across Benalla, Euroa and Mansfield.
- The College's 125-year celebrations were a major focal point, drawing together alumni, families, and friends in a spirit of gratitude and celebration.
- Planning for the future remained a priority, with:
  - Ongoing discussions with architects regarding the Master Plan and drafting plans for a Performing Arts Centre.
  - Collaboration with FCJ Education Australia Board
- These developments aim to ensure the College continues to provide high-quality learning environments.
- The 2025 school year at FCJ College Benalla was one of growth, celebration and renewal. Guided by the theme of Companionship, the College strengthened its commitment to faith, learning and community.
- Through significant milestones such as the 125th anniversary, continued innovation in teaching practice and a deep focus on student wellbeing, FCJ College remains steadfast in its mission.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

- The College sought to deepen engagement with the FCJ Catholic charism by providing experiences that foster a strong sense of community and encourage students to act as compassionate companions. A key priority was the embedding of Catholic Social Teaching through opportunities for education, advocacy, and solidarity with those living on the margins.
- The College also aimed to increase the number of staff accredited to teach in a Catholic school and to lead and teach Religious Education. Participation in the Enhancing Catholic School Identity (ECSI) survey was undertaken to inform future direction.
- Further goals included embedding Ignatian spirituality, with an emphasis on reflective practice and finding God in all things, and engaging the College community in living justly through care for creation, inspired by Pope Francis' encyclicals *Laudato Si'* and *Fratelli Tutti*.

### Achievements

- Year Eight students participated in the Connections that Count seminar, facilitated by Your Choicez, which focused on supporting young people in navigating friendships, relationships, and personal wellbeing.
- The Year Ten cohort attended the Respectful Relationships seminar, also facilitated by Your Choicez, aimed at developing students' understanding of personal values and decision-making within relationships.
- A range of Social Justice initiatives were undertaken throughout the year. The Sandhurst Mass for Healing and Justice was held at St Joseph's Church, Benalla, led by College Captains and supported by students. Student leaders in Social Justice and Environment coordinated fundraising efforts for Caritas, St Vincent de Paul, the Malbargo Village Scholars Fund, and the FCJ Sisters. Initiatives included the establishment of a crochet club, which produced teddy bears for children in Malbargo Village.
- The VCE VM Personal Development class organised fundraising for the St Vincent de Paul Christmas Appeal, resulting in the creation of fifty pamper packs. This initiative was supported by Year 11 students, who decorated the packs and included personal messages.
- Ten Year 11 students participated in the Justice Matters Camp, further strengthening their understanding of social justice issues.
- Staff formation remained a priority, with two teachers completing studies for accreditation to teach Religious Education and lead in a Catholic school. Staff were

also offered opportunities to undertake accreditation workshops through Catholic Education Sandhurst Limited Formation Program, Blessed Broken and Shared. Our weekly Chapel Prayer has been approved to enable staff to gain and maintain their accreditation to teach in a Catholic School. In addition, staff participated in a professional learning day led by Catholic Education Sandhurst Limited.

- Ignatian spirituality continued to be nurtured through staff formation sessions and prayer experiences, prior to staff meetings and liturgical celebrations.

## Value Added

- Whole-school liturgical celebrations marked significant events in the school year and the Catholic liturgical calendar. These included the Commencement Mass, Ash Wednesday, the Easter Triduum (Last Supper, Crucifixion and Resurrection), Founders Day, and the End of Year Mass, all celebrated as an FCJ community in the Marie Madeleine Centre.
- The Year 12 Valedictory Mass, prepared and led by graduating students, was celebrated at St Joseph's Catholic Church.
- Daily morning prayer was conducted within Pastoral groups, complemented by weekly staff-led prayer in the College Chapel.
- The Year 12 Retreat, held over three days at Charnwood, provided students with an opportunity for reflection, connection, and spiritual growth.
- Students and staff participated in the Enhancing Catholic School Identity (ECSI) survey, providing valuable insights into perceptions of Catholic identity within the College. These findings will inform strategic planning over the next five years.
- All Catholic Identity initiatives were designed to immerse students in the FCJ College tradition and deepen their understanding of Catholic Social Justice Principles, inspiring a commitment to justice, compassion, and meaningful action.

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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 2025 was on effective curriculum documentation, team planning and implementing the Magnify initiatives led by Catholic Education Sandhurst. 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

- Embedding the FCJ College Continuum of Learning Language for use in all rubric assessments for Years 7-10.
- The implementation of the FCJ College Continuum of Learning Grading Scale in Year 7 and 8 to replace the letter grade A-UG scale.
- Implementation of the Victorian Curriculum 2.0
- Increased planning time for professional learning groups to plan and document their curriculum.
- Expansion of the VCE & VCE/VM Information evening (Expo) for Year 9 & 10 students. Including student ambassadors and a showcase type format.
- Introduction of Sandhurst Magnify which is a system-wide approach to low variance curriculum combined with the Science of Learning and evidence based routines for teaching and learning. This included OCHRE at Year 7 and 8 Mathematics, Classroom Mastery routines throughout the school, Step Lab instructional coaching training and professional learning in Neuroscience.
- Continued growth in the Learning Diversity environment with teacher professional development, family engagement and student advocacy.

## Student Learning Outcomes

- A total of 37 NAPLAN sessions were facilitated across the 9 day NAPLAN window.
- 92 % completion rate for all four tests across Years 7 & 9.
- 100% of students completing the VCE and VCE VM pathways satisfactorily passing their certificates.
- Adjustments permitted by VCAA for student with diverse learning needs for VCE examinations.
- Adjustments permitted by NAPLAN for students with diverse learning needs.
- Over 90 Personal Learning plans created, implemented and reviewed throughout the school to support students with diverse learning needs.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	539	64%	525	56%
	Year 9	542	45%	545	51%
Numeracy	Year 7	549	76%	539	71%
	Year 9	562	71%	562	68%
Reading	Year 7	547	75%	536	67%
	Year 9	571	74%	575	77%
Spelling	Year 7	533	68%	519	66%
	Year 9	561	65%	563	69%
Writing	Year 7	554	70%	544	68%
	Year 9	579	66%	578	65%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	28
VCE Completion Rate	93.50%
VCE VM Completion Rate	88%
VPC Completion Rate	*

\*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2025</b>	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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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 2025 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.
- The R U OK survey was completed by all students 7-12 twice a term. This survey was designed to allow students to indicate if they wanted a check in with a member of the Wellbeing Team, their Learning Leader or Pastoral Teacher. This survey serves as a mechanism for Pastoral, Learning Leaders and the Wellbeing Team to track and support the wellbeing of students, particularly those who may not feel comfortable reaching out directly.
- In 2025, 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 Cooina Aged Care community were also invited, and their effort was acknowledged in the concert. Over seventy students were involved with the project. There were many favourable comments from the adults involved which included: "I loved the interaction with the young people every week". 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 10. Youth Mental Health First Aid Training at Year 8 and 10, 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 in place 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.
- 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.
- A strong commitment to inclusivity was demonstrated through the celebration of Neurodiversity Week. This included a range of lunchtime activities, student-led presentations, and guest speakers who shared insights and lived experiences. A parent information evening was also held to further support families and deepen community understanding of neurodivergent students, fostering a culture of acceptance, respect and belonging for all.
- The introduction of Companionship Groups provided students with additional opportunities to build connections and a sense of belonging. Groups such as the History Club, Chess Club and Sewing Group were offered at lunchtime, supporting students to form friendships and explore shared interests. Building on this, a dedicated Companionship Space is planned for 2026, with an expanded range of inclusive activities to cater to diverse interests and further strengthen student connectedness.

## 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 10. Students from Years 9 and 10 are invited to form part of the Live4Life crew. FCJ College participated in this program again in 2025.
- 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 2025 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.
- Whole school initiatives to promote inclusion and mental health with lunch time activities and open mic. Performances during lunch – for example; Harmony Day, Wear it Purple, RUOK? Day
- 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. Communication with CEO Safeguard Officers for any long term absences and concerns to seek advice and support.
- Regular attendance is always encouraged.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	67.65

<b>Average Student Attendance Rate by Year Level</b>	
Y07	88.43
Y08	86.07
Y09	86.18
Y10	85.24
Overall average attendance	86.48

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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

- Mr Shaun Mason took on a new opportunity as Principal of Galen College Wangaratta and after a thorough selection process, Mr Joseph Mount was appointed principal of FCJ College.
- Due to increasing enrolments and demands on college, two positions were established: Deputy Principal Learning and Deputy Principal Community. These two positions started at the start of 2025, and then following Principal movement, a new applicant was appointed part way through the year.
- A new Vision and Mission was implemented with a focus on inclusion and the FCJ characteristics of Gentleness, Courage and Confidence, Justice and Companionship. Staff and students spent time focusing on what this means for us as a school community and how we see these characteristics within the school and our lives.
- Across the 2025 school year, we worked with Catholic Education Sandhurst Limited, CESL, within the Magnify program, a program that is evidence informed, science informed, school improvement initiative. The year started with three days of professional learning with all staff with Dr Jarrod Cooney Horvath focusing on the neuroscience of how students learn. Teaching teams throughout the school focused on

various elements of Magnify. With routines being established throughout the school. OCHRE being implemented in Year 7 and 8 Mathematics with plans for this to include English and Science in 2026 and a group of staff were trained in the Step Lab instructional coaching program.

- 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.
- 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. Newly created Future Provisions Committee developed their terms of reference and established committee members.
- 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 2025	
<ul style="list-style-type: none"> <li>• VCAA Assessment workshops</li> <li>• CESL accreditation to Teach or accreditation to Lead in a Catholic School.</li> <li>• Regular Network meetings</li> <li>• Asthma, Anaphylaxis, CPR, Diabetes and Level 2 First Aid training.</li> <li>• Restraint and Seclusion Training</li> <li>• Warden Training</li> <li>• VCAA VM, VET and VCE briefings</li> <li>• Various conferences — History, Psychology, Librarian, Science</li> <li>• Positive Behaviour Management</li> <li>• Leadership Development Program</li> <li>• Japanese Language</li> <li>• Various VCE subject seminars</li> <li>• VCAA assessor and marking workshops</li> <li>• Magnify Training in Neuroscience of Learning, OCHRE, Classroom Master, Step Lab and Data.</li> <li>• Child Safe Training</li> <li>• TASS training</li> <li>• Respectful Relationships</li> <li>• Career Counselling</li> </ul>	
Number of teachers who participated in PL in 2025	52
Average expenditure per teacher for PL	\$727.00

### **Teacher Satisfaction**

- In analysing our recent 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
Masters	6
Graduate	9
Graduate Certificate	1
Bachelor Degree	21
Advanced Diploma	2
No Qualifications Listed	18

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	51
Teaching Staff (FTE)	48.62
Non-Teaching Staff (Headcount)	42
Non-Teaching Staff (FTE)	30.57
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.

### Achievements

- Social Justice activities included Caritas awareness and fundraising, Vinnies support and fundraising, support and awareness of refugees and asylum seekers displacement, National crisis of violence against women and activities promoting NAIDOC Week. The fundraising and educational campaign surrounding our relationship with Malbago Village in the Philippines was once again a great success and partnered with our Founder's Day.
- Parents and families invited to attend significant events where students are being recognised for their achievements, including whole school assemblies.
- Parent Engagement Nights were introduced towards the end of 2025 to continue through to 2026 – hosted in Benalla, Euroa and Mansfield.
- 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.
- 2025 Shakespear Production – inviting the St Joseph's Primary School students to come and view – inviting the community (parents, friends and family) to the evening production.
- FCJ College recommenced the Let's Find Our Voice Project. 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 titled "ABBA medley".
- We participated in our first First Nations immersion to Cape York and have signed up another 15 students to participate in 2026.
- FCJ College participated in the community based 'Live4Life' program which is a youth suicide prevention program. Year 8 and 10 students participated in Youth Mental Health First Aid training as part of the 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.
- 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 2025.
- 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. There was enthusiastic participation from parents and students in the Vision and Mission review.
- 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)