

2023

Annual Report to the School Community



St Bernard's College

41 Rosehill Road, ESSENDON 3040

Principal: Michael Davies

Web: www.sbc.vic.edu.au

Registration: 1471, E Number: E1157

Principal's Attestation

I, Michael Davies, attest that St Bernard's 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 26 Mar 2024

About this report

St Bernard's 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](#).

Governing Authority Report

St Bernard's College is governed by Edmund Rice Education Australia Victorian Schools Limited (EREA VSL) and offers a Catholic education in the tradition of Blessed Edmund Rice.

EREA VSL commenced as proprietor for 6 Victorian schools on 1 January 2024. Enrolling over 7000 students, EREA VSL is responsible for the governance of schools. EREA VSL is guided by the EREA Charter for Catholic Schools in the Edmund Rice Tradition. The Charter articulates the vision, mission, and objectives for schools. The Charter calls St Bernard's College to be authentic to The Charter, which is a proclamation of an authentic expression of the Edmund Rice charism. St Bernard's College aspires to be faithful to the four touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; Justice and Solidarity. The integration of the touchstones reflects St Bernard's College's mission and helps inform the authentic development of the Edmund Rice charism within the College community.

EREA VSL supports and promotes the principles and practices of Australian democracy in its operations and in the operations of the schools including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and tolerance.

Edmund Rice Education Australia (EREA) was established by the Christian Brothers as a public juridic body to ensure the continuation of the Charism of Blessed Edmund Rice in the educational mission of the Catholic Church, especially through the schools governed and conducted in the Edmund Rice tradition. It was constituted, in accordance with the norms of canon law, as a public juridic person within the Catholic Church on 20 September 2012 on approval by the Holy See. It carries on its mission in the name of the Church ensuring that all schools and other apostolic activities are conducted in conformity with the beliefs, teachings, and laws of the Church.

Chief Executive Officer
EREA Victorian Schools Ltd

Vision and Mission

St Bernard's College contributes to a better world for all by educating to form the whole person, empowering each student to fulfil his life's potential.

St Bernard's College is a Catholic School for boys in the Edmund Rice tradition, pursuing excellence by learning and doing.

St Bernard's College community has set some strategic priorities to guide actions and initiatives in the coming years:

- Create proactive, global citizens who are active in social conscience and custodians of the environment
- Provide for and shape active discerning, bold & ethical lifelong learners
- Foster social and emotional wellbeing to ensure a caring workplace and place of learning
- Develop responsible community members with positive, respectful relationships
- Improve operational excellence to ensure gold star stewardship and administration of the College

In pursuing the priorities, St Bernard's College makes the commitment

- To put faith as central to who we are;
- As leaders in boys' education;
- To care and wellbeing;
- To connect and nurture our community;
- To provide responsible stewardship.

College Overview

Set in extensive grounds on the side of Steele Creek Valley in West Essendon, St Bernard's College is a single-gender Catholic secondary school offering a wide range of formal classes and a comprehensive informal curriculum, to almost 1600 young men from Year 7 through to Year 12.

Based primarily on the 40-hectare West Essendon site. St Bernard's College also offers a Year 9 campus within 2 kms, Santa Monica Outdoor Education facility on the Great Ocean Road and a base in Melbourne to facilitate our Urban Engagement experience.

The students are expected to be personally enthusiastic about involving themselves in the broad educational spectrum offered by the school. This applies especially to their growth in an informed appreciation of their Faith as an integral and essential part of that broad education.

Though our student population is drawn mostly from those who have attended local Catholic primary schools, and whose families have been actively supportive of their sons' ongoing education in the Catholic faith through consistent involvement in their parish communities, consideration is always given to students who can demonstrate special circumstances. There is no selective academic entrance exam.

Principal's Report

This year has been a year of remarkable achievements and milestones at St. Bernard's College, enriching the student experience and cultivating a vibrant, close-knit community. Here's a summary of the key highlights:

Year 9 Resurrection House Campus:

The inauguration of the Year 9 Resurrection House campus has transformed the physical and social landscape of the College.

Under the guidance of Dean of Campus, Jacob Sweeney and the dedication of our handpicked staff, Resurrection House has become a nurturing environment for growth, camaraderie, and a strong sense of belonging.

Margaret Tierney Centre:

Opening this year, the Margaret Tierney Centre, named for Edmund Rice's Mother, serves our senior students by providing a space for academic excellence, collaboration, and personal development in their final years at the College.

Academic Success:

Our VCE and VCAL students have shown remarkable dedication and hard work, achieving impressive academic success.

The SBC Baccalaureate course, in partnership with RMIT, continues to grow and will welcome Emmanuel College into the program in 2024.

Sports Achievements:

Our students have excelled in a variety of sports, participating in ACC competitions and in-house events with exceptional sportsmanship and dedication.

Arts and Creativity:

Drama and music continue to thrive, with student-run bands adding vibrancy to lunchtime activities.

Collaborative events like Kick Arts, alongside St. Columba's and Ave Maria, showcased young artists' creativity.

The VCE Media Film night was a success, highlighting students' technical expertise and storytelling abilities. The SBC Drumline added a dynamic rhythm to our musical program.

Community Appreciation:

We extend heartfelt gratitude to our students, staff, parents, and the broader community for their dedication and contributions.

We recognize the tireless efforts of our teaching and support staff, as well as our exceptional senior leadership team, advisory council, and the Old Collegians Association.

Foundation and Social Justice Efforts:

The St. Bernard's Foundation played a pivotal role in fundraising, including hosting a successful gala evening.

The Social Justice Network's initiatives, such as the Man Cave evening, have made meaningful impacts in the community.

Welcoming Committee:

Their events, including the Mother's Day breakfast, Ladies' Night Out, and Grandparents' Day, have strengthened our sense of community and provided memorable experiences for families.

In summary, this year at St. Bernard's College has been marked by growth, achievement, and community engagement, underscoring our commitment to excellence and our core values.

Catholic Identity and Mission

Goals & Intended Outcomes

In 2023, our primary focus was to enhance transformative experiences that exemplify our Catholic Identity. This involved nurturing a Gospel Spirituality linking our School Motto “Discere et Agere” (to Learn and to Do), fostering meaningful Liturgical celebrations and prayer life, exploring and embracing Foundational Stories (with the addition of the living and learning experiences through the lives of our House Matriarchs) enriching our engagement in affective Advocacy and Justice experiences, developing Servant Leadership formation opportunities, fostering Cultural Connectedness, and promoting an education that liberates.

Achievements

- **Gospel Spirituality:** Through regular Mass services, liturgies, a culture of pray and reflection, Retreats, religious dialogue and spiritual guidance, we deepened our connection to the teachings of the Gospel, promoting compassion, understanding, empathy, and love.
- **Liturgical Celebrations:** Our vibrant liturgical celebrations engaged the entire community, providing opportunities for reflection, worship, and communal bonding. Expanding on foundational celebration and introducing House Celebrations fostered a sense of belong, believing and becoming within the community and a community connectedness that enhanced our Identity.
- **Foundational Stories:** By exploring the lives of our colleges historical figures, we gleaned valuable lessons and insights to guide our own journeys of spirituality, faith and service.
- **Advocacy and Justice Experiences:** Through advocacy campaigns, volunteer and community service work, our partnerships with advocacy and social justice organisations and campaigns, we continue to actively worked towards creating a more just and equitable society.
- **Servant Leadership Formation:** Our leadership and development programs continue to de developed to emphasised the importance of servant leadership and student voice, while empowering students to lead with integrity, humility, and compassion.
- **Cultural Connectedness:** Embracing diversity and inclusivity, we celebrated cultural traditions, languages, and customs, fostering a sense of unity within our Inclusive Community amidst diversity.
- **Education that Liberates:** By encouraging critical thinking, dialogue, and intellectual exploration, we empowered students to question, challenge, and grow in their understanding of themselves, their faith, and the world around them.

Value Added

In 2023, our endeavors significantly enhanced our community by nurturing our spiritual identity and mission. Through the development of Encounters of Experience like House Week Celebrations, "On Country" Immersions, Courage to Care Workshops, The Man Cave Organisation Workshops, and Edmund Rice Camps Retreats and Formation to name a few, we celebrated our sense of self and others, amplifying our Catholic Identity and Mission.

Aligned advocacy and justice efforts further strengthened our commitment to holistic, faith-based education, fostering global citizenship and a commitment to act justly, love tenderly, and walk humbly. By empowering individuals as agents of positive change and transformation, fostering inclusivity and understanding, and equipping students with essential knowledge and skills, we foster their readiness to thrive in an ever-changing world. These endeavors not only enriched our community but also inspired individuals to live out their faith with passion and purpose, reinforcing our Catholic Identity and Mission.

Learning and Teaching

Goals & Intended Outcomes

In 2023, the focus was to continue to build a positive learning culture at the College. Conscious that there was positive growth across all aspects of the college last year, the challenge was to maintain the momentum across both junior and senior school in literacy and numeracy.

The Curriculum Leadership Team (CLT) identified that literacy and numeracy should take the highest priority in 2023. Our English department has previously achieved outstanding outcomes in reading and writing and we were conscious to try and maintain these high standards in the classroom. There was significant discussion with our Mathematics teams on how we can improve numeracy outcomes in junior year levels as well as VCE. Whilst we are happy with the student median scores in numeracy the area of growth for the college was identified as foster growth in the top 15-20% of the cohort

In 2023, student pathways dominated our discussion around how we want to improve outcomes for our young men. The narrative with our parent community and students was that student achievement is maximized when they choose the correct pathway. We consolidated the SBC Baccalaureate program as well as implemented the VCE Vocational Major for the first time. Furthermore, we ensured every student in Year 10 has specific mentoring for subject selection.

This year was yet another year of breaking new ground at St Bernard's, as our Year 9 campus, Resurrection House opened for its inaugural year. There was a strong focus on providing stability in the curriculum whilst giving our boys the chance to experience something different with our Urban Engagement, Santa Monica Experience and Year 9 core/ elective program all working together.

Intended Outcomes

- To improve student engagement, which will be seen in improved approaches to learning data presented in formal academic reports
- To increase pathway options for students, especially in accelerated studies and VCE.
- To consolidate our SBC Baccalaureate program as part of the pathway options for a student at St Bernard's College.
- VCE study scores equal to or above 40 will increase.
- School Median study score will be maintained at 31.
- VCE English to have 10% 40+ study scores.
- Introduction of new program to build 21st century learning skills.

- Continued collaboration with sister schools will support the social and emotional growth and development of boys at St Bernard's College.

Achievements

- Achieved median study score of 30.
- Achieved 10% 40 in several VCE subjects.
- Achieved 25+ student with ATAR above 90.
- Effectively used data to identify students who are not achieving their academic potential.
- Increased capacity of CLT team to understand trends in VCE data
- Key Learning Area Leaders (KLA Leaders) proficient in interpreting and presenting VCE data with their teams.
- Maintained comprehensive mentoring process used to guide Year 10 students as they select subjects and pathways into Year 11.
- Consolidation of alternative VCE Program, SBC Baccalaureate with record number (27) and 100% successful completion rate.
- Successful implantation of VCE Vocational Major
- Consolidated working partnerships with sisters' schools for 2023 initiatives including:
 - Ave Maria to join with SBC in Baccalaureate program.
 - St Columba's College to joining SBC in Urban Experience program.
 - Ave Maria to work with Year 9 cohort for interdisciplinary days..
- Implementation of Year 9 Urban Engagement program.
- Continued successful implantation of fully online NAPLAN testing across three sites.

Student Learning Outcomes

NAPLAN 2023

Year 7 - Reading

- SBC underrepresented in Needs Additional Support (NAS) (2%) and Developing (16%) in comparison to the state and country.
- SBC overrepresented in strong (62.9%) category in comparison to the state and country.
- College still needs to do work in exceeding category.
- Refection of colleges wider reading program and literacy intervention support classes.

Year 7 - Writing

- SBC underrepresented in NAS (1.9%) and Developing (26.5%) in comparison to the state and country.

- SBC overrepresented in strong (57.6%) and exceeding (14.0%) category in comparison to the state and country.

Year 7 - Numeracy

- SBC underrepresented in NAS (2.4%) and Developing (13.7%) in comparison to the state and country.
- SBC overrepresented in strong (67.8%) category in comparison to the state and country.
- Whilst the gap is closing College still needs to do work in to outperform top 10% of the state.
- SBC math homework help program seen to be improving student outcomes.
- Junior curriculum under review to add more rigor to support better learning outcomes.

Year 9 - Reading

- SBC underrepresented in NAS (3%) and Developing (20.3%) in comparison to the state and country.
- SBC overrepresented in strong (59%) and exceeding (17.7%) category in comparison to the state and country.
- Strong results represent commitment to wider reading program across Year 7-9.

Year 9 - Writing

- SBC underrepresented in NAS (1.9%) and Developing (26.5%) in comparison to the state and country.
- SBC overrepresented in strong (57.6%) and exceeding (14.0%) category in comparison to the state and country.
- Results for exceeding (12.5%) slightly below state (14.5%) and national (13%). Continued focus on writing in junior curriculum will be a focus area for 2023 and beyond.

Year 9 - Numeracy

- SBC underrepresented in NAS (1.8%) and Developing (16.8%) in comparison to the state and country.
- SBC overrepresented in strong (70.7%) category in comparison to the state and country.
- Results are positive, however college still below in exceeding category, suggesting less students at the top end of achievement.
- Focus on junior curriculum and extension of best learners to address this.

VCE Data

Class of 2023 results were mixed. Median scores reduced by one study score point (30) however students at the top end (90+) increased. Several individual subjects displayed outstanding results but flagships subjects such as English and Business Management slightly declined.

VCE Data in a snapshot.

- Media study score: 30
- 28 students (15%) scored ATAR above 90+
- 6% of score were 40+
- 100% completion rate in VCE Vocational Major
- 100 completion rate in SBC Baccalaureate program.
- 25% of Year 11s who studies 3-4 Business Management achieved score of 40+.
- Psychology, Media, Outdoor and Environmental Studies all had 10% of students get 40+
- Specials Mathematics had median of 33 (scaled 47)
- Chemistry had median score of 33 (scaled 37)
- Growth seen across all VCE Mathematics subjects – especially General Mathematics (3-4)

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	536	66%
	Year 9	555	57%
Numeracy	Year 7	564	84%
	Year 9	592	81%
Reading	Year 7	550	82%
	Year 9	583	77%
Spelling	Year 7	544	82%
	Year 9	570	78%
Writing	Year 7	552	72%
	Year 9	584	72%

*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.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	99.60%
VCAL Completion Rate (VCAL Intermediate)	*

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

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

Student Wellbeing

Goals & Intended Outcomes

As outlined in the 2022-2026 Strategic Plan, our commitment to care and wellbeing continues to prioritise the following:

- Creating a safe and inclusive community in which all our students are able to flourish.
- Developing opportunities for student leadership and student voice throughout the College.
Enhancing wellbeing through programmes which prioritise respectful relationships and restorative practice.
- The primary focus for the year was to further embed the 11 Child Safe Standards.
- As part of our ongoing commitment to Child Safety, the College has a Child Safeguarding register which identifies key controls and treatments.
- Embedding the mobile phone policy to enhance online safety whilst at school.

Achievements

- Opening the Year 9 Campus- Resurrection House with a focus on the learning and pastoral needs of Year 9 students.
- Embedding the Wellbeing Leadership Team to include a new Dean of Campus role, to support the Year Level Leaders and Assistant Principal (Wellbeing). Further embedding the roles of Dean of Students (10-12) and Dean of Child Safeguarding.
- Increase the number of Child Protection Officers(CPOs), in particular to cover other campuses such as Resurrection House.
- New counselling offices opened for whole school.
- The new building, the Margaret Tierney Centre opened featuring offices for Dean of Senior students, Year Level leaders and key senior school personal such as Careers Counsellors and VCE, Vocational Major, and VET Coordinators.
- Further use of data gleaned from the research project, undertaken by Melbourne University and SNA Toolbox, funded by Australia's National Research Organisation for Women's Safety (ANROWS). The study led by Professor Cahill, examines the influence of an integrated social and emotional learning (SEL) and respectful relationship's education program, Resilience, Rights and Respectful Relationships (RRRR).
- Embedding of the RRRR curriculum, as part of the Melbourne University study, at Years 7, 9 and 11. This included, staff training provided by the Melbourne University research team to support delivery of the RRRR programme.
- Continuation of the revised SEL programme in Years 7, 8, 9, 10, 11 and 12.

- Working with academic in residence, Professor Mark Rose, to support staff in delivering support and understanding of indigenous issues and engagement across the College.
- A night of indigenous voices saw a panel of indigenous representatives present to a large gathering of current parents, staff, students, and friends of the College.,
- Use of external facilitators to support the SEL programme across all year levels. Sessions included 'Smashed – Alcohol Education', 'Backflips against Bullying', 'Show some Respect' and Elephant Education.
- Parent information night offered by Man Cave to support their presentations at various year levels.
- Parent information evenings with a focus on supporting a renewed emphasis on our Belong, Believe Become philosophy.
- In person community events to support the transition of our Year 7 cohort, such as the Mother and Son evening and Male Mentor Night.
- Embedding of work to engage student voice around ways to support LGBTQIA+ students, in line with EREA's Live Life to the Full Statements and the Child Safe Standards.
- Introduction of Parent Voice Committee
- Updated version of behaviour support levels embedded, in line with the positive relations policy.
- All staff complete eLearning modules on Child Safety and Mandatory Reporting.
- Staff completed training on Child Safe Standards. This included general training for all staff and specialised training for CPOs.
- CCYP Training on reportable conduct for CPOs.
- Embedding of a student-led safety committee to facilitate student voice around key child safety and wellbeing concerns.
- Updating of the Child Safety tile on MySBC to ensure all members of the community have access to key resources and know how to seek help.
- Embedding the pastoral programme to include relevant child safety lessons, as per the child safety standards.
- Embedding of a student LGBTQIA+ working party to review policy and prepare resources to be shared with peers.
- Embedding and reviewing with students the 'student friendly' policies on child safety and raising concerns/complaints.

Value Added

During 2023 there were increased opportunities to engage in activities which have been a feature of school life but impacted heavily in 2020-2021.

- Activities across the whole range of ACC sports and musical performances, including the school musical and the new year 9 play were conducted.

- Activities such as debating, public speaking and book clubs were able to return as regular events on the calendar.
- This year also saw some domestic trips such as the Daly River and Lake Mungo immersions take place.
- Overseas trips returned with an Italian language tour and the planning for a European History Tour and Japanese Languages tour in 2024.

Student Satisfaction

Areas identified by MACSSIS 2023 where we scored highest include rigorous expectations and student safety. Across the College we scored higher than average for learning disposition and enabling safety. Our Year 7 students reported higher or equal scores as MACS average levels across all measures

Student Attendance

- The College Attendance Policy is communicated to all members of our community through the MySBC portal and in year level assemblies.
- The College has a student Attendance Officer who receives notifications of absent students and alerts parents via text message of any unexplained absences.
- Ongoing non-attendance patterns are identified by Homeroom Teachers and Year Level Leaders.
- Students who are identified as at risk of school refusal or school avoidance are raised at Student of Concern (SOC) meetings and appropriate support plans implemented in liaison with the college counselling team.
- External agencies such as the Royal Children’s Hospital Travancore Unit and Orygen Youth Health are used for referral as required.
- SBC to ensure they were still able to access the curriculum.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	90.3%

Average Student Attendance Rate by Year Level	
Y07	91.7%
Y08	91.0%
Y09	91.9%
Y10	92.0%
Overall average attendance	91.6%

Leadership

Goals & Intended Outcomes

Having established a Middle Leaders Program in 2022, the focus in 2023 was to embed this in the professional learning program assigned for Middle leaders. The program in 2023 was more targeted to the needs of the Year Level Leader group, which was different to but targeted to the needs of the Key Learning Area leaders. Both programs were aiming to build the capacity of these middle leadership groups.

Graduate teachers were supported by a dedicated mentor as they worked towards the completion of their portfolios for application to full registration.

All staff were involved in a planned and strategic professional learning program which was conducted every Monday afternoon across the year. The program incorporated professional learning in the spheres of Learning, Well Being, Identity, Data, and Risk and Compliance.

Achievements

The five main pillars of the current Strategic Plan, which are:

- Our commitment to our faith as central to who we are;
- Our commitment to being leaders in the education of boys;
- Our commitment to care and wellbeing;
- Our commitment to connect and nurture our community and
- Our commitment to responsible stewardship

serves to focus our endeavors and decision making to ensure that our students are always central to all we do.

To this end, our achievements in 2023 are:

- Continuing to enrol staff in various EREA formation activities that deepen their understanding of the Charism of an Edmund Rice and how this informs and directs our actions;
- Targeted training of year level leaders in Mental Health First Aid;
Coaching of Key Learning area leaders to build their capacity to work in a more targeted and goal-oriented approach with their teams;
Continuing to support staff in working towards Postgraduate or Masters level qualifications in areas of student wellbeing, leadership and Careers;

- Supporting the Learning Enhancement and Diversity Team with targeted PL on student learning needs; adjustment provision, and programs such as MacLit (for a 2024 introduction);
- Supporting staff to continue to build their capacity and understanding of legal and compliance issues facing schools by attending PL opportunities provided by institutions such as Law Sense or Moores Legal;
- Supporting staff to build their confidence on Indigenous issues so that they may incorporate it into their pedagogy or interactions in this sphere of influence; and
- Continuing to support staff as they work towards gaining or maintain their Accreditation to teach in a Catholic school.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Description of PL teachers participated in	
<ul style="list-style-type: none"> • Key Learning Leaders who engaged with a Growth Coach; • Mental Health First Aid Training for all Year Level Leaders; • EREA Formation PL; • Post Grad qualifications in RE studies; • First Aid Training; • Anaphylaxis Training; • Respectful Relationships training; • Compliance training – Child Safety, HR, including themes such as Discrimination, Harassment and Bullying, Whistleblower Training, Complaints Processes, Internal grievances. 	
Number of teachers who participated in PL in 2023	127
Average expenditure per teacher for PL	\$17.08

Teacher Satisfaction

Through the collection of quantitative and qualitative data, staff provided the following feedback.

- That staff perception of the quality and cohesion of Professional Learning opportunities increased by 6% from 2022;
- An increase of 8% from 2022 to 2023 on the quality of staff collaboration in teams;
- Staff reported an increase of 6% on collective efficacy;

- An increase of 6% on perceptions that the school climate has improved in terms of learning and social cohesion;
- An increase of 9% with staff feeling that the quality of relationships between staff and leadership has improved;
- An increase of 8 % in staff feeling safe at school, with a 4 % increase in the psychological safety felt by staff, and
- An increase of 8% in staff perceptions of the Catholic Identity of the school.

Teacher Qualifications	
Doctorate	0.0%
Masters	11.3%
Graduate	19.6%
Graduate Certificate	4.8%
Bachelor Degree	39.9%
Advanced Diploma	7.7%
No Qualifications Listed	16.7%

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	142
Teaching Staff (FTE)	132.6
Non-Teaching Staff (Headcount)	74
Non-Teaching Staff (FTE)	72.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Our commitment to connect and nurture our community will be evident as we:

- Know our community, be open to hearing the voice of our community and understand the aspirations it holds so that we can appropriately support our young men achieve their goals into the future;
- Continue to challenge attitudes, language and behaviors that target gender, race and sexuality in ways that diminish the value of the human person, and
- Continue to be proactive in our engagement and openness with all significant stakeholders to inform college policy and practise.

Achievements

The following are noted as achievements in 2023.

Our parent group, called the Welcoming Community Group, oversaw the following events that brought community together.

- Year 12 Mother's Day Breakfast
- Year 7 Special Person's Day
- Year 12 Graduation Morning Tea
- Ladies Night celebration.
- Gathering for the Opening night of the College Production which brought together staff from schools involved, as well as personnel from local feeder schools and stakeholders in the event.
- An opportunity for Student Leaders and their families to gather together over a meal as the student's leadership contribution to the College was acknowledged and celebrated.
Meeting of the Family Voice Parent Group to inform college thinking and decision making.

Within the realm of Identity and Mission, the SBC Social Justice Network, comprised of parents, played a pivotal role in fostering community involvement and engagement. Their regular monthly meetings served as a platform to galvanize support for numerous initiatives, reflecting a dedication to social responsibility and inclusivity.

Participation in events such as the Palm Sunday Refugee and Asylum Seeker walk underscored the college's solidarity with marginalized communities, while support for initiatives like the SVDP Winter Sleepout, Food Drive, and Christmas Appeal showcased a tangible commitment to addressing pressing social issues.

The annual Community Evening, centered on the theme of "Raising Our Boys To Be Good Men," offered an invaluable opportunity for dialogue and reflection, facilitated by The Man Cave Organisation.

Collaborations with external organisations such as Courage to Care and the Wurundjuri Aboriginal Corporation exemplify a proactive approach to diversity and cultural exchange. Engaging with the Upstander Program and consulting with Indigenous communities underscored a commitment to amplifying marginalised voices and fostering meaningful dialogue on reconciliation, education and social justice.

Beyond these partnerships, the College's engagement with a myriad of organizations including the Edmund Rice Foundation Australia, Rotary Club Essendon, Live for Lily Foundation, Aboriginal Catholic Ministries, the Miriam Rose Foundation and CARITAS's Project Compassion, among others, underscores a multifaceted approach to advocacy, justice and awareness-building. By supporting a range of initiatives addressing social and cultural issues, St. Bernard's College demonstrates its dedication to nurturing compassionate and socially conscious individuals who are equipped to effect positive change both locally and globally.

The Parent Voice Committee was formed in 2023 with the express intention of giving parents the opportunity to be included in decisions around policy and process at the College with a particular focus on Child Safety.

Old Collegians – Achievements

Reunions

In 2023, the Old Collegians oversaw 8 reunions – a 1 Year, 5 Year, 10 Year, 20 Year, 25 Year, 30 Year, 40 Year, 50 & 60 Year. These attracted high numbers with a minimum of 50 attendees at each, and 100+ at the 1 Year, 5 Year & 10 Year.

In terms of events, the group organised:

- Grand Final Lunch 2023 - 100 in attendance
- SBOCA Chris Lane Cup Golf Day - 80 in attendance, hosted at Medway Golf Course in honour of Mr Chris Lane (2008)
- Deceased Old Collegians Mass - 60 in attendance, honours all Old Collegians and community members that have passed away

In terms of initiatives, the group oversaw:

The awarding of four SBOCA grants across the two categories - Global Gateway and Leadership in Community

The awarding of bursaries for the following 2023 awards

- Arts person of the year
- Sports person of the year
- John O'Connor Award
- Justice and Spirituality Award
- Edmund Rice Award
- ADF Long Tan award

Parent Satisfaction

Parent feedback was collected in the form of survey data (MACSSIS) which included both quantitative and qualitative data, as well as similar data collected from other parent forums held across the year. Feedback from these interactions note the following key points.

- Parents reported an increase in satisfaction (2% increase from 2022) in relation to the degree to which families feel they are working in partnership with the College;
- There was an increase of 4% in terms of parental satisfaction on communication pathways between college and home – with the timeliness, frequency and quality of communication rating a mention;
- Parents again report satisfaction that the College is the “right fit” for the educational needs of their child;
- Parents reflected that they were satisfied with the engagement of the College and community in the sphere of Catholic identity (6% increase); and
- The school provides an appropriate physical environment for their child’s learning and that this physical environment also contributes to their child’s safety and wellbeing whilst at school.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.sbc.vic.edu.au