

2024

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 02 Jun 2025

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

As CEO of Edmund Rice Education Australia Victorian Schools Limited (EREA VSL), and on behalf of the Board Directors, I commend this Annual Report to the St Bernard's College community to you. St Bernard's College is governed by Edmund Rice Education EREA VSL and offers a Catholic education in the tradition of Blessed Edmund Rice within the Archdiocese of Melbourne.

EREA VSL has been the proprietor for six Victorian schools since 1 January 2024. Currently enrolling almost 8500 students, EREA VSL is responsible for the governance of schools across eighteen sites in Victoria. 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. EREA VSL is committed to providing a high-quality education in a safe and supportive environment. EREA VSL ensures that St Bernard's College is well-governed, with effective leadership and management structures in place to promote student safety, learning, engagement and wellbeing. EREA VSL is committed to complying with all relevant laws, regulations, and policies, including those related to student safety, wellbeing, and financial management. EREA VSL works collaboratively with the Principal and Leadership Team of St Bernard's College to make decisions that are in the best interests of St Bernard's College's students, staff, families and community. Because the good work of educating the young is a co-responsible task led by every member of the school community, St Bernard's College's School Advisory Council has been established to provide a crucial point of connection between the wider St Bernard's College community and St Bernard's College's leadership.

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.

Yours sincerely
Andrew Kuppe
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

St Bernard's College is pleased to present the 2024 Principal's Report, detailing the achievements and initiatives that have defined this remarkable year. As a Catholic College in the Edmund Rice tradition, our commitment to service and excellence is reflected in our community's efforts and accomplishments.

Community Engagement and Outreach

Our students have demonstrated a profound dedication to service through participation in various outreach and fundraising activities, including the Winter Sleep Out, Maribyrnong 150, Live for Lily Ride, Can Drives, Clothes Drives, Founders Day Solidarity Walk, St Alban's tutoring, and volunteering at Helping Hands Warehouse. These initiatives underscore our community's commitment to supporting those less fortunate.

Academic Achievements

Our students have achieved outstanding success across both traditional and alternative pathways. The SBC Baccalaureate program, in partnership with RMIT, continues to provide unique educational experiences, fostering academic excellence and personal development. The introduction of the Able and Ambitious programs has further enriched our academic offerings, with dedicated classes and acceleration opportunities for our most capable students.

Middle Years

The Year 9 experiences at Resurrection House set the gold standard for student development, providing academic, social, emotional, spiritual, and physical lessons that challenge and encourage our students. The Urban Engagement experience and Santa Monica Camp offer opportunities for independence, physical challenges, and community living, enhancing students' overall development.

Collaborations

Our strong relationships with St Columba's and Ave Maria Colleges have been reaffirmed through activities like Urban Engagement, drama, the College musical, curriculum days, and shared VCE classes. Collaborative initiatives like the Kick Arts event and VCE Media Film Night have highlighted our students' creativity and talents.

Co-Curricular Activities

Our sports programs have seen significant success, with Senior Premierships in Cricket, Soccer, Tennis, and Lawn Bowls. The establishment of specialised academies in golf, tennis, basketball, and football, alongside the High Performance Centre, reflects our commitment to supporting both academic and athletic ambitions.

Arts and Music

Music and drama remain integral to our college life, with notable performances like "Chicago" and "Rotten Apples" demonstrating our students' artistic skills. The St Bernard's College Drumline and student-led bands continue to enrich our school culture.

Leadership

Our exceptional teaching and support staff, alongside our senior leadership team, have been instrumental in our success. The contributions of our College Deputy Captains and College Captain have enriched college life, while the strategic guidance of the School Advisory Council has been vital to our continued progress.

Old Collegians Association and College Foundation

The ongoing commitment of the Old Collegians Association and College Foundation has strengthened our school's legacy. Their fundraising efforts and support have significantly enriched our community.

Social Justice Network

The Social Justice Network's advocacy efforts, including the Man Cave evening, have raised awareness and fostered positive change. Events organised by the Welcoming Community Group have strengthened family bonds within our school community.

Future Developments

In 2025, we look forward to the commencement of "The Quays" project, which will renovate the Tobin building to include a university-style cafeteria and commons study area. This project promises to elevate the quality of our campus and enhance student interactions.

We extend our heartfelt gratitude to everyone for their steadfast dedication to the values and mission of St Bernard's College. As we celebrate the successes of 2024, we anticipate even greater achievements and opportunities for growth in 2025.

Dr Michael Davies

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Guided by our College motto, 'Discere et Agere' – 'to Learn and to Do,' St Bernard's College continues to advocate a Liberating Education rooted in Gospel Spirituality and a commitment to Justice and Solidarity, within an Inclusive Community. Inspired by the commandment in Luke 10:27 to love God wholeheartedly and our neighbour as ourselves, our theme in 2024 challenged us to deeply consider our lived Catholic Identity. This commitment to love (agape), both for ourselves as creations of God and for the communities around us, contributes to driving our students and staff to live as responsible global citizens, grounded in faith, values, and the spirit of 'Belonging, Believing, and Becoming.'

In 2024, our St Bernard's community reaffirmed its dedication to transformative action, focusing on developing knowledge (head), empathy (heart), and practical skills (hands) for students to address global issues at both local and international levels. Through partnerships with the Edmund Rice Foundation Australia supporting our partnerships under the Project Kenya banner such as Edmund Rice Catholic Education Centre; the Ruben Centre and Mirror of Hope, Caritas' Project Compassion, Edmund Rice Community Services and organisations like St Vincent de Paul, Helping Hands Mission and The Man Cave organisation, we continued to strive to create awareness and advocate for positive change both locally and globally. These partnerships tap into the servant leadership qualities of our students, staff, and parents, nurturing a sense of responsibility and fostering a spirit of global solidarity. Furthermore, formation activities exploring Catholic Social Teaching Principals, Laudato Si Spirituality and undertaking a reflection on living out our EREA Charter (renewal process) challenged us to explore how we can be agents of change within our local and global communities and the power of how an education can liberate those we encounter.

Achievements

Gospel Spirituality

We continued to cultivate a deep connection to the Gospel through regular Masses, liturgies, reflective prayer practices, retreats, and spiritual dialogue. These experiences nurtured a culture of compassion, empathy, and love, grounding our community in the values of the Gospel.

Liturgical Celebrations

Our liturgical life remained vibrant and inclusive, drawing the entire community into moments of shared worship and reflection. The introduction of House-based celebrations alongside

traditional liturgies strengthened our collective identity and deepened the sense of belonging, believing, and becoming.

Foundational Stories

By engaging with the stories of significant figures from our College's past and present, we uncovered rich insights that continue to shape our spiritual journeys. These narratives offered inspiration and guidance, reinforcing our commitment to faith, service, and community.

Advocacy and Justice Experiences

Our commitment to justice was lived out through active participation in advocacy initiatives, community service, and partnerships with social justice organisations. These efforts empowered students and staff to contribute meaningfully to a more equitable and compassionate society.

Servant Leadership Formation

Leadership development remained a cornerstone of our formation programs, with a strong emphasis on servant leadership and student voice. These initiatives encouraged students to lead with humility, integrity, and a genuine desire to serve others.

Cultural Connectedness

We celebrated the richness of our diverse community by honouring cultural traditions, languages, and customs. These celebrations fostered inclusivity and unity, reinforcing our identity as a welcoming and respectful learning environment.

Education that Liberates

Through critical inquiry, open dialogue, and intellectual exploration, we encouraged students to engage deeply with their faith and the world around them. This liberating approach to education empowered them to think independently, act justly, and grow in self-awareness and understanding.

Value Added

In 2024, our endeavors significantly enhanced our community by exploring, nurturing and celebrating our shared Identity. In fostering a culture of experientially living out our College motto, such encounters of experience like House Week Celebrations, Immersions, Formation Workshops, The Man Cave Organisation Workshops, and Edmund Rice Community Services, Leadership Formation and Celebrations of Worship 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 St Bernad's College's Catholic Identity.

Learning and Teaching

Goals & Intended Outcomes

Strengthening an Academic Culture of Excellence

St Bernard's College aimed continued to cultivate a vibrant academic culture in 2024, reflected in another rise in VCE results. Median study scores climbed as well as the 40+ outcomes, confirming the College's momentum toward consistently high scholarly achievement.

Sharper Assessment & Examination Practice

A renewed emphasis on robust assessment underpinned this improvement. All common assessment tasks were audited for rigour and alignment with the Victorian Curriculum and VCAA study designs. The examination program was expanded to Years 8 and 9, giving younger students earlier exposure to exam conditions. To mirror the VCE experience, every semester examination—Years 7 to 11—was relocated to the O'Brien Gymnasium, complete with formal seating plans, invigilation protocols and reading time.

Able & Ambitious Program Launch

2024 marked the introduction of Able and Ambitious, a signature initiative that “nurtures the gifts of high-achieving students, challenging them to excel with like-minded peers.” Core features include fortnightly seminars, university partnerships and entry into national competitions, ensuring our most capable learners “pursue depth, complexity and creativity across disciplines.” Early feedback indicates higher engagement and deeper learning among participants.

Driving Academic Accountability

An Academic Review Program now provides targeted mentoring for students whose learning behaviors or results fall below expectations. Teachers meet regularly with these students, set actionable goals and monitor progress in real time. Parents are integral partners: quarterly learning conversations and data dashboards give families clear insight into achievement relative to cohort benchmarks, fostering a united, data-driven approach to improvement.

Expanding Global Learning Horizons

Our tour program grew in scope and ambition. Highlights included the 2024 Japan Language Immersion and the cross-disciplinary Art & History Tour of Europe. Students are already preparing for the 2025 Italy Language Immersion, while 42 musicians have been selected to represent the College at the Australian International Music Festival in Sydney, culminating in a performance at the Opera House.

Collectively, these initiatives underscore St Bernard's commitment to academic excellence, personalized growth and global outlook—positioning every student to thrive in 2025 and beyond.

Intended Outcomes

- To improve student engagement, which will be seen in improved approaches to learning data presented in formal academic reports
- To ensure transparency and data-driven criteria in the selection of pathway options for students.
- 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 31
- Overall 8+ 40+ - highest in several years.
- 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
- KLA leaders have shared their expert knowledge to deliver professional learning on High Impact Teaching Strategies (HITs).
- 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 (32) and 100% successful completion rate.
- Successful implantation of Able and Ambitious program for Year 7-9
- 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..
- Announcement of Essendon Football Club Academy (EFCA) program for 2025.
- Introduction and implementation of academic review program.

Student Learning Outcomes

NAPLAN

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.
- The College still needs to do work in exceeding category.
- Reflection of the Colleges wider reading program and literacy intervention support classes.

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.

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.

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.

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

The VCE results for the class of 2024 significantly improved, with the median study score increasing by one point to 31 and the percentage of scores above 40 rising to 8%. Key subjects such as English and General Mathematics both showed remarkable improvement.

VCE Data in a snapshot.

- Median study score: 31(+1)
- 28 students (15%) scored ATAR above 90+
- 8% of score were 40+
- 100% completion rate in VCE Vocational Major
- 100% completion rate in SBC Baccalaureate program.
- Seven VCE subjects (Economics, English, Health & Human Development, Legal Studies, General Mathematics and English all had over 10% 40+ outcomes.
- 50% of Year 11s studying Unit 3-4 General Mathematics achieved a study score of 40+
- 50% of Year 11s studying Unit 3-4 Legal Studies achieved a study score of 40+
- Median of all Year 11s studying Unit 3-4 subjects was 34.

Where are they studying?

Australian Catholic University - 12

Deakin University - 6

La Trobe University - 35

Monash University - 8

RMIT - 99

Swinburne - 10

University of Melbourne - 19

VU - 15

Other Universities inc private - 2

TAFEs (Melb Poly, Kangan) - 1

Essendon Education Academy - 1

What are they studying?

Accounting - 3

Agriculture -1

Architecture -1

Arts / International Studies - 8

Aviation / Piloting -2

Biomedicine / Biomedical Science -3

Business / Commerce (inc Bacca) -56

Construction / Project Management -15

Design / Visual Arts -6

Education - 12

Engineering (inc Bacca) - 32

Environmental Studies / Land Conservation / Animal Studies - 4

Film & TV - 1

Exercise Science / Health Science - 11

Hospitality - 0

IT / Computer Science/ Cyber Security - 11

Law - 11

Legal Studies/Criminology/ Criminal Justice - 7

Media / Communications / Journalism - 9

Medical Radiations - 0

Medicine - 2

Music - 2

Nursing - 3

Osteopathy - 3

Physiotherapy - 3

Property / Real Estate - 1

Psychology - 5

Science - 11

Sport and Recreation Management - 2

Surveying - 2

Where are they working?

Apprenticeship - 31

Traineeship - 0

Pre-apprenticeship course - 1

ADF - 1

Unknown - 6

Non-apprenticeship/Working - 6

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	535	63%
	Year 9	560	55%
Numeracy	Year 7	568	88%
	Year 9	584	80%
Reading	Year 7	548	79%
	Year 9	578	75%
Spelling	Year 7	538	73%
	Year 9	570	79%
Writing	Year 7	553	76%
	Year 9	585	72%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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	31
VCE Completion Rate	99%
VCE VM Completion Rate	96%
VPC Completion Rate	*

*Data not reported for 2024 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.

Post-School Destinations as at 2024	
Tertiary Study	181
TAFE / VET	28
Apprenticeship / Traineeship	31
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	13

Student Wellbeing

Goals & Intended Outcomes

The 2022-2026 Strategic Plan prioritises care and wellbeing by:

- Creating a safe, inclusive environment for student success.
- Promoting student leadership and incorporating their feedback.
- Enhancing wellbeing through respectful relationships and restorative practices.
- Further Integrating the 11 Child Safe Standards in 2024.
- Maintaining a Child Safeguarding register for safety measures.
- Using data to support students of concern and improve academic and wellbeing outcomes.
- Implementing the mobile phone policy for online safety during school hours.

Achievements

- A night featuring indigenous voices included a panel of representatives who presented to a large gathering of current parents, staff, students, and friends of the College.
- External facilitators were used to support the SEL programme across all year levels. Sessions included 'Smashed – Alcohol Education', 'Backflips against Bullying', 'Show some Respect', and Elephant Education.
- Man Cave offered a parent information night to support their presentations at various year levels.
- Parent information evenings focused on supporting the renewed emphasis on the Belong, Believe, Become philosophy.
- In-person community events supported the transition of the Year 7 cohort, such as the Mother and Son evening and Male Mentor Night.
- Work was embedded 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 was embedded in line with the positive relations policy.
- All staff completed eLearning modules on Child Safety and Mandatory Reporting. Staff undertook training on Child Safe Standards, including general training for all staff and specialised training for CPOs.
- CCYP provided training on reportable conduct for CPOs.
- A student-led safety committee was established to facilitate student voice around key child safety and wellbeing concerns.

- The Child Safety tile on MySBC was updated to ensure all community members have access to key resources and know how to seek help.
- The pastoral programme was embedded to include relevant child safety lessons as per the child safety standards.
- A student LGBTQIA+ working party was formed to review policy and prepare resources to be shared with peers.
- Students reviewed and embedded the 'student-friendly' policies on child safety and raising concerns/complaints.

Value Added

In 2024, school activities returned with increased opportunities across sports, musical performances, debating, public speaking, and book clubs. Domestic trips included Daly River and Lake Mungo immersions, while overseas trips featured an Italian language tour and planning for European History and Japanese Languages tours in 2024. Student voice featured prominently, both in terms of informing policy as well as behaviour guidelines. Class captains were appointed for each homeroom as part of increasing the reach of the student council. The peer mentoring program was implemented where Year 11 students have been trained to mentor Year 7 students

Student Satisfaction

MACSSIS 2024 identified rigorous expectations and student safety as our highest scoring areas. Our College exceeded average scores in learning disposition and enabling safety. Year 7 students matched or surpassed MACS averages in all measures.

In the recent MACSSIS 2024 evaluation, it became evident that our institution has set a high standard in terms of rigorous expectations and prioritising student safety, as these were our top scoring domains. Our commitment to fostering an environment conducive to learning is reflected in our exceptional performance in learning disposition, where we consistently outstripped the average scores across comparable institutions.

Additionally, enabling safety—an area crucial to the well-being and security of our students—has been another domain where our college excelled significantly above average benchmarks.

Moreover, it is noteworthy that our Year 7 students demonstrated remarkable achievements by not only meeting but also sometimes surpassing the average metrics set by MACS in every evaluated measure.

This accomplishment underscores the effectiveness of our educational strategies and the robust support systems we have in place for our younger cohort. It highlights the

comprehensive nature of our curriculum and the proactive engagement of our educators, both instrumental in guiding our students toward academic excellence and personal growth.

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. Homeroom Teachers and Year Level Leaders identify ongoing non-attendance patterns. Students at risk of school refusal or avoidance are discussed at Student of Concern (SOC) meetings, with support plans implemented in liaison with the college counselling team. External agencies such as the Royal Children’s Hospital Travancore Unit, Orange door and Orygen Youth Health are referred to as required. SBC ensures that students can still access the curriculum if health circumstances do not permit them to be here in person.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	93.7

Average Student Attendance Rate by Year Level	
Y07	90.6
Y08	91.1
Y09	92.9
Y10	91.7
Overall average attendance	91.5

Leadership

Goals & Intended Outcomes

This year we worked with staff whose Position of Leadership tenure was mid cycle or coming to an end. They had the opportunity to complete a 360 degree feedback process, which gave them access to rich data to inform their next steps.

Further to this, the Assistant Principal Data, Research and Professional Development was able to embed the Instructional Coaching Program in 2024. This program allowed him to work with identified staff who are commencing their leadership journeys. The cycle of Coaching allowed discussion of the purpose, goals, and benefits of the coaching model. It supported participants to identify, learn, and improve on their practice.

Graduate teachers continued to be supported by a dedicated mentor as they worked towards the completion of their portfolios for application to full registration. The Assistant Principal – Data, Research and Professional Learning also walked with them as a pedagogical coach and sounding board.

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. These sessions largely used the expertise of staff within the college.

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.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • 88 Staff participated in Professional Learning externally • 154 Staff participated in Professional Learning internally offered <ol style="list-style-type: none"> 1. Internal Professional Learning and Development: Events focused on enhancing professional skills and knowledge, including workshops on mindfulness, resilience, leadership potential, and identity development. These sessions aim to improve teaching practices through the lens of High Impact Teaching Strategies (HITS). 2. Externally Offered Educational Workshops and Subject-Specific Training: Workshops and training sessions tailored to specific subjects, including VCE English Literature Day, VCE Business Management, and specialized teaching methods for VM Literacy. These events focus on curriculum development and teaching strategies within specific subject domains. 3. External Network Meetings and Collaboration: Regular professional network meetings and annual conferences usually targeted towards either VCE or Middle Years Education. These gatherings foster collaboration among educators and professionals to share best practices and updates. 4. Specialized Training and Certifications: Training programs and certifications like Community Surf Lifesaving Certificate, Level 2 AFL Coaching Course, and Wilderness First Aid Refresher Course, User B training for our LEAD team. These sessions provide specialized skills for specific roles and responsibilities. 5. Regular and Ongoing training: Our usual PL requirements in the following fields: Post Grad qualifications in RE studies, First Aid Training, Anaphylaxis 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 2024	154
Average expenditure per teacher for PL	\$333.94

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 2% from 2023;
- An increase of 3% from 2023 to 2024 on the quality of staff collaboration in teams;
- Staff reported an increase of 1% on collective efficacy;

- An increase of 10% on perceptions that the school climate has improved in terms of learning and social cohesion;
- Staff feeling that the quality of relationships between staff and leadership has improved has remained steady;
- An increase of 3 % in staff feeling safe at school, with a 1% increase in the psychological safety felt by staff, and
- An increase of 4% in staff perceptions of the Catholic Identity of the school.

Teacher Qualifications	
Doctorate	0
Masters	26
Graduate	33
Graduate Certificate	6
Bachelor Degree	71
Advanced Diploma	11
No Qualifications Listed	55

Staff Composition	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	140
Teaching Staff (FTE)	130.51
Non-Teaching Staff (Headcount)	79
Non-Teaching Staff (FTE)	70.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Our ongoing commitment to connecting and nurturing our community will be evident as we:

- Deepen our understanding of our community, actively listen to its voice, and appreciate its aspirations to support our young men in achieving their future goals.
- Persist in challenging attitudes, language, and behaviours that undermine gender, race, and sexuality, thereby affirming the value of every individual.
- Maintain proactive engagement and openness with all significant stakeholders to inform college policy and practice.

Achievements

The achievements of 2024 reflect our dedication to community building:

- The Welcoming Community Group hosted several events that fostered togetherness:
 - Year 12 Mother's Day Breakfast
 - Year 7 Special Person's Day
 - Year 12 Graduation Morning Tea
 - Ladies Night celebration
- Opening night gathering for the College Production, involving staff from participating schools, local feeder schools, and event stakeholders.
- A meal gathering for Student Leaders and their families to celebrate their leadership contributions to the College.

Family Voice Parent Group met to inform college decision-making and policy formulation.

Identity and Mission accomplishments were driven by the SBC Social Justice Network, comprising dedicated parents who facilitated community involvement and engagement through regular monthly meetings. These gatherings galvanized support for numerous initiatives, showcasing our dedication to social responsibility and inclusivity.

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

The annual Community Evening, themed "Raising Our Boys To Be Good Men," provided an invaluable platform for dialogue and reflection, facilitated by The Man Cave Organisation.

Collaborations with external entities like Courage to Care and the Wurundjuri Aboriginal Corporation exemplified our proactive approach to diversity and cultural exchange. Engagement with the Upstander Program and consultation with Indigenous communities underscored our commitment to amplifying marginalized voices and fostering meaningful reconciliation, education, and social justice dialogues.

Our engagement with a diverse array 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 our multifaceted approach to advocacy, justice, and awareness-building.

By supporting various initiatives addressing social and cultural issues, St. Bernard's College demonstrates its commitment to nurturing compassionate and socially conscious individuals equipped to enact positive change locally and globally.

In 2024, the Parent Voice Committee continued to empower parents by including them in decisions concerning policy and process at the College, with a particular emphasis on Child Safety.

Old Collegians – Achievements & Reunions in 2024

The Old Collegians oversaw 8 reunions in 2024:

- 1 Year reunion
- 5 Year reunion
- 10 Year reunion
- 20 Year reunion
- 25 Year reunion
- 30 Year reunion
- 40 Year reunion
- 50 & 60 Year reunion

These events attracted significant attendance, with a minimum of 50 attendees at each, and over 100 participants at the 1 Year, 5 Year, and 10 Year reunions.

In terms of events, the group organized:

- Grand Final Lunch 2024 - 100 attendees
- SBOCA Chris Lane Cup Golf Day - 90 attendees at Medway Golf Course, honouring Mr. Chris Lane (2008)
- Deceased Old Collegians Mass - 55 attendees, honouring all Old Collegians and community members who have passed away.
- Initiatives managed by the group included:
- Awarding four SBOCA grants across two categories: Global Gateway and Leadership in Community.
- Providing bursaries for the following 2024 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

The parent satisfaction data showed a significant rise in 2024 with increases in every domain.

- Overall school positive endorsement increased by 10%
- Families' perception of school fit increased by 15%
- Families' perceptions of the social and learning climate of the school increased by 13% to 72%
- Families' perception of student safety increased by 15%
- Families' perception of the communication from the College increased by 15%

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