

2025

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 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 15 May 2026

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

Edmund Rice Education Australia Victorian Schools Limited (EREA VSL) is the proprietor of six Victorian schools, currently serving over 8800 young people across eighteen sites. 2025 has been a year of transformation and growth across each of our school communities. Our shared commitment has been to ensure that the charism of Blessed Edmund Rice is not merely spoken of, but visibly felt in the daily rhythms, relationships, and actions of every school community.

In 2025, we led the development of a values-led roadmap to strengthen our collective action in faithfulness and transformation. Inspired by our touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; and Justice and Solidarity, we have collaborated across our network to shape our vision for 2030. This strategy — developed through deep engagement with leaders, staff, students, and communities across our network — charts a clear course for the next chapter of Edmund Rice education in Victoria. It is organised around three interdependent pillars: Living the Charter through Practice; Aligning Local Identity and Network Strategy; and Stewarding Leadership at Every Level.

We have begun embedding Charter-aligned practices more intentionally across classrooms, leadership, and operations — creating shared language and tools so that justice, Gospel spirituality, and care for the whole person shape what we do, not just what we say. Central to this work is honouring our responsibility to walk with First Nations communities in truth-telling, mutual respect, and healing.

By celebrating the distinctive identity and community connection of each school, we strengthen the coherence and collaboration that allow us to act as a values-aligned network. We continue to support inclusive, locally responsive educational models while investing in shared approaches and improvement strategies that serve every student.

A central priority for EREA VSL is the provision of high-quality education within a safe, supportive and well-governed environment. Robust governance frameworks and effective leadership structures continue to promote student safety, wellbeing, engagement and learning. EREA VSL remains diligent in meeting all relevant legislative, regulatory and policy obligations, particularly those relating to child safety, wellbeing and sound financial management.

Our communities of practice support our leaders across schools to learn with and from one another. I acknowledge with gratitude the dedication and professionalism of our Principals, Leadership Teams, and School Advisory Councils and the ongoing support of our families and the wider community.

Educating young people is a co-responsible task — one shared by every member of each school community. As we look toward 2030, we do so with clear purpose, deep faith, and confidence in the people who bring this strategy to life each day.

Yours sincerely,

Jacqueline Wilton

Chief Executive Officer

EREA Victorian Schools Ltd, Catholic Schools in the Edmund Rice Tradition

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 2025 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 Essendon Football Academy at year's 11 & 12 has seen another partnership with an elite partner deliver programs focusing the business behind one of the prestigious sporting organisations in Australia. The continuation 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 an excellent 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 a number of sports. The embedding 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 "Newsies" demonstrating our students' artistic skills. The St Bernard's Choir, Senior Concert Band, the College Drumline and student-led bands continue to enrich our school culture. A mid-year highlight was the opportunity for our students to perform at the Sydney Opera House.

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 2026, we look forward to the completion of "The Quays" project, with the renovation of 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 will also deliver a fully refurbished 370 seat Performing Arts Auditorium and complete our next 10 year Master Plan.

Further experiences overseas in 2026 will see the annual language tour returns to Japan, the European History tour will again travel in term 3. 2026 will also see the welcome return of a staff visit to Kenya and renew the relationships with schools we fund there.

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 2025, we anticipate even greater achievements and opportunities for growth in 2026.

Dr Michael Davies
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Expand Service Learning, Outreach & Retreats Experiences (Act Local):

Strengthen and embed sustainable local partnerships within the House System, ensuring ongoing opportunities for reflection, action and formation aligned to Justice and Solidarity and Liberating Education Touchstones.

Develop Global Formation Pathways (Think Global):

Progress EREBB initiatives, including continued Global Classroom engagement for South America Immersion and in preparation for Kenya Immersion and investigate On Country experiences.

Enhance Staff Formation in the Edmund Rice Charism:

Provide targeted formation opportunities to support staff in confidently living, modelling and transmitting the EREA Charter and Touchstones in practice.

Strengthen Integration of Identity Pillars:

Further embed Faith, Community, Formation, Learning and Leadership across curriculum, co-curricular and formation experiences.

Refine Identity Team Structure:

Continue to align roles and responsibilities to support strategic priorities, ensuring sustainable, high impact Identity and Mission initiatives.

Achievements

In 2025, St Bernard's College continued to build upon the strong foundations established in 2024 and the post-COVID renewal period, deepening a coherent and lived expression of our Catholic Identity and Mission. Guided by our College motto, Discere et Agere - to Learn and to Do - we remained committed to a Liberating Education grounded in Gospel Spirituality, animated by the EREA Touchstones and responsive to the evolving needs of our community.

A key focus for 2025 was the expansion of transformational Service Learning and Outreach opportunities within our local community. Through strengthened partnerships with organisations such as Helping Hands Mission, West Welcome Wagon, Holloway Aged Care, St Vincent de Paul and Edmund Rice Community Services, students and staff engaged in rich, collaborative experiences that intentionally inform, form and transform the heads, hands,

hearts and habits of all participants. These partnerships have been further embedded within our House System, ensuring sustainable engagement and a continued focus on acting locally in response to community needs.

Complementing this local engagement, the College further embedded Edmund Rice Education Beyond Borders (EREBB) initiatives, strengthening both existing and emerging global formation opportunities. Students and staff actively participated in Global Classroom experiences, engaging with diverse perspectives and fostering intercultural understanding, particularly in areas such as First Nations dialogue and global justice awareness. A highlight of 2025 was the successful implementation of our inaugural South American Immersion, reflecting the depth of preparation and connection fostered through the Global Classroom program. This experience now provides a model for future immersion pathways, including the planned re-establishment of the Kenya Immersion and On Country experiences, deepening our connection to the Edmund Rice story and Charism.

In addition, 2025 saw a continued emphasis on staff formation, equipping all members of staff to confidently transmit and model the charism of Blessed Edmund Rice through the EREA Charter and Touchstones. Professional learning and formation opportunities supported staff in integrating faith, life and culture within their practice, ensuring that Catholic Identity and Mission is authentically lived across all aspects of College life.

Value Added

Throughout 2025, St Bernard's College strengthened the visibility and intentional integration of the five Identity pillars — Faith, Community, Formation, Learning and Leadership — across curriculum, cocurricular and formation experiences. This alignment ensured a unified and intentional approach to shaping an inclusive, faith-centred community grounded in belonging, believing and becoming.

Building upon established Identity experiences within our community, a strategic review of the Identity Team structure was undertaken to enhance opportunities for encounter and formation while also investing in staff development, leadership capacity and sustainability of key initiatives. This has strengthened the College's ability to deliver aligned, impactful Identity and Mission programs that support both local and global engagement.

These initiatives have continued to empower students and staff as people of faith, action and purpose, strengthening their commitment to justice, solidarity and the common good. By fostering meaningful partnerships, global awareness and authentic faith formation, St Bernard's College continues to enrich its Catholic Identity, ensuring our community is well equipped to engage with integrity, compassion and hope in an ever-changing world.

Learning and Teaching

Goals & Intended Outcomes

Building a Strong Culture of Academic Excellence

Throughout 2025, St Bernard's College continued to foster a strong and aspirational academic culture, highlighted by further growth in VCE performance. Improvements in median study scores, along with an increase in high-achieving study scores above 40, reflect the College's ongoing commitment to academic excellence and sustained student achievement.

Strengthening Assessment Practices and Examination Readiness

A continued focus on rigorous assessment and authentic examination experiences has further strengthened academic practices across the College. Common assessment tasks and examinations continue to be refined to ensure strong alignment with the Victorian Curriculum and VCAA study designs, while all examinations in core subjects from Years 7–10 are now blind marked to support consistency and fairness in assessment.

To better prepare students for the expectations of senior secondary study, the College has expanded opportunities for students to experience formal examination conditions that closely mirror VCE processes. Semester examinations for Years 7–11 continue to be conducted under authentic exam conditions, including formal seating plans, invigilation procedures, and designated reading time. In addition, Year 12 students now participate in a comprehensive suite of practice examinations throughout the year, designed to build familiarity with VCAA-style assessments, strengthen examination technique, and increase confidence ahead of final examinations.

Embedding the Able & Ambitious Program

2025 marked the successful embedding of the Able and Ambitious program as a key academic enrichment initiative at the College. Designed to challenge high-achieving students through extension learning, academic competitions, university partnerships, and collaborative opportunities with like-minded peers, the program has continued to promote deeper engagement and academic curiosity among participants.

Following the strong success of the program this year, the College looks forward to expanding Able and Ambitious further in 2026 through the introduction of additional classes, effectively doubling the size of the program and extending these opportunities to more students.

Strengthening Academic Accountability

Throughout 2025, the College implemented targeted measures to strengthen academic accountability and enhance student support. Follow-up processes after interim reports were strengthened, with greater involvement across the pastoral care structure to ensure more consistent monitoring of both academic progress and student wellbeing.

Closer alignment between wellbeing and academic teams has reinforced the connection between engagement and achievement. This integrated approach has improved communication, enabled earlier intervention, and supported more timely and targeted responses for students requiring additional support.

Expanding Global Learning Horizons

The College's tour program continued to expand in scope and impact, providing students with rich global learning opportunities. In 2025, highlights included a South America Immersion Tour in June and a Languages Immersion experience in September, both designed to deepen cultural understanding, language acquisition, and student independence through authentic contexts.

These programs build on the success of previous international experiences and reflect the College's commitment to global citizenship. Through carefully designed immersion opportunities, students are supported to develop intercultural awareness, confidence, and a broader understanding of the world beyond the classroom.

Enhancing VCE Learning Opportunities

In 2025, the College expanded academic support for senior students through the introduction of targeted VCE Masterclasses, delivered by experienced VCE teachers to extend content knowledge and deepen exam readiness beyond regular timetabled classes. In addition, the College engaged former students to provide subject-specific tutoring sessions, fully funded by the College to ensure equitable access. These initiatives provided structured enrichment and personalised support, strengthening student confidence and contributing positively to learning outcomes across VCE studies.

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.

Our goals for 2025 were:

- 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.
- VCE General Mathematics to have 10% 40+ scores
- Continued collaboration with sister schools will support the social and emotional growth and development of boys at St Bernard's College.
- Increase partnerships with external organisations – for example Essendon Football Club (EFCA program)

Achievements

- Achieved median study score of 31
- Overall 8.4 40+ - highest in several years.
- Achieved record median ATAR (78.25)
- Achieved 15% 40+ in General Mathematics
- 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
- Implementation of an SBC instructional model.
- 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.
- Implementation of new SBC Baccalaureate Program with Victoria University for 2026.
- Successful implementation of Able and Ambitious movement to two classes starting in 2026 across Year 7-10
- Consolidated working partnerships with sisters' schools for 2025 initiatives including:
 - Ave Maria College to join with SBC in Baccalaureate program.
 - St Columba's College to joining SBC in Urban Engagement program.
 - Ave Maria College to work with Year 9 cohort for interdisciplinary days.
 - Academy of Mary Immaculate for Urban Engagement program.
- Successful implementation of EFCA program across Year 11-12.
- Continued focus on academic review program to ensure focus on student outcomes.
- Implementation of the VCE masterclass program.

Student Learning Outcomes

The 2025 NAPLAN results show that the majority of students continue to achieve within the Strong proficiency band across Numeracy, Reading, and Grammar & Punctuation, both in Year 7 and Year 9. Longitudinal data tracking students from Year 7 (2023) to Year 9 (2025)

indicates generally stable achievement patterns, with most students maintaining their proficiency level over time. In Numeracy, around seven in ten students were classified as Strong in both year levels, with relatively small proportions requiring additional support. Reading outcomes showed a similar profile, with the Strong band remaining dominant, while a modest increase in students in the Developing category highlights an area for continued focus.

VCE Data 2025

- Median: 31 (same as 2024)
- 40+: 8.4% (+0.4)
- 90+: 26 students over 90 (14.5%)
- Median ATAR - 78.25 (highest ever recorded)
- 85 students (48% of cohort) over 80 ATAR
- 100% SBC Baccalaureate Completion
- 95% VCE VM Completion

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	544	70%	540	67%
	Year 9	563	56%	562	56%
Numeracy	Year 7	576	85%	572	87%
	Year 9	595	82%	590	81%
Reading	Year 7	553	81%	551	80%
	Year 9	577	74%	578	75%
Spelling	Year 7	547	77%	543	75%
	Year 9	568	77%	569	78%
Writing	Year 7	566	79%	560	78%
	Year 9	596	75%	591	74%

*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.

Senior Secondary Outcomes	
VCE Median Score	31
VCE Completion Rate	99.60%
VCE VM Completion Rate	95%
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.

Post-School Destinations as at 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

Strengthen student voice and participation

- Expand the role of the Student Support Group to include structured input into policy review (e.g. Positive Relations, Child Safety).
- Broaden student-led wellbeing and diversity committees with clearer representation across year levels and cohorts.
- Implement regular student feedback cycles (surveys, forums, focus groups) linked to measurable actions.
- Intended outcomes: increased student agency, stronger sense of belonging, improved satisfaction data, and more responsive school practices.

Deepen inclusion and targeted support structures

- Consolidate and expand groups such as LGBTQI+ supports, TOBI sessions, and mentoring programs.
- Strengthen pathways for culturally diverse and vulnerable students through tailored wellbeing and learning supports.
- Embed inclusive practices within curriculum, assemblies, and co-curricular programs.
- Intended outcomes: improved connectedness across diverse cohorts, reduced barriers to participation, and enhanced perceptions of safety and inclusion.

Develop resilience through formative pastoral care

- Embed Social and Emotional Learning and respectful relationships education across all year levels.
- Strengthen Peer Mentorship and challenge-based co-curricular experiences (camps, service, leadership).
- Shift pastoral language and practice toward responsibility, growth, and constructive engagement with challenge.
- Intended outcomes: increased student resilience, improved engagement, and stronger positive learning habits.

Strengthen attendance monitoring and early intervention

- Maintain rigorous same-day follow-up of unexplained absences and consistent attendance recording.
- Enhance data tracking to identify patterns and trigger early wellbeing interventions.
- Strengthen case management linking attendance, wellbeing, and family engagement.

- Intended outcomes: sustained or improved attendance rates, earlier identification of disengagement, and more effective support.

Maintain sustainable and clearly bounded care structures

- Clarify pastoral roles, responsibilities, and referral pathways for staff.
- Provide professional learning on boundaries, escalation processes, and appropriate supports.
- Strengthen partnerships with external agencies where needs exceed school capacity.
- Intended outcomes: sustainable staff workload, clearer systems of care, and appropriate, high-quality student support.

Strengthen family and community engagement in wellbeing and safety

- Increase transparency through regular communication and reporting on wellbeing and child safety.
- Provide parent education sessions on student wellbeing, online safety, and resilience.
- Strengthen engagement in attendance and case management processes.
- Intended outcomes: improved parent partnership, increased trust in school processes, and shared responsibility for student wellbeing and safety.

Sustain disciplined stewardship aligned to wellbeing priorities

- Align resourcing toward high-impact wellbeing, inclusion, and engagement initiatives.
- Ensure programs and staffing are sustainable and evidence-informed.
- Evaluate effectiveness of initiatives annually against student wellbeing and engagement data.
- Intended outcomes: efficient use of resources, sustained program quality, and long-term operational stability.

Achievements

In 2025, the College continued to strengthen student wellbeing and engagement through a coherent, whole-school approach grounded in child safety, inclusion, and student voice. Clear progress was made against intended outcomes, particularly in embedding a culture of safety, respect, and belonging. Child safety remained a visible and central priority, reinforced through its inclusion as a standing agenda item across leadership and staff meetings, and supported by targeted professional learning to ensure all staff and volunteers maintained a strong understanding of their safeguarding and mandatory reporting obligations. The ongoing refinement of Child Safeguarding Risk Registers, endorsed by the Board, alongside the implementation of contemporary tools such as Child Link and the Purview online safety platform, contributed to a proactive and responsive approach to risk mitigation. These strategies have enhanced both preventative practices and the College's capacity to respond effectively to emerging concerns.

A key achievement in 2025 was the strengthening of student voice and participation as a protective and engagement strategy. The Student Support Group continued to provide a meaningful forum for students to contribute to safeguarding discussions and initiatives, reinforcing a culture of shared responsibility. Complementing this, the Peer Mentorship Program expanded opportunities for connection across year levels, supporting younger students' transition and fostering positive relationships built on trust and respect. Student-led wellbeing and diversity initiatives, including committees and advocacy groups, further empowered students to shape their school environment, promoting agency, leadership, and a strong sense of belonging.

The College also maintained a strong focus on value-added curricular and co-curricular opportunities that promote wellbeing, positive learning habits, and alignment with school values. Structured Social and Emotional Learning programs were delivered across year levels, supporting students to develop resilience, emotional awareness, and respectful relationship skills. Wellbeing and Diversity Weeks, alongside targeted assemblies and external programs such as Courage to Care, provided additional platforms to explore themes of identity, empathy, and ethical responsibility. These experiences were complemented by the integration of respectful relationships education and explicit teaching of positive learning behaviours, helping students to engage more purposefully in their academic and personal development.

Significant progress was also evident in advancing inclusion and supporting diverse student cohorts. In 2025, the College continued to embed policies and practices that support LGBTQI+ students, culturally and linguistically diverse learners, and other vulnerable groups. Dedicated support structures, including LGBTQI+ student groups, TOBI lunchtime sessions, and participation in inter-school Rainbow Alliance networks, enhanced both visibility and connection for students of diverse identities. These initiatives were supported by ongoing staff professional learning focused on gender, identity, and contemporary understandings of adolescence, ensuring that teaching and pastoral practices remained informed, responsive, and inclusive.

Student support structures were further strengthened through the integration of targeted groups and informal connection opportunities designed to promote engagement and wellbeing. These initiatives contributed to a more inclusive environment in which students felt safe to seek support and build positive peer relationships. The emphasis on relational safety, supported by mentoring, peer programs, and staff engagement, has been a critical factor in improving overall student connectedness and engagement with school life.

Engagement with families and the wider community remained an important component of the College's child safety and wellbeing strategy in 2025. Communication with parents and caregivers was prioritised through transparent processes and regular updates, reinforcing shared responsibility for student wellbeing. Opportunities for community engagement, combined with clear reporting to the School Advisory Council, ensured that child safety practices were both visible and accountable. This collaborative approach has strengthened

trust and partnership, supporting a consistent and informed approach to safeguarding across the College community.

Collectively, these strategies and initiatives have contributed to measurable improvements in student wellbeing, engagement, and participation. The integration of student voice, inclusive practices, and robust child safety frameworks has enabled the College to maintain a safe, supportive, and forward-looking environment, responsive to the evolving needs of its students in 2025.

Value Added

In 2025, the College strengthened student voice and inclusion through a broad range of curricular and co-curricular initiatives designed to enhance wellbeing, engagement, and belonging. Student participation was central, with the Student Support Group and student-led wellbeing and diversity committees providing authentic opportunities for students to influence decision-making and contribute to a safe and inclusive school culture. Peer Mentorship programs further supported connection across year levels, reinforcing positive relationships and a shared sense of responsibility.

A diverse suite of activities supported these outcomes. Within the curriculum, Social and Emotional Learning programs, respectful relationships education, and the integration of ICT through platforms supporting online safety and collaboration promoted positive learning habits and student agency. Co-curricular opportunities, including school camps, excursions, health and fitness programs, and outdoor education experiences, strengthened resilience, teamwork, and engagement. Music, drama, and cultural programs provided creative outlets and avenues for student expression and inclusion.

Targeted initiatives, such as LGBTQI+ support groups, TOBI sessions, and participation in inter-school alliances, ensured that diverse student voices were represented and supported. Whole-school events, including Wellbeing and Diversity Weeks and assemblies, reinforced key values of respect, inclusion, and belonging across the College community.

Student Satisfaction

In 2025, student satisfaction data and feedback processes indicate continued improvement in key areas of wellbeing, connectedness, and inclusion. Student voice mechanisms, including the Student Support Group and student-led wellbeing and diversity committees, have contributed to a stronger sense of agency and belonging. Feedback suggests that students increasingly feel heard in matters relating to safety, identity, and school culture, reflecting a positive shift from previous years where opportunities for structured input were more limited.

Student connectedness has improved, supported by the expansion of Peer Mentorship programs and inclusive co-curricular opportunities. These initiatives have strengthened relationships across year levels and contributed to a more cohesive school environment.

Participation in targeted support groups, includingGBTQI+ initiatives and TOBI sessions, has further enhanced perceptions of inclusion, particularly among students from diverse backgrounds.

In relation to bullying management and overall safety, there is evidence of increased student confidence in the College’s processes and responsiveness. The visibility of child safety strategies, alongside consistent staff training and communication, has supported a safer and more transparent environment. Whole-school initiatives such as Wellbeing and Diversity Weeks and Social and Emotional Learning programs have reinforced respectful behaviours and contributed to improved overall student wellbeing and satisfaction compared to previous years.

Student Attendance

In 2025, student attendance remained a key indicator of engagement and wellbeing, with the College maintaining consistent and accurate processes aligned with the Victorian School Attendance Guidelines. Attendance was recorded daily on student files through the College’s student management system, ensuring compliance with regulatory requirements and enabling timely monitoring of patterns and concerns. Overall attendance data indicated stable engagement across the year, with improved consistency observed among cohorts supported through targeted wellbeing and mentoring initiatives.

Non-attendance was actively managed through a structured and responsive process. Unexplained absences triggered same-day communication with parents or guardians, typically via automated notification followed by direct contact where required, ensuring that all absences were accounted for as soon as practicable. This approach applied consistently across all year levels, including post-compulsory aged students. Ongoing or emerging attendance concerns were escalated through wellbeing and leadership channels, incorporating case management, family engagement, and, where appropriate, external support services.

Responsibility for monitoring daily attendance sat with Homeroom teachers as the first point of record, supported by Year Level Leaders and the Wellbeing Team, with oversight from College leadership. This layered approach enabled early identification of patterns, timely intervention, and alignment between attendance, wellbeing, and student support strategies.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	90.48

Average Student Attendance Rate by Year Level	
Y07	90.6
Y08	91.07
Y09	92.86
Y10	91.66
Overall average attendance	91.55

Leadership

Goals & Intended Outcomes

In 2025, St Bernard's College continued to deepen the formation of all its staff in ways that intentionally integrate spiritual formation, contemplation and action. Through structured formation opportunities staff were supported to grow as reflective practitioners who understand their work as vocation.

Formation did not sit apart from practice but was intentionally connected to classroom experience with opportunities for local and global immersions such as Urban Engagement, ERBB and EREA Global Communities. These experiences invited staff and students alike to live out the Edmund Rice charism through ensuring faith, justice and solidarity are expressed through meaningful action.

Alongside spiritual and identity formation, the College continues to strengthen clarity and coherence in learning through the consistent enactment of the St Bernard's Instructional Model. By prioritising explicit instruction, shared language and high-impact teaching practices, graduate teachers have been supported by VIT Mentors and instructional leaders to refine pedagogy and improve student outcomes, particularly through increased extension and challenge via Able & Ambitious pathways.

A dedicated Middle Leaders Goal Setting Day at the start of the academic year continues to build leadership capacity, with the purpose of aligning team goals with whole-school priorities and ensuring middle leaders are confident, purposeful and supported in leading improvement within their domains.

A key priority for 2025 was the further development and embedding of operational excellence through clarity of roles, structures and expectations, enabling staff to focus on the core work of teaching, formation and relationships.

This includes the review of our completed Narragunnawali Reconciliation Action Plan, informed by the Fire Carriers program, as a tangible expression of the College's commitment to reconciliation and culturally safe practice.

Together, these initiatives we believe, have reflected a school community that was deliberately connected, well-led and bold in its pursuit of excellence – forming young men and educators who are grounded in faith, committed to justice, and confident to act with purpose in the world.

Achievements

Achievements in 2025 include:

Identity Team

A review of the structure and purpose of this team was conducted, which led to an expansion of its membership for 2026. The introduction of a Dean of Identity and five (5) House Guardians will support the work of this team as they continue to embed House identity in the college. It has also created one upper Middle Leadership position for staff to consider, as well as five entry level positions for staff aspiring to leadership but still early in their careers. The aim of college leadership is to support young and aspiring leaders in their leadership journey through a structured and clear role, with support from experienced mentors.

Service learning – House affiliation

As a result of the review of the composition of the Identity Team and its expansion into 2026, work has been completed in 2025 to link House groups with specific external groups and create an ongoing relationship of support. This will allow the plan for Service Learning to be implemented in 2026.

VIT Mentors

The College recognises the importance of graduate staff entering the profession and the supports that need to be provided in order for them to find their place, develop their craft and feel confident and competent in their progression through the profession. We had assigned again for 2025 an experienced staff member to work with graduate teachers across the year on:

- The development and completion of their portfolios to move to full registration
- Instructional pedagogy
- Behaviour management
- Being a sounding board for things that pop up.

All graduates who chose to complete their portfolio in 2025 completed this successfully and moved to full registration with VIT.

Development of staff formation in the areas of spiritual formation, contemplation and action

Through the work of the Identity Team and senior leadership, staff had various opportunities to engage in sessions that promoted this area. Staff led prayers on a Friday morning exposed staff to the Edmund Rice story and charism, as well as experiences that deepened a lived experience of our four Touchstones. Staff Spirituality Day and Monday professional learning sessions, facilitated by by in house and external leaders, provided further contexts for staff to engage in. This has all been recorded and hours go towards Teacher Accreditation to teach and lead in a Catholic school.

Local and Global communities

Staff across the college have shown leadership in their development of, involvement with and contribution to growing both local and global experiences that enliven the four Touchstones. Urban Engagemenet Program at Year 9 continues to grow and ERBB supported string exchanges between staff and students from St Bernard's college with schools in Argentina.

Instructional teaching and learning model

The model which was introduced in 2025 was supported in its implementation through Professional Learning sessions each Monday across the year. From a range of staff running Master classes on particular approaches eg Thinking Routines from Harvard School, to Action Research groups developing, implementing and building resources as a result of investigating their particular Action research question, the document has become a living guide for teachers.

Middle leaders goal setting day

Conducted at the start of the year, this day continues to build the capacity of the Middle Learning Leaders as they articulate the goals and strategies for the upcoming year. It challenges them to do a deep dive into available data, have conversations with their teams as they evaluate past approaches adn plan for future improvements.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>Events focused on enhancing professional skills and knowledge, including but not limited to</p> <ul style="list-style-type: none"> • Compliance training – Child Safety, HR, including themes such as Discrimination; Harassment and Bullying, Whistleblower Training, Complaints Processes, Internal grievances. • Network meetings – ACC Director of Sport, ACC DP, DP EREA VSL • Surf lifesaving certification updates • Lifesaving Victoria certification update • Subject specific PL – ACHPER. Home Economics Victoria, MAV, Meet the Assessor, RASNET, STAVCON, VCAA Exam Marking, VATI • Careers Network meetings • Lawsense days • MacqLit PD • EREA Formation – A call to participation • Nurses network meetings • HR Network meetings • Safe Use of Machinery training 	
Number of teachers who participated in PL in 2025	164
Average expenditure per teacher for PL	\$177.84

Teacher Satisfaction

With a total headcount of 142 (teaching) and 84 (non teaching), the movement of staff out of the college at the end of 2025 was quite low. Sixteen staff left at the end of 2025, comprising 11 teaching staff and 5 Educational Support Staff. Of the staff who have left the following can be noted.

Of the 11 Teachers who moved:

- 2 moved into retirement
- 3 changed school into a higher leadership position
- 1 left teaching and moved into a new industry
- Others moved to new schools closer to where they live

Of the 5 ESS staff who moved:

- 1 resigned to travel with partner
- 2 were AFL Trainees who moved into study after the GAP year

- Others were short term contracts that were not renewed as substantive staff were returning to the position.

Teacher Qualifications	
Doctorate	2
Masters	70
Graduate	42
Graduate Certificate	8
Bachelor Degree	121
Advanced Diploma	7
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	138
Teaching Staff (FTE)	129.15
Non-Teaching Staff (Headcount)	84
Non-Teaching Staff (FTE)	75.88
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

A resurgence of the patronage and involvement of Parent welcoming committee saw many events at the College. Induction Ceremony for the Year 7 cohort, the Valedictory events for the Year 12 bookend the year with many events interspersed throughout the year. Examples of this include Male Mentor night, parent morning teas, Mother's Day breakfast, Ladies Night and the Gala dinner

A renewed engagement in the Social Justice committee saw an increase in the number of parents engaging with social justice and the number of events and service opportunities that were offered.

- 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

Our students have participated 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, and St Alban's tutoring. These initiatives underscore our community's commitment to supporting those less fortunate.

Our local partnerships have increased to include:

- Helping Hands Mission
- Holloway House Aged Care
- West Welcome Wagon (aligned with Asylum Seekers Resource Centre)
- Edmund Rice Community Services - Mindalk Primary School & Kings Park Community Centre (St Albans tutoring)
- St Vincent de Paul Western Soup Van
- Les Twentyman Foundation
- CARITAS Australia
- Friends of Steel Creek

The College continues to support Old Collegians and their families in times of deep crisis. Staff are deeply connected to the community and presence at funerals and at time of need is considered the norm. Families of current and former students are greatly appreciative of the role of the College in supporting them in time of grief, attending celebrations of life or hosting funerals at the College. Each year the College hosts the Deceased Old Collegians Mass giving time for families to come together to remember their loved ones and support the newly bereaved.

Our relationship with our sister schools, Ave Maria College and St Columba's College, goes from strength to strength. Connections are made through events such as the Year 9 play with Ave, the whole school Musical with St Columba's, the Marby 150, interdisciplinary days with Ave, the Urban experience. The involvement of our Alumni in fundraising activities is a source of pride for the College. Of note is the 500 club- a group that donates extremely generously to the Rueben Centre in Nairobi, Kenya.

Throughout 2025 we have codesigned a Primary School Music program initiative with our Partner Primary Schools whereby we will host students at SBC to form a choir, a big band, a string ensemble and guitar ensemble.

The College has made substantial strides in building safe and inclusive communities through a whole-school approach that integrates wellbeing, student voice, and community partnership. Initiatives such as Wellbeing and Diversity Weeks, targeted assemblies, and structured Social and Emotional Learning programs have normalised conversations around safety, respect, identity, and belonging.

Parent Satisfaction

Parent satisfaction remains strong and continues to grow, reflected in increased participation across key engagement opportunities within the College. This includes strong and sustained involvement in parent-teacher interviews, parent information evenings, and community events, all of which support meaningful partnerships with families and contribute positively to student outcomes. There has been a notable increase not only in the number of opportunities

provided, but also in repeat engagement, indicating a deepening connection with the College community. Attendance at events has grown, alongside increasing participation in fundraising initiatives, with more families actively contributing and higher levels of funds raised in support of both charitable causes and College priorities. Collectively, these indicators reflect a community that is increasingly connected, engaged, and invested in the life and direction of the College.

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