



St Bernard's College Essendon

2021

Annual Report to the School Community



Registered School Number: 1471

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Minimum Standards Attestation

I, Michael Davies, attest that St Bernard's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools,

except those aspects of the governance minimum standard and of the Ministerial Order 870 which are the responsibility of the governing body of St Bernard's College, in respect of which the Board of the Trustees of Edmund Rice Education Australia is undertaking work to ensure compliance.

25/03/2022

NOTE: The School's financial performance information has 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

Governing Authority Report

St Bernard's College is governed by Edmund Rice Education Australia (EREA). Inspired by the charism of Blessed Edmund Rice, EREA is a Ministerial Public Juridic Person within the Catholic Church, charged with the trusteeship and good governance of St Bernard's and more than 50 other schools and flexible learning centres throughout Australia. The core vision and mission for EREA schools is contained within its Charter (2017), a copy of which can be found on the EREA website, <http://www.erea.edu.au>.

Our College Vision

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.

Strategic Priorities

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

INNOVATIVE

Fostering a courageous learning community committed to excellence.

EMPOWERING

Forming inclusive and compassionate young men.

HOLISTIC

Educating and developing the whole person.

JUST

Working towards a better world for all.

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 more than 1400 young men from Year 7 through to Year 12. 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.

Goals

Education in Faith

- That a culture of informed participation in opportunities for personal spiritual development and faith formation, interfaith dialogue, liturgical celebration, Christian service and action for social justice, characterises the College.
- Reinterpret the Catholic tradition within the context of contemporary culture.
- Encourage Christian spirituality marked by solidarity.
- Develop a more post-critical or symbolic belief style among students.

Learning and Teaching

- That all staff are active members of the St Bernard's professional learning community.
- That literacy and numeracy skills will improve.
- That boys will develop into engaged, self-motivated, cooperative and independent learners.
- Provide mechanisms and support to facilitate the ongoing learning of all teachers in the application of a range of effective pedagogical practice.

Student Wellbeing

- That students feel safe and connected to peers across the school, allowing each individual to grow to manhood.
- Develop a shared understanding of wellbeing that makes explicit the importance of relationships, belonging and the links to learning, engagement, personal responsibility and educational excellence.
- Explore and refine processes and structures that lead to greater consistency of practices to support student wellbeing.

Leadership and Management

- To articulate the vision and mission of St Bernard's through a shared common language.
- That the alignment between the vision and the life of the College is strengthened.
- Ensure there are constant linkages back to vision and mission in every College initiative and action.

School Community

- To ensure all sectors of the St Bernard's community are represented, feel welcomed, valued and have a voice.
- That participation and involvement with the families, parish, alumnae and wider community continues to grow.
- Continue to strengthen community connectedness and partnerships.

Principal's Report

At St Bernard's we have deliberated over some key virtues that we want all our young people to possess as they conclude their time at our College. We want our young people to be in possession of the three R's: we want them to be Resilient, Resourceful and Respectful. As 2020 has rolled through to 2021 and the Global Pandemic has again had such an impact on our community it has been evident that the three R's are not only much needed but have been displayed time and time again by our students, staff and families. These identified, called for and build throughout a student's journey through our college as they first learn to Belong in years 7 and 8, Believe what is possible of them and visualise the best version of themselves so that they Become that person as they transition through Years 11 and 12.

Much has been said decrying the loss of opportunity and connection during this year of cyclical lock down, but I see time and time again the strength of our community, the individual and the whole, shine through in many aspects of college life.

As a College inspired by the Charism of Edmund Rice our faith life has been a cornerstone and strength for us all. We continued to offer a liberating education, based on Gospel spirituality within an inclusive community committed to justice and solidarity. The spirit is alive and well at St Bernard's and a testament to the richness of opportunity there is to express it in so many ways.

We engaged our entire community in the EREA renewal process this year building and informing our new strategic plan that will come into effect in 2022. Hearteningly, our review was glowing and paid credit to how we as a community work for the betterment of our young men. To quote from the report: "The students, parents, Support Staff, Educational Support Officers, Teachers, Middle Leaders, Leadership Team, the College Board and the Principal of St Bernard's College are to be commended for the commitment that is made daily to the realisation of an authentic, innovative learning community. This has been clearly articulated in the words, views, actions and challenges presented by each group as well as in the dynamic activity of classrooms and other areas of College life".

In another year of disruption, it has been gratifying to see the musicians, actors, and debaters still in action if not to the extent we would have hoped for. It was telling for me to hear a Year 12 student reflect on the past two St Bernard's St Columba's musicals. He reflected that even though they had not given the performance in front of a crowd he took with him all the technical learnings the great relationships he had built with the other cast and support crew.

Whilst caught in 'the bubble' it would be easy to forget the great experiences our students have had when given the chance to experience our Santa Monica Campus. Although interrupted by lockdowns, it was gratifying that most of our students in year 9 had the chance to experience this time away from the comfort of their own homes and learn to live in community whilst enjoying our Santa Monica program.

Making the most of a gap between lockdowns, our senior students took the chance to experience an indigenous immersion in Cape York. An experience of immersion is life changing and at St

Bernard's we have a great history of building and strengthening relationships with communities all over the world. This year's Australian based indigenous immersion I feel gives a great blueprint for us to follow over the next few years given the uncertainty of overseas travel.

Celebrating senior premierships in Cricket, Lawn bowls, Football and Soccer were absolute highlights, and our congratulation goes to the fine sportsmen and coaches who represented the College so well. Notwithstanding this excellence, the absolute strength of the College was with the degree of engagement and the level of sportsmanship that each young person displayed when representing the College. With extra teams in most sports at Years 7 and 8 more students than ever had the chance to represent the College in ACC sport a tremendous indication of the pride our young people show in our College and their drive to test themselves.

I read a quote by Onyi Anyado, the entrepreneur and author that encapsulates for me the mindset of the College Captains and Student Council Members. He wrote that "Serving my generation with excellence will in turn mean my generation can lead with excellence." I can say most definitely that Our College Captain Joel Saxton, Deputy Captains, Adrian Iaria, Archer Hoban, Liam Bui and Max Johnston and all badged leaders have served with absolute excellence during 2021.

I have the great joy of serving at the College with outstanding colleagues. I am extraordinarily proud to witness their hard work, care and professionalism on a daily basis. In of face-to-face teaching and remote learning my teaching colleagues have the care of our students at the front of their mind. Always seeking to extend our young men in careful and considered ways, my colleagues have proven themselves to be absolute expert in drawing the best from our young people for them to become the best versions of themselves. My exceptional colleagues who work in Educational support roles have likewise be supremely adaptable and agile in their work during the year. The cohesive nature of the work between teaching and non-teaching staff at St Bernard's is truly remarkable and a clear indication that we all have the students at the centre of all we do.

In a year that continually called for reaction to changing circumstance and clear leadership I could not have asked for more from the Senior Leadership Team at the College. Our Senior Leadership, Ms. Therese Wilson, Mr. Clive Haese, Mr. Mark Reedy, Mr. Nicholas Smith, Ms. Christine Shannon and Mr. Stephen O'Shea worked assiduously to make sure that students, staff, and our wider community were informed, cared for and engaged. They worked very long hours and to very short times lines to ensure our school functioned at its optimum level as the sands shifted in another covid affected year.

The commitment of our School Advisory Council under the leadership of our Chair Nikki Deighton was again valued most highly as we traversed a time of change and uncertainty. As we continued to run the day-to-day activity of the College, the School Advisory Council continued to give greatly valued wise counsel and support.

All our other associations, Parent Enrichment Network focusing on our liberating education, the Welcoming Committee with an inclusive community, the Social Justice Network encapsulating a

gospel spirituality whilst acting with solidarity and justice. Our SBC Old Collegians, our Foundation and many Old Collegians sporting organisations continue to contribute to the great richness of our community.

So, as we conclude the year, and we look forward to 2022 we are thankful for all we have achieved together as a community. We continue to marvel at the individuals our young men become as they move into the world beyond St Bernard's and look forward to the impact and influence they will have on our world as men of faith and hope inspired by the Charism of Edmund Rice.

School Advisory Council Report

In 2021, the 'Board' of St Bernard's College transitioned to a School Advisory Council. As part of a governance review by EREA, the College School Advisory Council's role is to provide strategic advice to the Leadership Team, and to particularly focus on risk mitigation and child safety.

The St Bernard's College School Advisory Council benefits from a diverse range of skilled and professional volunteers who are leaders in their industries and who are committed to positive outcomes for the College and our boys. Along with Deputy Chair Peter de Leur, the SAC sub-committees are expertly led by Nicole Hornsby (Finance), Chris Chetcuti (Governance and Risk), Justin Noonan (Building and Property), with the Advisory Forum SAC representative Karen Fogarty. I would also like to acknowledge the input of Greg Hughes, Jack Pell and Pauline Duggan through their sub-committee and SAC involvement.

We thank every volunteer giving selflessly of their time across the College for currently enrolled boys, old boys and the students of our future; those on the Parent Engagement Network, the Social Justice Network, the Welcoming Committee, the Education Foundation and the Old Collegians. This volunteerism sets SBC apart - an exemplary sense of giving and community.

In 2021 we introduced an Acknowledgement of Country to every formal SAC meeting - as we learn and live to walk together with respect and understanding towards Reconciliation. We held a Strategic Planning Day to help inform aims for the College moving forward. Child Safety continues to be at the forefront of our thinking - we view every decision through this lens and this is reflected in how we structure our meetings and the processes and protocols we have put in place around the advice we give the College Leadership team.

In 2021, the College was the grateful recipient of a \$1m grant from the State Government towards our Senior building - the foundations for which were dug in December. Over the coming months you will see the building take shape as an architecturally significant education space for our boys in their senior years.

Education in Faith

Goals & Intended Outcomes

Goals

To nurture our Inclusive Communities understanding of Catholic Identity through developing their capacity to engage in and model the religious traditions, values, stories and rituals expressed through the Catholic Church and the charism of Edmund Rice Education Australia. Such an expression should be transmitted through each member's ability to model a life of faith and affectively apply faith expressed in their lives.

Intended Outcomes

Through exploring expressions of faith and applying opportunities to express this faith and Catholic Identity within both individual and college life, the college aimed to continue to cultivate a culture of prayer, worship, shared experiences and religious dialogue via multi-modal delivery within all aspects of College life.

Enhancing both cognitive and affective opportunities to engage the communities heads, hand, hearts and habits enhances our ability to foster an authentic Liberating Education linking Gospel Spirituality and Justice and Solidarity into spiritual and faith formation in conjunction with educational outcomes. Providing authentic transformative experiences invites all member of our Inclusive Community to participate in all aspects of college life as informed participants.

Facilitating such opportunities for authentic personal spiritual and faith formation, servant leadership, service learning, social justice initiatives, inter-faith and cultural dialogue and liturgical celebration is central to developing our College's Catholic Identity and continues to be a central tenant that characterises our community.

Achievements

- Our re-imagined Year 7-12 Student Leadership Model provided significant opportunities to enhance student voice and leadership throughout the College. This in turn lead to over 70 applications for Student Council in 2022, tripling the amount of nomination from 2020. Further, developing students understanding of servant leaders and promoting holistic student voice is a key priority in 2022.
- Fr Frank Moloney lead our weekly community Mass in conjunction with the help of our Parish Priests prior to COVID. Liturgies and Gospel reflections we moved to an online platform on a Wednesday and Sunday with students, teachers and musical staff participating in these online celebrations.
- Our EREA review provided our community with affirmations regarding the holistic development our college provides in nurturing our students. A number of recommendations were made in order to align and sustain these spiritual and faith formation opportunities within our college. These will be developed and articulated through the development of a Mission and Identity Plan.

Major recommendations for future years

- Develop a Mission and Identity Plan for St Bernard's College.
- Develop a Staff Professional Development Plan to support MACS revised Professional Standards.
- Further development of our Reconciliation Action Plan.
- Develop Identity Team portfolio duties and responsibilities. Supporting the team's formation to implement and apply their portfolio objectives whilst forming the capacity of these team members of curricular and extracurricular activities.
- Explore the faith dimension of the Santa Monica experience.

VALUE ADDED

- Despite the challenges of COVID-19, we managed to re-imagine, develop, and deliver the majority of significant key cultural and liturgical events and celebrations throughout 2021 either face to face, online or a merging of these two delivery platforms. Providing such opportunities is central to developing and nurturing the communities sense of Catholic Identity, despite the challenges at time of isolation, thus enhancing opportunities of an inclusive community connectedness.
- School-based Year 11 and 12 Religious Education programs enabled every student in every pathway the opportunity to enhance their faith and spiritual development. The pilot Yr 11 Community Service VET certificate aligned with a Catholic Social teaching pedagogy enabled 50 students to live out their expression of faith within this applied learning curriculum. The number have increased significantly in 2022, with VET Community Service being implemented into the VCAL and Baccalaureate pathways.
- Despite the challenges to travel, our Indigenous cultural immersion for Year 11 to Cape York went ahead with Salesian College Chadstone. 2022 will see Students at Year 10,11 and 12 offered the opportunity to participate in an Indigenous cultural immersion to Arnhem Land with an eye to the future to reconnect with Daly River and Lake Mungo in 2023.
- Our Retreats program was redeveloped and delivered despite the challenges COVID posed. Planning in to Retreat program will be a major goal in 2022 to align and support the Religious Education program, again offering affect opportunities to nurture spiritual and faith formation with our student body.

Learning & Teaching

Goals & Intended Outcomes

Goals

In 2021, a priority was to re-engage our students with face-to-face learning and bringing the community back together. As the year progressed and we moved into online learning once more, these goals had to pivot. Maintaining a dynamic and engaging curriculum in this second, extended remote phase was a priority. Despite the changes to classroom environment, the goal was to use our curriculum to develop resilient and independent learners with the ability to communicate and collaborate. Our focus on pathways is at the forefront and we aim to foster an environment where all students can work towards selecting educational pathways and subjects based on their unique skills.

Intended Outcomes

- To improve student engagement, which will be seen in improved approaches to learning data presented in formal academic reports
- To increase pathway options for students, especially in applied learning.
- To develop and strengthen our relationship with a tertiary institution, such as RMIT.
- VCE study scores equal to or above 40 will increase.

Achievements

- Continued to embed Microsoft Teams with staff deliver to curriculum during long periods of remote learning.
- Successfully weathered extensive periods of remote learning, maintaining a focus on developing student understanding of key concepts while keeping student wellbeing at the forefront of all activities.
- Use of MySBC Learning Management System to provide a continuous reporting system for parents.
- Maintained the process of formalised after school tutorial assistance for junior students
- Use of professional learning teams to act as a process for staff development.
- Enhanced the comprehensive mentoring process used to guide Year 10 students as they select subjects and pathways into Year 11 and 12.
- Development of relationships with tertiary institution, RMIT to pilot a bespoke Baccalaureate program for a group of Year 12 students.
- Developed a data dashboard to track student learning. Worked with staff during the year to build capacity to use this dashboard to inform their teaching practice.
- Piloted a Year 10 Applied Learning pathway to support students thinking about entering VCAL in 2022.
- Diagnostic career pathway testing was introduced for all students in year 10, using it to support our young men to make informed decisions about subject selection moving into VCE.

STUDENT LEARNING OUTCOMES

Curriculum structure and teaching practice are subject to annual reviews during Term 4, under the guidance of Key Learning Area Leaders as they prepare for the coming year. A whole school curriculum mapping review is completed by the Curriculum Leadership Team every four years, to ensure that programs continue to reflect VCAA guidelines. The next whole school review is due to occur in 2023.

In this report data will be presented from the NAPLAN 2021 as well as a reflection of the VCE scores from the class of 2021.

NAPLAN data

Whilst the NAPLAN did not take place in 2020, testing did occur in 2021 and the results gave some key information regarding how the students at St Bernard's are progressing in their studies.

St Bernard's NAPLAN scores remain below average compared to like schools

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	554	526	556	535	579
Year 9	581	550	581	576	592

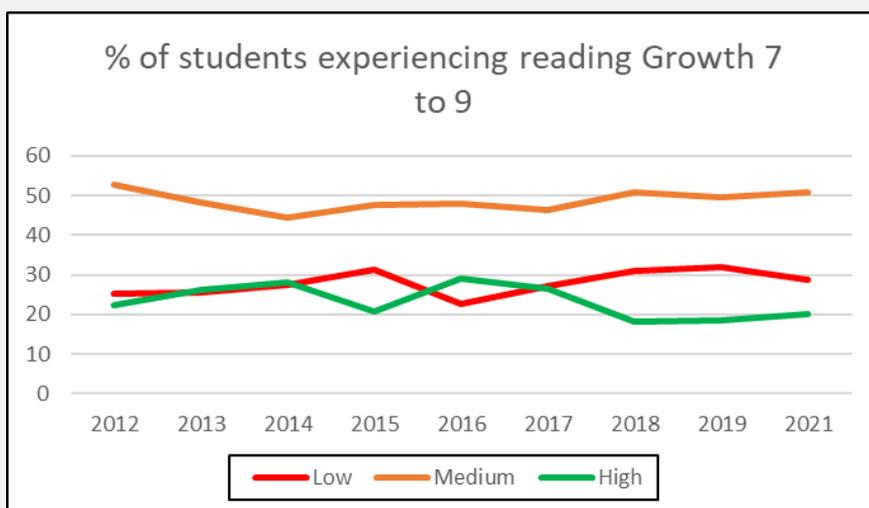
Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

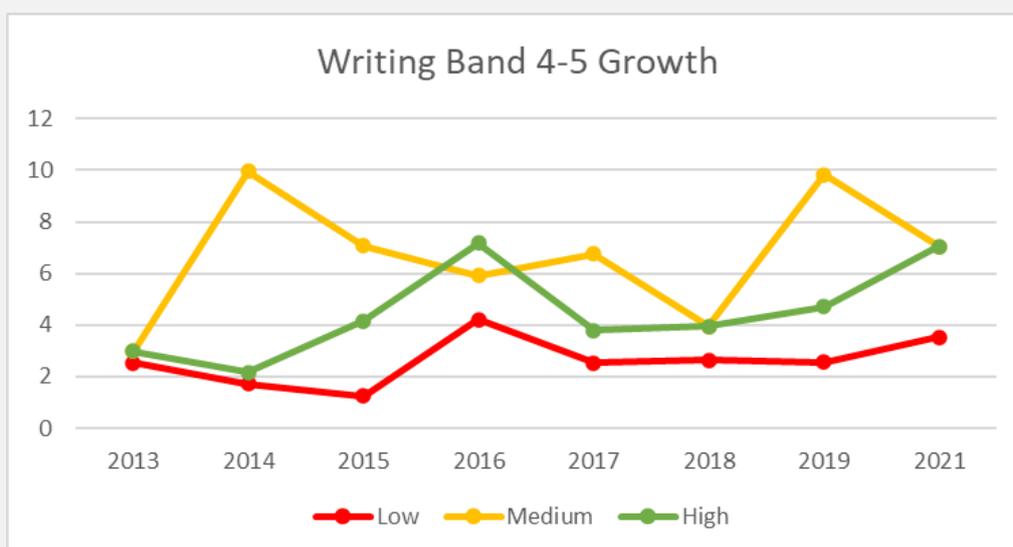
When compared to all Australian schools St Bernard's results suggest that the school is averaging at the standard of the state median.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	554	526	556	535	579
Year 9	581	550	581	576	592

Growth in reading was seen to be improving, which reflects the emphasis that has been placed on reading programs in the junior year levels at St Bernard's College

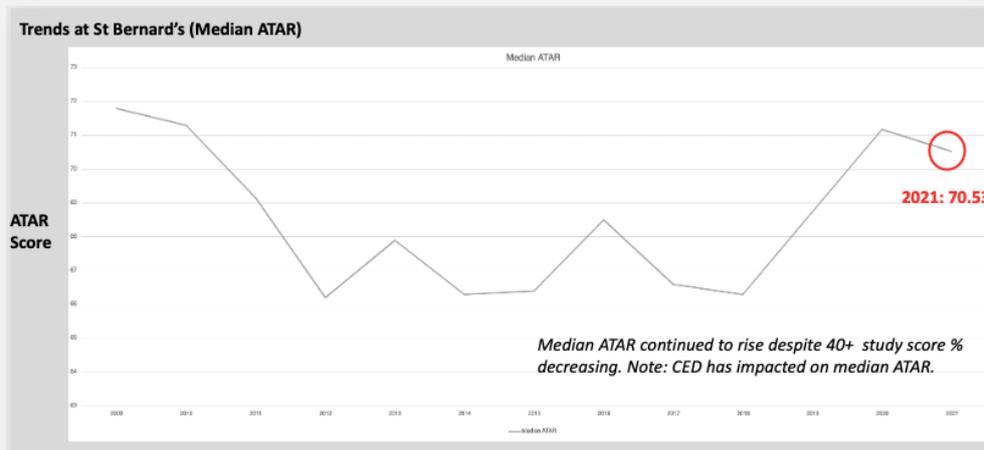


Data from NAPLAN also suggests that St Bernard's College is a high performing school when supporting students who have difficulty accessing the curriculum. This can be seen in the writing growth rate from Band 4 students. There is a significantly higher proportion of students growing at a "high" rate.



VCE Data

VCE Data gives an indication into how St Bernard's is progressing in the senior years. Median ATARs continues to rise, which reflects the aspirational nature of the students in VCE. The median ATAR (70.53) was nearly at a 10 year high. Enrolments in traditionally challenging subjects (Physics, Mathematical Methods and Specialist Mathematics) continue to be strong.



Business Management was a standout for the college with a median study score of 34. The trend for this subject continues to move upwards with a high percentage of students that attempt this subject achieving a score of 40+

Overall percentage of 40+ scores continued to decline. This may not be entirely due to student results declining and may reflect students enrolling in more challenging subjects that provide an unscaled raw score of below 40. This is an area to be focused on in 2022.

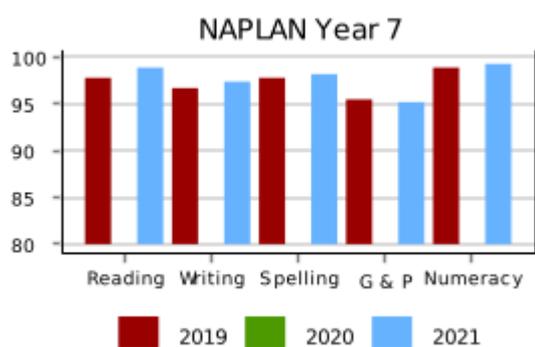
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	589.3
Year 9 Reading	580.3
Year 9 Spelling	582.4
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	95.5	-	-	95.2	-
YR 07 Numeracy	98.9	-	-	99.3	-
YR 07 Reading	97.8	-	-	98.9	-
YR 07 Spelling	97.8	-	-	98.2	-
YR 07 Writing	96.7	-	-	97.4	-
YR 09 Grammar & Punctuation	96.6	-	-	92.3	-
YR 09 Numeracy	100.0	-	-	99.6	-
YR 09 Reading	96.6	-	-	95.4	-
YR 09 Spelling	99.1	-	-	96.6	-
YR 09 Writing	92.9	-	-	91.5	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

For the whole person empowering each student to fulfil his life's potential. From the wellbeing perspective St Bernard's strives and aims to provide a learning environment that is empowering, forming inclusive and compassionate young men and holistic, educating and developing the whole person (based on the Strategic Directions 2017 - 2022).

Achievements

- Expansion of the Wellbeing Leadership Team (WLT) with an overview of supporting the wellbeing of the young men of our community. The WLT consists of the Assistant Principal (Student Wellbeing), Year Level Leaders, Dean of Students (7-9) Counsellors, College Nurse, Psychologist and Learning Enhancement and Diversity Leader.
- Embedding the newly created role of Dean of Students (7-9)
- Development of structures to support the mental health of students during 2021 lockdowns including facilitating opportunities for Student Voice and Engagement.
- Full implementation of the revised Social and Emotional Learning (SEL) program with a focus on social and emotional literacy, respectful relationships and consent
- Implementation for the Social and Emotional Learning Program.
- Continued formation of Year Level Leaders on restorative practices, the Respectful Relationship Program and the investigation of complaints.
- Embedding the Respectful Relationships program as a whole school and cross-sectoral initiative. This program has been developed in conjunction with the EREA's Live Life to the Full statement.
- Providing opportunities for parent, caregiver and student engagement through the Male Mentor Program, Mother and Son Evening, Santa Monica Male Mentor Evening to continue in online mode to encourage connection in our community during lockdown.
- Parent information and engagement evenings with a focus on supporting young people. This has included parent evenings on Respectful Relationships, Consent and Supporting Student safety online.
- Parent information evenings delivered in online mode on supporting student mental health in lockdown.
- Parent information evenings with a specific focus on supporting the mental health of students and families while in lockdown
- Mandatory Reporting and Bystander Training is undertaken by all staff and conducted by DET Respectful Relationships Team.
- Restructuring year level leaders into support teams across two years.
- Developing processes to support students at point of need for their social and emotional needs.
- Expansion of the Student of Concern (SOC) process to identify students and families struggling during the pandemic. The SOC Team operates for each year level and consists of

the Assistant Principal (Student Wellbeing), LEAD Leader, Relevant YLLs, College Psychologist and College Counsellor.

- Restructuring the Year 6 into 7 Transition Program to support students and families commencing at St Bernard's following a period of time in lockdown

VALUE ADDED

In 2021, the College was still significantly impacted by the Pandemic. Following on from 2020, there was an increased awareness of the importance of connectedness for community with the College.

- Regular online connection between students driven by the student leadership council.
- Student activities online developed by the student leadership council
- Regular level assemblies online
- Maintenance of significant days in an interactive and engaged way.
- Increased access to College counsellors and psychologists.
- Supporting Counsellors and Psychologist to pivot to online sessions.
- Moving community evenings online, including mother and son evenings, Male Mentor Night, Transition program
- Regular parent evenings online to promote connectedness and support for young people learning at home. Topics included
 - Cyber Safety
 - Supporting your sons learning at home
 - Supporting your son through VCE
 - Consent and Respectful Relationships

STUDENT SATISFACTION

Students were able to maintain an online connectedness with their peer group as well as their friendship group. In surveying our students as part of the PIVOT program, our students reported high connectivity with the college and the efforts of the College to maintain and support their learning throughout lockdown.

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 Attendance policy was communicated to parents during online parent information evenings
- The College has a Student Attendance Officer.
- Initial absence is followed up by a student's homeroom teacher.
- Ongoing non-attendance patterns were identified by Homeroom Teachers and Year Level Leaders and were referred to a Student of Concern Panel. For ongoing attendance concerns, an Individual Support Plan is developed in conjunction with the school, the student and his parents / caregivers and case managed by a member of the Wellbeing Leadership Team.
- External agencies such as the Royal Children's Hospital Travencore Unit and Orygen Youth Health were used for referral as required.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	94.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	96.2%
Y08	95.6%
Y09	95.2%
Y10	94.5%
Overall average attendance	95.4%

SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	91.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	67.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	8.0%
Deferred	2.0%
Employment	9.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	2.0%

Child Safe Standards

Goals & Intended Outcomes

- The College has committed to fully implementing the recommendations of Ministerial Order 870.
- 2021 full revision of Child Safety Policies and Procedures to ensure compliance to Ministerial Order 870.
- A clear policy on Child Safety and Protection.
- Formation of Child Protection Officer Team
- Full revision and ratification the following Child Safe / Wellbeing Policies:
 1. Child Safety and Protection Policy
 2. Student Wellbeing and Engagement Policy
 3. Bullying Prevention and intervention Policy
 4. Positive Relations Policy
 5. Student Wrongdoing of a Serious Nature Policy
 6. Learning at Home Policy
 7. Staff Code of Conduct
- The College's statement affirming commitment to Child Safety is located on the College website and can be accessed by all members of the community.
- The College's process relating to Child Safety are detailed on the College website.
- The commitment to child safety is made visible through posters, the pastoral care program and year level assemblies.
- Child Safety Education to all community stakeholders including staff, parents and students
- Empowering and encouraging student voice
- Human Resource practices have been adapted to be compliant with current child safety legislation.
- Review of documents and systems regarding excursions have been undertaken with a focus on child safety and risk.

Achievements

- Extending the hours of the College Nurse to ensure the College supports the medical needs of all students.
- Continued support for student wellbeing while students learning at home including increasing access to student counsellors online
- Procedures surrounding contractors, volunteers and any person admitted to the College Campus have been reviewed and have had new systems implemented.

- Full review of all policies with a Child Safety focus to ensure compliance with Ministerial Order 870.
- Implementation of lessons in the Social and Emotional Learning (SEL) Program with a focus on Child Safety and Respectful Relationships.
- All members of staff must sign and acknowledge the Child Safe documentation at the commencement of each year.
- All staff complete eLearning Modules on child safety and mandatory reporting.
- Commissioning and training 8 Child Protection Officers for the College
- Appointment of a Dean of Child Safeguarding
- Staff Training in Reportable Conduct.

Leadership & Management

Goals & Intended Outcomes

The continued goal for this year was to increase leadership capability across and through the various levels At the College. Significant energy was devoted to leadership development at

- Senior Leadership
- Middle Leaders
- Emerging Leadership

It is important to not that we recognised and have invested heavily in developing leadership for women in our organisation through internal and external formal leadership training.

Achievements

- The College Leadership Team successfully led the College through its annual plan goals for 2021. These are published on the College website.
- The College continued to expand its program of staff professional learning led by the Research and Innovation Centre with the publishing of a comprehensive Professional Learning Prospectus
- The running of after school seminars on Biblical Studies for teachers of Religious Education and other interested staff.
- Support of staff to attend MACS professional development opportunities at Emerging Leaders, Middle Leaders, Women in Leadership and Advanced Women in Leadership courses.
- Support of staff to attend and take part in a variety of EREA run courses for early career and established teachers and leaders at all levels.
- Support for several staff to work towards Postgraduate qualifications in Religious Education
- The continued strengthening and streamlining of EMS 360 for recording of Staff Professional Learning in a way that is collaborative, collegiate and integrated with the Annual Review Meeting (ARM).
- The continued strengthening of an ARM structure.
- Twilight Seminar dates for Early Career Teachers.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

189 staff participated in various forms of professional learning across the 2021 academic year, totalling 5,224.25 hours.

Building Leadership capacity

1. Middle Leaders Program

Twenty-three (23) middle leaders completed the Middle Years Leadership Program, which was facilitated by an external presenter in both face to face and online sessions. The program was offered twice a term (2 hr sessions each time).

Feedback from the evaluation (74 percent response rate) highlighted some of the following: (5 point rating scale where 1=poor and 5=excellent):

- Overall, how did the program meet your expectations? Average Rating = 4.5
- How would you rate the usefulness of the content? Average Rating = 4.6
- What did you like most about the overall program?
- The opportunity to catch up and have extended professional conversations.
- I found it very interesting learning about the learning styles and preferences.
- Collaboration.
- The permission to stop.
- Our development. Our betterment. It was a moment taken from the "busyness" to remind us of our value and our worth.
- Relevance of content - practical skills for my role leading a team. Very applicable - functional. Thanks.

2. Other Leadership Programs

Other staff participated in the following Leadership professional learning - NESLI - Pathways to Principalship, Advanced Women in Leadership, Emerging leaders' program, and Women in Leadership.

3. Restorative Practices - ANROWS Project

Our college is a lead school in Restorative Relationships and in 2022 we are involved in an extensive project through the University of Melbourne. In preparation for this, key staff involved in Years 7, 9 and 11 commenced professional learning around the program. This is an example of the commitment of the College to prioritise the safety, and wellbeing of all students by skilling staff, so they are best placed to support students social and emotional needs.

4. Staff Professional Learning days

All staff participated in a two-day professional learning program in January and a three day program in December.

Number of teachers who participated in PL in 2021	189
Average expenditure per teacher for PL	\${PLAveExp}

TEACHER SATISFACTION

In 2021, the focus for Professional Learning at the College was informed by the strategic foci for the year; these being - Boys Education, Data Literacy and Leadership. The following achievements during another COVID year are noted in relation to staff formation, leadership and management:

- Continued support for staff completing postgraduate studies
- An expansion of professional learning opportunities for building leadership capacity of staff at various levels of their professional journey
- Continued support for staff to build understanding and subject specific knowledge and pedagogy
- Commencing professional learning around Restorative Practices Project which will be undertaken in 2022

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	17.6%
Graduate	36.0%
Graduate Certificate	6.4%
Bachelor Degree	72.0%
Advanced Diploma	16.0%
No Qualifications Listed	19.2%

STAFF COMPOSITION	
Principal Class (Headcount)	7.0
Teaching Staff (Headcount)	145.0
Teaching Staff (FTE)	128.6
Non-Teaching Staff (Headcount)	72.0
Non-Teaching Staff (FTE)	66.2
Indigenous Teaching Staff (Headcount)	1.0

College Community

Goals & Intended Outcomes

- To continue to imbue at College stakeholders with the Charism of Edmund Rice through the expression of EREA's Touchstones.
- Ensure that members of the College Community belong to a caring environment.
- Facilitate the building of strong relationships between all members of the College Community.
- To ensure our College Community enhances connections between year levels and with the outside community during a dislocated year due to lockdowns

Achievements

- Maintaining clear and consistent communication with the College community as connections with the College community were transformed to the on-line environment.
- Maintaining key and significant College events e.g. Feast day, Student Leaders' Investiture in an online forum and ensuring access to these celebrations to all members of the community.
- While many planned community events were unable to take place, the Old Collegians Association and the Parents and Friends Committees continued to meet frequently to maintain a sense of momentum and continuity.
- Connections with parish feeder primary schools remained strong with families of incoming Grade 6 students welcomed to the College via a virtual information evening and visits from St Bernard's College leadership.
- The Year 7 Transition Team connected with their Primary School colleagues in innovative ways, utilising video conferencing and digital communication.

VALUE ADDED

Whilst impacted by COVID-19 and some activities moving to online activities extracurricular activities continued in 2020 these included Sport; Music; Grandparents/Special Friends' Day; Parent/Son Nights. The College engaged students in a wide range of sports and is a member of the Associated Catholic Colleges (ACC) Sporting Association.

PARENT SATISFACTION

Parent feedback was collected in the form of qualitative statements and survey data. Parents were overwhelmingly supportive of the College response to remote learning. Feedback from families noted particularly the respect students show for each other, the motivating nature of classes and the approachability of staff and leaders at the College.