



St Bernard's College Essendon

2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

Except aspects of the governance minimum standard and of the Child Safe Standards which are the responsibility of The Trustees of Edmund Rice Education Australia, the governing body of St Bernard's College, which extends to the School Boarding Premises. The governing body is undertaking work in consultation with the Catholic Education Commission of Victoria Ltd and St Bernard's College towards being fully compliant.

31/03/2023

NOTE: 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

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.

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

When we reflect on 2022 the first thing to note is that it's been a year of uninterrupted schooling for our young people; the first since 2019, and indeed my first since I've been at St Bernard's. It was great to see a 'normal' Bernard's year as we sought to breathe life back into the College.

The theme of the year was to look at our own culture and to find our place in it. It was an opportunity for everyone to redefine themselves and re-imagine their preferred future in a post covid environment. I'm pleased to report that there many people within our community took the opportunity to reignite Bernard's way; throwing themselves into the academic and nonacademic life of the college.

At St Bernard's we treasure and acknowledge growth. We celebrate achievement, but we ever compare one student with the person next to him, we prefer to compare who he was yesterday with who he is today with the hope of further growth tomorrow. We were thrilled with the academic achievement of our young men over the course of 2022 as academics play a pivotal role in our college. Whilst it was only a snapshot we were thrilled to see a significant improvement in our NAPLAN scores. Digging into the detail we found that 50% of students in level 1-3 moved up to bands 4-6. We were also well above nation average for those in the top band and for those above minimum standard

Highlighting the breadth of offerings at the College we all enjoyed Technology week, Languages week, Physical Education week and Science Week

This year saw the inauguration of the St Bernard's Baccalaureate program – our collaboration with RMIT that saw a cohort of our Year 12 students study half their time at SBC and the other half at RMIT in the City. This has enabled them to gain direct entry into RMIT University courses in Business and Engineering. Ave Maria College will join us in this endeavour in 2023.

We have said it many times; at St Bernard's do we judge ourselves on the man your sons will become. Celebrating milestones along the way we are amazed by their continued growth and development to become the great men for others that we see in our Old Collegians. milestones along the way.

We are a Catholic school in the Edmund Rice tradition a school that offers a liberating education based on gospel spirituality withing an inclusive community committed to justice and solidarity.

In committing to outreach we have again this year seen students involved in St Albans tutoring, the world's greatest shave, Edmund Rice day, winter sleep out, indigenous immersions, and the Maribyrnong 150It's been a year to come together to raise money for the ride for lily foundation, to raise money and awareness for schools in Africa particularly Brother Bauseng College in Kenya.

As ever, music and drama play an important part in the life of the College.

The Musical with St Columba's this year, Strictly Ballroom, was simply magnificent. There was excellent take up in senior concert band which follows on from our Year 7 compulsory music program which again saw our youngest students take on the delight of learning an instrument. The very welcome return of our event with Ave and St Columba's provided its usual mix of music, drama, comedy and dance.

The traditional excellence in debating and public speaking was again on show this year with many of our teams progressing to finals in these disciplines- a tremendous skill to hone for life at and beyond school.

As a strong sporting College, we were pleased to win premierships at all levels across a wide range of sports but the most pleasing aspect was the manner in which we participated this year - humble in victory and gracious in defeat.

What does 2023 hold for us at St Bernard's? With our Year 8's going to Resurrection House Campus there is a chance to make history, there will never be another first group to form our new Year 9 campus. We have great confidence that under the guidance of its inaugural Dean of Camus, Mr Jacob Sweeney. Our Year 9 student will have a superb opportunity to grow in an environment specifically focused on the needs of a Year 9 cohort. There will be great opportunity to expand their horizons and the institution of a Year 9 play with Ave maria is but one example.

Our Musical for 2023 will be little shop of horrors with St Columba's to complement our Year 9 play with Ave maria. The Year 9 Santa Monica program goes from strength to strength and the inclusion of greater aspect of leadership and ecological awareness will again enhance this tremendous experience.

Year 9 Urban Engagement Experience, after a hugely successful inaugural year in 2022, sees St Columba's join us in the city for the 4-week experience in 2023. The Year 9 students experienced all that the city had to offer and produced spectacular passion projects in 2022. Based out of the Catholic Theological College on Victoria Parade - the site of the very first Christian Brothers School in Melbourne - the SBC and St Columba's students will again take time to research topics as varied as Indigenous issues, Architecture, issues of homelessness and the cultural side of Melbourne alongside each other in an independent and integrated approach to learning.

In reflecting on 2022 I would like to thank my magnificent colleagues who worked so hard this year including all our grounds and maintenance staff, the staff in finance, administration and Information Technology alongside the dedicated profession counselling and teaching staff who all do so much for our young people. Senior Leadership have been magnificent again this year, and I am greatly indebted for the tireless dedication of Deputy Principal, Ms Therese Wilson, Assistant Principal – Wellbeing, Clive Haese, Assistant Principal – Learning, Mr Francis Camenzuli, Assistant Principal – Identity, Nick Smith and our Business Manager, Mr Stephen O'Shea.

The student leadership under the guidance of Andre Lesnjak was superb. His portfolio captains, Luke Daly, Kael Ravenhill Nick Helmers and Kane Iskra were instrumental in setting new standards in student leadership. Likewise, I am already thrilled to see the influence captain Ben Parker and vice captains Nicholas Kabotis Connor Clifford Edward Heath Lucas Bonnici Charles Saunders have had amongst our student cohort.

I'd also like to thank the superb School Advisory Council members who play such an important part in our college. I particularly wish to thank the outgoing chair Ms. Nikki Deighton who has served for 13 years and Deputy Chair Mr Peter De Leur who has served for 9 years I also congratulate the incoming chair, Mrs Pauline Duggan and Mr Chris Chetcuti.

The influence and constant support of our old collegians is a source of great pride for us and I look forward to the many events we have planned for 2023 our diamond jubilee of this site.

I want to publicly thank the parents, our greatest asset in the three-way partnership between college and home and the

Marcus Tullius Cicero wrote that

It is not by muscle, speed, or physical dexterity that great things are achieved, but by reflection, force of character, and judgment.

It's been a pleasure to reflect on what we have achieved in our first 'normal' year for a while, a year when we have learnt what it is to belong to the college and our place in its culture. Well done to all!

Catholic Identity and Mission

Goals & Intended Outcomes

To reestablish and provide transformative experiences that enhance the understanding and practice of Catholic Identity in and throughout our St Bernard's College community. In reconnecting with such experience (that were restricted over the past few years due to COVID), such as engaging in and modelling the values, stories, and rituals expressed through the Catholic Church and religious tradition in conjunction with bringing to life the charism of Edmund Rice Education Australia, it is hoped each member of our Inclusive Community will strive to model a life of faith and actively apply their faith in their daily lives.

- Cultivate a culture of prayer, worship, shared experiences, and religious dialogue within the college community, integrating faith expressions and Catholic Identity into all aspects of college life through diverse modes of delivery.
- Enhance cognitive and affective opportunities for community members to engage with their heads, hands, hearts, and habits, fostering an authentic Liberating Education that links Gospel Spirituality and Justice and Solidarity. This integration ensures spiritual and faith formation alongside educational outcomes within an Inclusive Community.
- Promote authentic personal spiritual and faith formation by facilitating opportunities for servant leadership, service learning, social justice initiatives, inter-faith and cultural dialogue, and meaningful liturgical celebrations.
- Encourage the active participation of all members in college life as informed participants, fostering an inclusive community that embraces diversity and values the contributions of each individual within all aspects of College life that celebrates their contributions and application of God given talents.
- Reestablish and nurture the college's Catholic Identity, making it a central tenet that characterises our community, aligning with our mission and values. This is critical as COVID impacted years have caused an impact in students and families connecting which our Colleges Identity and influenced their understanding and application of how they "Belong, Believe and Become" the global citizens we hope they develop into in their time here at St Bernard's College.

By striving to achieve these goals and outcomes, our education in faith will inspire and empower our community to live out our Catholic Identity, fostering a deep and meaningful understanding of our faith in the context of education.

Achievements

- **Enhanced Student Voice and Understanding:** We successfully aligned the College Student Leadership Structure with our Advocacy, Justice, and College Identity initiatives. The establishment of our Student Council and their involvement in event planning, linking with College Identity initiatives, and leadership retreats at Year 10 further developed students' understanding of servant leadership and promoted holistic student voice.
- **Reconnected and Developed Relationships:** We focused on reconnecting and developing relationships with communities that have been part of our College's identity. Through initiatives such as "On Country" Immersion to Daly River, Justice and Advocacy

programs, tutoring programs, retreats, global classroom experiences, and social justice network evenings, we enculturated students, staff, and families into the values and identity of St Bernard's College.

- **Reestablished Face-to-Face Faith Life:** By adhering to protocols and structures, we successfully reestablished opportunities for students to participate in the faith life of the College. Celebrating the sacred mysteries, with the guidance of Fr Frank Moloney and Fr Joe Giacobbe, enhanced our community's spiritual and faith formation.
- **Contextualised Liberating Education:** We continued to read the signs of the times and interpret them in light of the Gospel, enabling us to create a Liberating Education that affirms and nurtures the holistic development of our community.

VALUE ADDED

- **Retreats/Formation Plan:** Develop a comprehensive Retreats/Formation Plan in line with the Mission and Identity Plan for St Bernard's College, providing meaningful spiritual and personal development experiences for students.
- **Staff Professional Development:** Create a Staff Professional Development Plan that aligns with the Strategic Priorities of the College's Mission and Identity Plan and supports the revised Professional Standards set by MACS.
- **Narragunnawali Reconciliation Action Plan:** Publish our Narragunnawali Reconciliation Action Plan, demonstrating our commitment to reconciliation and promoting Indigenous perspectives and cultural understanding within the College community.
- **Identity Team Restructuring:** Restructure the duties and responsibilities of the Identity Team, providing support and formation to team members to effectively implement and apply their portfolio objectives in curricular and extracurricular activities.
- **Encounters of Experiences:** Create meaningful encounters and experiences in the effective domain throughout the school, aligning retreat and immersion experiences with the Mission and Identity Plan for St Bernard's College, fostering spiritual growth and personal development.

These recommendations will further strengthen our commitment to providing a faith-based education that nurtures the whole person and prepares students to make a positive impact in the world.

Learning and Teaching

Goals & Intended Outcomes

In 2022, the focus for the school was challenge our boys to achieve academic excellence. Given this was the first full year face to face in some time we felt it was the right time to challenge our boys to fully engage in the learning environment at St Bernard's. A focus on academic accountability and responsibility were a pathway to success for our boys and we developed systems to address poor learning behaviours within the classroom. In the senior years we acknowledged that a strong school environment has a thriving English program and we worked with our English staff and our boys to build their literacy skills.

During 2022 we continued to develop our pathways for students in the senior years and worked with students from 10-12 to ensure they have set themselves up for academic success. We planned to implement two flagship programs, the Year 9 Urban Experience, and the Year 12 Baccalaureate program.

2022 was an important year to reconnect with our sister schools and planning began with Ave Maria and St Columba's to implement authentic learning experiences in a coeducational setting.

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.
- School Median study score will increase to 31
- VCE English to have 10% 40+ study scores
- Introduction of new program to build 21st century learning skills.
- Continued collaboration with sister schools will support the social and emotional growth and development of boys at St Bernard's College.

Achievements

- Use of MySBC Learning Management System to provide a continuous reporting system for parents.
- Achieved median study scores of 31
- Achieved 10% 40+ scores in VCE English.
- Developed systems to identify students who are not meeting required targets regarding effort, organisation and attitude.
- Introductions of "principals list" to affirm positive behaviours in the classroom.
- 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. 18/19 students who commenced Baccalaureate program achieved the Certificate IV in tertiary preparation.
- Developed working partnerships with sisters' schools for 2023 initiatives including:
- Ave Maria to join with SBC in Baccalaureate program.
- St Columba's College to joining SBC in Urban Experience program.
- Ave Maria to work with Year 9 cohort for interdisciplinary days.
- Enrolled record number of 26 students in 2023 Baccalaureate program.
- 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.
- Implementation of Year 9 Urban Experience program.
- Successful implantation of inaugural fully online NAPLAN testing across three sites.

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.

NAPLAN 2022

Year 7 NAPLAN

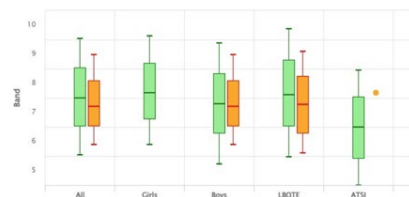
We saw stark improvements in our average Year 7 Writing Scores in comparison to the previous 5 years, raising our average score from 526 in 2021 to 542 in 2022. Our median scores across all domains continued to outperform the state average for male students.



Year 9 NAPLAN

Our average scores in Reading, Writing & Numeracy all saw substantial improvement from 2021 – particularly so in ‘Writing’ whereby our average improved a further 20 points from 550 to 570. We saw our median scores for Reading, Writing & Numeracy also outperform the state average for male students considerably.

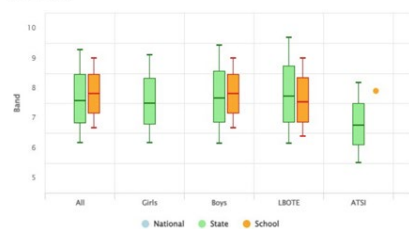
GRAMMAR & PUNCTUATION



Students ABOVE the National Minimum Standard: 76%
 Students AT the National Minimum Standard: 17%
 Students BELOW the National Minimum Standard: 7%

Band	5	6	7	8	9	10	A	Total
All	17	44	92	62	30	10	13	268
Girls	0	0	0	0	0	0	0	0
Boys	17	44	92	62	30	10	13	268
LBOTE	4	12	18	12	10	1	3	60
ATSI	0	0	0	1	0	0	0	1

NUMERACY



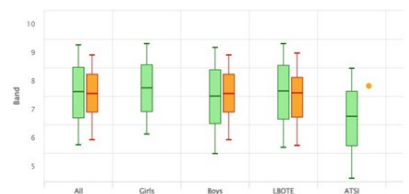
Students ABOVE the National Minimum Standard: 92%
 Students AT the National Minimum Standard: 6%
 Students BELOW the National Minimum Standard: 2%

Band	5	6	7	8	9	10	A	Total
All	5	16	73	98	56	7	13	268
Girls	0	0	0	0	0	0	0	0
Boys	5	16	73	98	56	7	13	268
LBOTE	2	7	18	21	9	1	2	60
ATSI	0	0	0	1	0	0	0	1

A: Absent



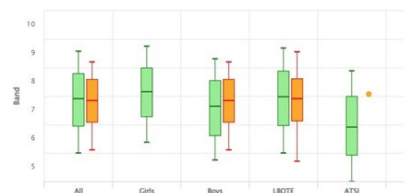
READING



Students ABOVE the National Minimum Standard: 84%
 Students AT the National Minimum Standard: 9%
 Students BELOW the National Minimum Standard: 7%

Band	5	6	7	8	9	10	A	Total
All	19	23	73	93	39	8	13	268
Girls	0	0	0	0	0	0	0	0
Boys	19	23	73	93	39	8	13	268
LBOTE	5	6	16	22	6	2	3	60
ATSI	0	0	0	1	0	0	0	1

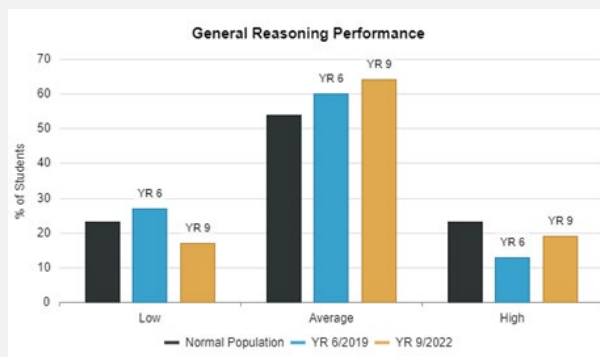
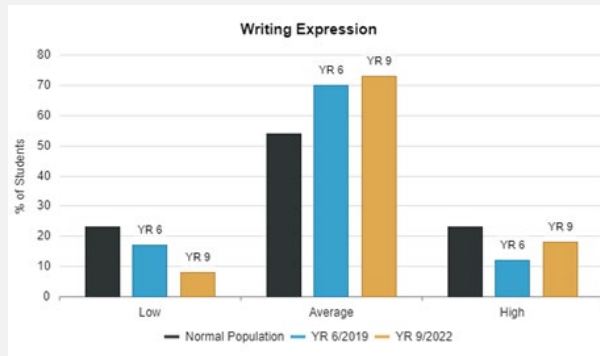
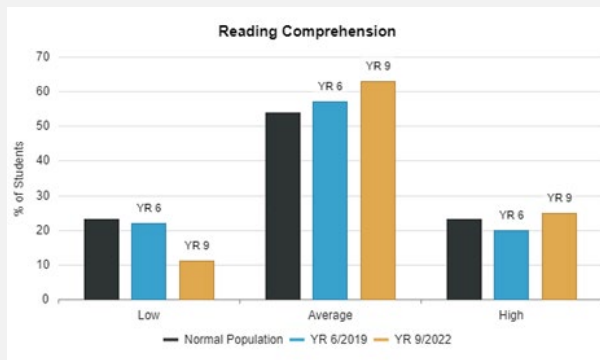
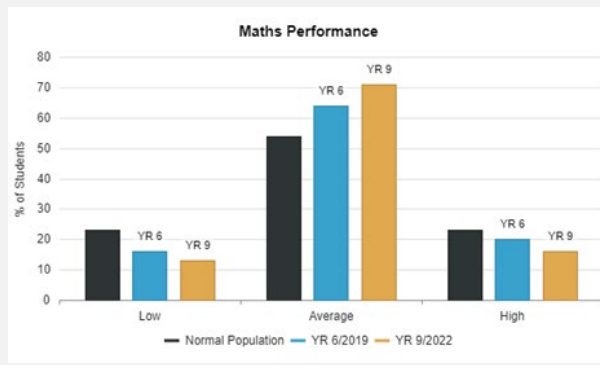
WRITING



Students ABOVE the National Minimum Standard: 78%
 Students AT the National Minimum Standard: 14%
 Students BELOW the National Minimum Standard: 8%

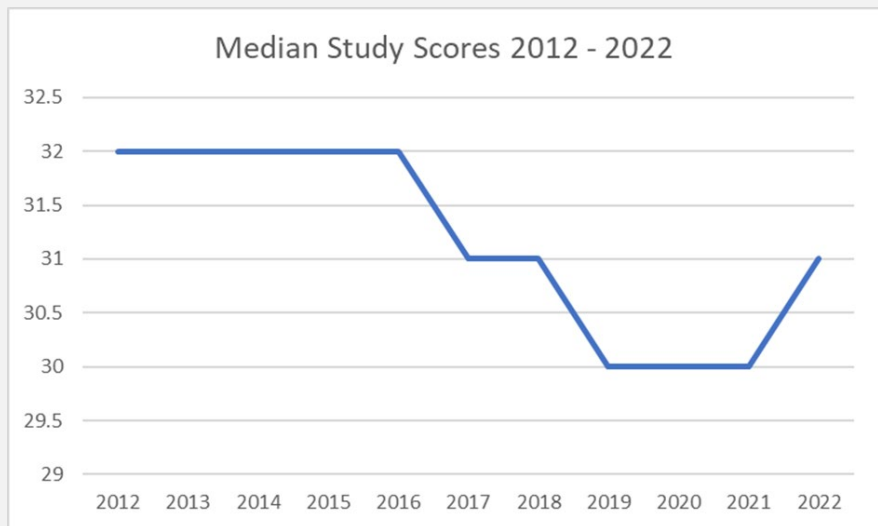
Band	5	6	7	8	9	10	A	Total
All	21	35	81	87	18	12	14	268
Girls	0	0	0	0	0	0	0	0
Boys	21	35	81	87	18	12	14	268
LBOTE	8	4	18	19	5	4	2	60
ATSI	0	0	0	1	0	0	0	1

Growth data from Year 9 2022 displayed that we have more students growing at an average and high rate compared to comparative results in grade 6. Furthermore, the percentage of students experiencing low growth has reduced.



VCE Results 2022

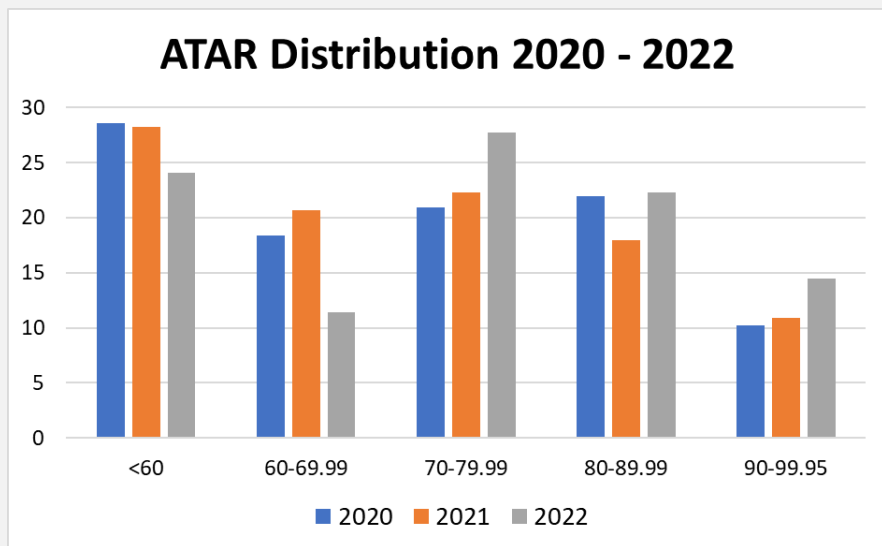
VCE results at St Bernard's College were the strongest they have been since 2018 and the median study score is now 31.



The median ATAR of 75.75 was the highest in recorded history reaffirming that %40+ scores rising is not the sole indicator of an improvement in scores at St Bernard’s. Inferences made here is that students are participating and performing well at more difficult subjects which traditionally get scaled up.

[MISSING IMAGE: ,]

The distribution of ATAR scores also showed significant improvement. The below graph shows a larger proportion of Year 12 students achieving ATAR scores above 70 compared to the previous two years. This correlates with an increased median and a higher median ATAR.



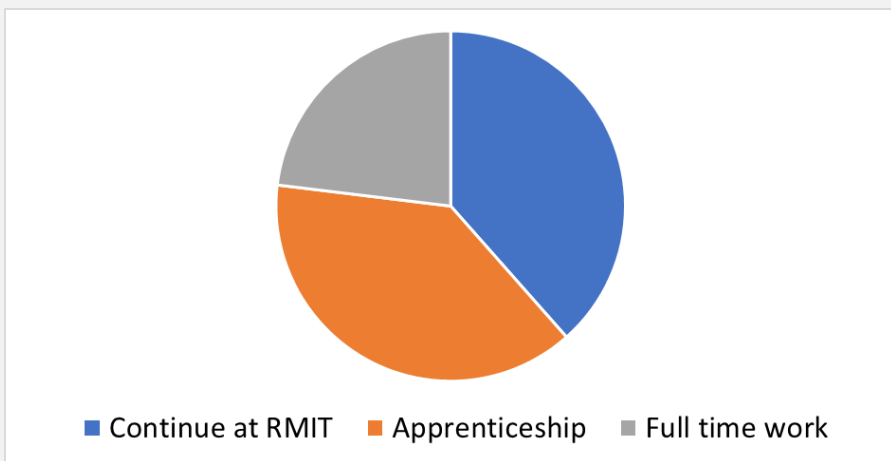
Given the size of the cohort, Business Management continued to prove itself as a flagship subject at St Bernard’s College. There were several other notable subjects including our Languages subjects Italian and Japanese.

Subject	Number of students in cohort	Median Study Score	%40+	Subject Value Add
Accounting	38	32	5%	+1.6
Business Management	100	32	14%	+0.5
Data Analytics	12	33	8%	NA
English	159	31	10%	+0.4
Italian	13	33	7%	+2.1
Japanese	4	33	25%	+1.5
Software Development	12	33	0%	+0.6
Specialist Mathematics	5	30	0%	+1.8

As stated in achievements St Bernard's College had a 95% completion rate of the Baccalaureate program. It was exciting to see that nearly 40% of these students are now continuing at RMIT in 2023.

Course destinations included:

- Advanced Diploma in Aeronautical Engineering
- Advanced Diploma in Electrical Engineering
- Diploma in Building and Construction
- Diploma in Information Technology



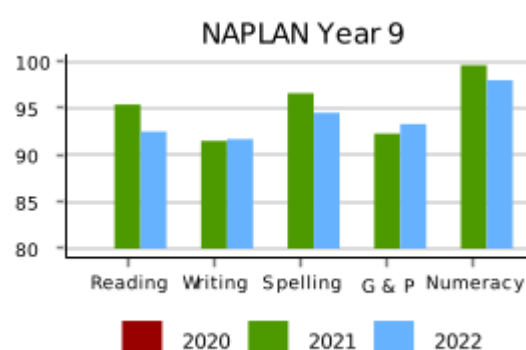
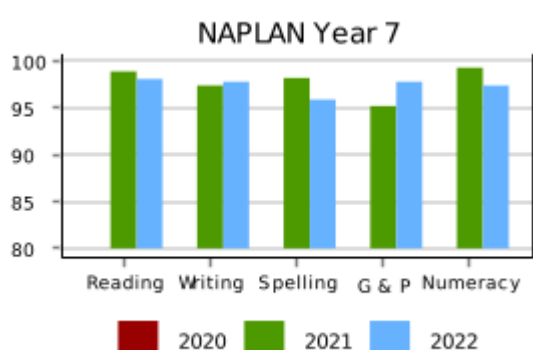
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	565.1
Year 9 Numeracy	598.6
Year 9 Reading	586.6
Year 9 Spelling	593.6
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	95.2	-	97.8	2.6
YR 07 Numeracy	-	99.3	-	97.4	-1.9
YR 07 Reading	-	98.9	-	98.1	-0.8
YR 07 Spelling	-	98.2	-	95.9	-2.3
YR 07 Writing	-	97.4	-	97.8	0.4
YR 09 Grammar & Punctuation	-	92.3	-	93.3	1.0
YR 09 Numeracy	-	99.6	-	98.0	-1.6
YR 09 Reading	-	95.4	-	92.5	-2.9
YR 09 Spelling	-	96.6	-	94.5	-2.1
YR 09 Writing	-	91.5	-	91.7	0.2

* 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

As outlined in the 2022-26 Strategic Plan, our commitment to care and wellbeing continues to prioritise the following:

- Creating a safe and inclusive community in which all of our students are able to flourish.
- Developing opportunities for student leadership and student voice throughout the College.
- Enhancing wellbeing through programmes which prioritise respectful relationships and restorative practice.

Achievements

- Expanding the Wellbeing Leadership Team to include two new Dean roles, to support the Year Level Leaders and Assistant Principal (Wellbeing). Embedding the roles of Dean of Students (10-12) and Dean of Child Safeguarding.
- Participation in a research project, undertaken by Melbourne University and SNA Toolbox, funded by Australia's National Research Organisation for Women's Safety (ANROWS). The study led by Professor Cahill, examines the influence of an integrated social and emotional learning (SEL) and respectful relationship's education program, Resilience, Rights and Respectful Relationships (RRRR).
- Implementation of the RRRR curriculum, as part of the Melbourne University study, at Years 7, 9 and 11. This included, staff training provided by the Melbourne University research team to support delivery of the RRRR programme.
- Continuation of the recently revised SEL programme in Years 8, 10 and 12.
- Working with academic in residence, Professor Helen Cahill, to support staff in delivering high impact SEL and Respectful Relationships Education across the College.
- Use of external facilitators to support the SEL programme across all year levels. Sessions included 'Smashed – Alcohol Education', 'Backflips against Bullying', 'Show some Respect' and Elephant Education.
- Return to face-to-face assemblies with an emphasis on continuing to support students with the return to the classroom following COVID-19 disruptions. For example, the counselling team presenting on the impacts of digital technology on the brain.
- Parent information evenings with a focus on supporting our students to come back together as a community following the pandemic and a renewed emphasis on our Belong, Believe Become philosophy. This included a return to a face-to-face parent information evening for Year 7 as our newest members of the community.
- A return to in person community events to support the transition of our Year 7 cohort, such as the Mother and Son evening.
- Commencement of work to engage student voice around ways to support LGBTQIA+ students, in line with EREA's Live Life to the Full Statements and the new Child Safe Standards.

- Updated version of behaviour support levels implemented, in line with the positive relations policy.

VALUE ADDED

During 2022 there were increased opportunities to engage in activities which has previously been impacted by the pandemic. However, some large-scale events and gatherings remained on hold, or the format was altered due government guidelines around COVID-19.

Activities across the various sports and musical performances, including the school musical were able to continue uninterrupted.

- Similarly, activities such as debating, public speaking and book clubs were able to return as regular events on the calendar.
- This year also saw some domestic trips such as the Daly River and Lake Mungo immersions take place.
- Overseas trips remained on hold in 2022 due to pandemic, with a view to a gradual return from 2023, once travel restrictions have been removed.

STUDENT SATISFACTION

This year marked the return to continuous face-to-face learning and re-establishment of routines within the physical school environment. It was also the first cohort of Yr7s for several years to not have their transition to the school disrupted by COVID-19.

Areas identified by MACSSIS 2022 where we scored highest include rigorous expectations and student safety. Across the college we scored higher than average for learning disposition and our Year 7 students reported higher than average levels of school belonging.

STUDENT ATTENDANCE

- The College Attendance Policy is communicated to all members of our community through the MySBC portal and in year level assemblies.
- The College has a student Attendance Officer who receives notifications of absent students and alerts parents via text message of any unexplained absences.
- Ongoing non-attendance patterns are identified by Homeroom Teachers and Year Level Leaders.
- Students who are identified as at risk of school refusal or school avoidance are raised at Student of Concern (SOC) meetings and appropriate support plans implemented in liaison with the college counselling team.

- External agencies such as the Royal Children's Hospital Travenore Unit and Orygen Youth Health are used for referral as required.
- Students who were unable to attend for due to COVID-19 isolation were provided with online support by the Wellbeing Leadership Team. All classwork for isolating students was available via MySBC to ensure they were still able to access the curriculum.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	91.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	89.9%
Y08	88.1%
Y09	88.5%
Y10	89.6%
Overall average attendance	89.0%

SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	99.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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 primary focus for this year was to implement and embed the new 11 Child Safe Standards, which came into force in Victoria on 1 July 2022.
- The College has committed to fully implementing Ministerial Order 1359, which has involved further revisions of child safe policies and procedures to ensure full compliance.
- As part of our ongoing commitment to child safety, the College has a Child Safeguarding Risk Register which identifies key controls and treatments.
- Introduction of the Mobile Phone Policy to enhance online safety whilst at school.

Achievements

- Embedding of the role of Dean of Child Safeguarding, within the Wellbeing Leadership Team.
- Increase in the number of designated Child Protection Offices (CPOs), in particular to cover other campuses such as Santa Monica.
- Details of CPOs disseminated via mySBC, posters and assemblies and a dedicated CPO email address setup as an alternative reporting mechanism.
- All staff complete eLearning modules on child safety and mandatory reporting.
- All members of staff must sign and acknowledge the child safe documentation at the commencement of each year.
- Staff training provided by Moores Legal on the new child safe standards. This included general training for all staff and more specialised training for CPOs.
- CCYP Training on reportable conduct and new child safe standards for CPOs.
- Some CPOs also completed training on other key child safety issues such as best practice for record keeping in schools, responding to disclosures and respectful relationships.
- Establishment of a student-led safety committee to facilitate student voice around key child safety and wellbeing concerns.
- Introduction of the child safety tile on MySBC to ensure all members of the community have access to key resources and know how to seek help.
- Review of the pastoral programme to include relevant child safety lessons, as per the new child safe standards. For example, lessons on rights of the child, grooming and online safety.
- Establishment of a student LGBTQIA+ working party to review policy and prepare resources to be shared with peers.
- Co-construction with students of 'student friendly' policies on child safety and raising concerns/complaints.

Leadership

Goals & Intended Outcomes

The goal in 2022, which was a continuation of 2021, was to further build and support the capacity of Middle Leaders in the school. This, in conjunction with supporting staff in their professional learning at a subject/discipline level, was aimed at strengthening the delivery of quality pedagogy to support positive student outcomes.

Staff were also supported to develop their understanding of Risk and Compliance at the school. This was facilitated through the completion of various modules, underpinned by opportunities for collegial collaboration and discussion, focused on unpacking case studies relevant to the context of the school.

Achievements

During 2022, the College Leadership Team further embedded the Strategic Plan; working with the community for understanding informed by a focus of past, present and future. This approach, with students being central to our actions and decision making, was aligned to the vision and legacy of Blessed Edmund Rice, aligned to the vision and values of the college, informed by the community and leverages identified needs and hopes as a blueprint for future action.

All of this has been synthesised into five main pillars of commitment, on which our 2022 endeavours have been based.

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

To this end, our achievements in 2022 are:

- Taking a broader group of Middle Leaders (from teaching and non-teaching staff) through a professional learning program designed to be responsive to their needs as determined from their input and feedback from previous year;
- Reinvigorated the ARM process to ensure all staff had the opportunity to authentically engage with the process and be affirmed for their work, as well as take away recommendations for professional growth;
- Support staff to attend and take part in a variety of EREA run formation opportunities for early career and established teachers/ leaders in EREA schools;
- Provide support for several staff to work towards Post Graduate qualifications in religious Education and/or Student Wellbeing areas;
- Supported the re certification of our Outdoor Education assistants, so they can deliver programs for students effectively;

- Supported a number of staff to strengthen their understanding of the respectful Relationships Program which underpins the schools Social Emotional learning pastoral program;
- Supported staff to build their understanding of legal issues facing schools through participation in sessions delivered by Lawsense;
- Trained nominated staff to help facilitate the University of Melbourne research Project ANROWS);
- Continued to support staff in maintaining their currency and understanding of approaches and information related to Child safeguarding;
- Engaged the Heart of Life group to present to staff via an engaging program to support the attainment of accreditation hours;
- Supported staff who have been invited to present in their specialist areas at various conferences throughout the year
- Supported staff to attend PL that would support the understanding of and the planning for the transition to the newly implemented Vocational major stream; and
- Engage in PL opportunities that would deepen staff understanding of contemporary indigenous issues.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Middle Leaders Program
- EREA Formation opportunities
- Post Graduate qualifications in Religious Education
- Post Graduate qualifications in Student Wellbeing
- First Aid and Anaphylaxis Training
- Respectful Relationships
- Child Safeguarding Training and Responsibilities
- Heart of Life Group in support of accreditation hours

Number of teachers who participated in PL in 2022

129

Average expenditure per teacher for PL

\$1092

TEACHER SATISFACTION

In 2022, the focus was around culture and unpacking how all staff can contribute to enriching the culture of St Bernard's College; building on the legacy of those who have gone before us.

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

- That relationships between staff members at the school were quite collegial;
- That they feel comfortable in approaching school leadership for support;
- That they felt school leaders value and care for them as individuals;
- That they feel comfortable to share information about what does and does not work;
- That staff can clearly identify alignment between programs and initiatives and the school strategic plan;
- That staff feel supported by the time given for their teams to meet and
- That teachers are confident in knowing how to motivate their students to progress in their learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	75.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.0%
Graduate	36.9%
Graduate Certificate	9.9%
Bachelor Degree	69.4%
Advanced Diploma	14.4%
No Qualifications Listed	23.4%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	147.0
Teaching Staff (FTE)	130.7
Non-Teaching Staff (Headcount)	70.0
Non-Teaching Staff (FTE)	62.2
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

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

- Equip our students to navigate their adolescence
- Know our community and its aspirations to support our young men into their future
- Challenge attitudes, language and behaviours to gender and sexuality which limit freedom and voice
- Proactively engage with all significant stakeholders to inform college policy and practise

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.
- Welcoming committee continued to meet, and they hosted a year 7 welcome, a Special Friends day, the Ladies Night function and a Year 12 mother morning tea.
- Social Justice Committee hosted a night of indigenous voices and helped spearhead the Christmas appeal
- Connections with parish feeder primary schools were maintained as incoming Grade 6 students welcomed to the College and through visits from St Bernard's College leadership.
- The Year 7 Transition Team connected with their Primary School colleagues throughout the year
- Old Collegians Association continued to meet frequently to maintain a sense of momentum and continuity.

The Old Collegian Association activities included:

- 15 reunions catching up on two years of covid inactivity.
- Golf day attended by over 80 people.
- Grand final lunch attended by over 100 people

VALUE ADDED

A return to normal functioning post Covid saw extracurricular activities spring back to life. 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 statement and survey data. Feedback from families noted the following key points:

- Parents reported that teachers at the school were very supportive and facilitated family engagement around their child's learning;
- They have reported increased opportunities to contribute to and/or participate in an experience, event or initiative at school;
- Parents have reported that there have been open communication channels available to them to engage in conversations about their child's learning;
- Parents have reported that there have been open communication channels available to them to engage in conversations about their child's wellbeing.
- Parents have reported that staff at the school are approachable and welcoming and
- That the school provides an appropriate physical environment for their child's learning.
- Parents feedback indicates that the school articulates clearly the Catholic mission and associated practices and traditions to support their child's spiritual journey.