

Annual Report to the College Community 2022



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Minimum Standards Attestation

I, Loretta Wholley, attest that Genazzano FCJ 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 Two, 2022.

30 March 2023

NOTE: The School's financial performance information which includes 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

The Genazzano FCJ College vision is that we share in a future-orientated and distinctive learning culture guided by reflection, wisdom, and service. We empower young women to transform the world with faithfulness, courage, and confidence.

Genazzano FCJ College lives its vision through embracing the talents, potential and dignity of each person.

We achieve this by:

- Appreciating the unique giftedness of each other
- Confidently innovating and adapting to embrace a changing world
- Engaging with others with a positive, loving attitude; and
- Energising ourselves through high expectations.

Our hope is that through God's grace working in us all, each young person grows into their best self, with a zest for life and the generosity and confidence to use their talents and gifts in the service of others.

We endeavour to create an authentic community responsive to the unique needs of each individual in which the student can strive to develop:

- knowledge of self;
- positive self-image;
- self-discipline;
- a high level of personal integrity;
- love of learning;
- commitment to membership of the Church and the work of the local Church;
- care of God's creation;
- mature faith and competence to form mature moral judgments;
- sincere respect for others and their property.



College Overview

Genazzano FCJ College offers an outstanding contemporary education with values that are grounded in our rich identity as a Catholic school founded by the Sisters, Faithful Companions of Jesus. Located within a beautiful environment comprising vast gardens and historically significant architecture, 2022 was the 133rd year of education at Genazzano. While the congregation had its origins in post-revolutionary France, the College was named after a small Italian town near Rome, which today sees thousands of pilgrims journey to the shrine of Our Lady of Good Counsel – the patron of the College. The insignia on our College crest, Fidelis, means 'faithful'; faithful to our own core values, to our relationship with creation, others and to our God. It is the cornerstone of Genazzano life.

Genazzano FCJ College has an exciting mix of historic and contemporary buildings on 17 acres of landscaped gardens and ovals. The College is well-resourced to meet the needs of a contemporary education in the 21st century. The Victorian Manor, Grange Hill, provides an outstanding learning facility for our Early Learning Centre for three and four-year-old girls and boys, and our Prep to Year 4 girls. Our Year 5, 6, 7 and 8 girls have their core subjects in the d'Houët building, and our Year 9, 10, 11 and 12 students have their core subjects in the Wardell building. A modern Physical Performance Centre and Swim Centre, a library, information and resource centre, specialist Science and Art rooms and the Madeleine Centre for Music and the Performing Arts, are used by all year levels.

Genazzano FCJ College is renowned for providing a wide variety of opportunities across both the academic curriculum, and a comprehensive co-curricular program, which covers the breadth of sport, music, art, drama, technology, mathematics, writing, languages and social justice. The activities cater for students' diverse abilities and offer them the chance to form life-long interests outside the academic arena. When students are offered opportunities to explore new horizons, remarkable outcomes are possible.

Boarding are an integral part of our College. Our boarders are accommodated at Hopetoun Hall, an offsite, purpose-built residence. The boarding house is run by experienced and qualified boarding staff, including a resident Director of Boarding. Situated 3 kms from the College, Hopetoun Hall offers a secure, comfortable and supportive environment. This off-site residence provides a great sense of community for up to 40 secondary students while they study at Genazzano. Our boarders come from within Australia and overseas, with the majority from rural Victoria and NSW border towns. All students in the boarding house develop independence and have the opportunity to enhance their personal, social, emotional, spiritual and academic growth while living in a caring and supportive community environment. The experience of being a Genazzano boarder promotes positive development and skills acquisition, traits that prepare our students to face the challenges of life.

Genazzano FCJ College aims to provide a comprehensive and challenging curriculum aimed at developing the students' potential not only for their own personal fulfilment but for the enrichment of others. It is designed so that students strive for excellence and, at the same time, provides for their development and personal growth needs. It also provides them with the opportunity to discover a religious dimension in their studies, thus enabling them to grow in faith, knowledge, and commitment. Such a curriculum will encourage students to be aware of gender issues and will prepare them for leadership roles in the community.

The College endeavours to create a deeper understanding of contemporary life in both Australia and the global community, including the world of work, through active participation in a wide range of organisations, cultural activities, community service projects, and work experiences. We strive to help prepare students to make informed, responsible career decisions in the choice of a vocation and a commitment to contribute to and serve in justice and peace the different communities which they join.

We aim to facilitate a climate within the school community that supports teachers in their own professional learning, supporting their professional approach to students, and in creating a community committed to the educational process and the philosophy and aims of Genazzano within the wider context of FCJ educational tradition.

We encourage parents to acknowledge their role as the primary educators of their children especially in their education in Faith and to work in partnership with the professional educators so that the school's educational goals can be achieved.



Principal's Report

Genazzano FCJ College aims to shape the lives of all students that pass through its doors, enabling them to confidently take their place in society and make a truly meaningful contribution to their communities. We are an inclusive community that celebrates diversity and delivers a balanced approach to learning and growth, from ELC right through to Year 12. We confidently innovate and adapt to a changing world by allowing students to grow academically and personally, whether they be a day, boarding, or international students. 2022 was a busy year for the entire school community as we returned to face-to-face learning after two years of lockdown. We were hit by COVID in the first part of the year, as well as the flu season. This impacted both teachers and students alike. Our teaching and curriculum staff access our FlexiLearn online curriculum to ensure students had study materials they could continue to access at home.

This was the first year I was able to attend and experience some College community events, and it was wonderful to see students, staff, and parents reconnect at academic, sporting, music, and a variety of other celebrations that occurred throughout the year.

In 2022, our boarding house, Hopetoun Hall was home to 25 boarders ranging from Years 9 to 12 from within regional and country Australia, and also overseas. Boarding is an incredible experience for young people and while it takes some adjustment, the benefits and development of life skills are significant. Despite our best efforts, COVID came to the boarding house during Semester One. Staff and students adapted amazingly well, and the necessary processes were quickly put into place to ensure that we provided a safe care environment at Hopetoun Hall. It was also very important for life in the boarding house to continue with as much normality as possible, so the usual activities occurred, such as the boarder's responsibilities of managing their studies, personal routines and tasks.

Our new College brand was launched in 2022 as part of our new website. The tagline "Ready to Take on Tomorrow" is the perfect description of the type of education we offer students, as well as our approach to providing transformational learning experiences that effectively prepare students for their futures in an ever-changing world.

This report is indicative of the many activities, opportunities, achievements, and learning experiences that continued on during COVID or re-commenced after its impact. It highlights our College's commitment to creating an atmosphere where each young person grows into their best self, with a zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Mrs Loretta Wholley

Principal



Catholic Identity and Mission

Goals & Intended Outcomes

The College's Strategic Plan document 2021-2024 explores two overarching focus areas in the Catholic Culture, FCJ Charism and Identity for College improvement:

1. To strengthen the spiritual formation of all members of the College community through open, active and purposeful engagement with the Catholic tradition and the charism of the Society of the Faithful Companions of Jesus;
2. To plan and enact a religious education program that uses the pedagogy of encounter as its foundation and engages explicitly with the FCJ charism and story.

In seeking to realise these goals in 2022, the Annual Action Plan set two intended outcomes:

1. That staff have a greater knowledge, clearer articulation and personal appropriation of Catholic identity and FCJ Charism
2. That the whole College community builds on its reflective and prayerful engagement of 'finding God in all things'.

Achievements

Following the experience of regular lockdowns and disruptions to College life due to COVID, it was with a little anxiety, but also with courage and confidence, that we entered the 2022 school year. The annual theme of 'Let Gentleness be our Strength' in many ways set the tone of the year. We sought to respond to one of the key FCJ values – Gentleness – and to reflect on what this important value really means as we started to learn and live in a post-COVID learning environment. In many ways 2022 was a 'reset' button for school life – re-negotiating the pre-COVID rhythm of school life. Staff and students alike had to re-acquaint themselves with what a school year on site looked and felt like.

Students were keen to exercise leadership and service right from the beginning. The Social Justice, Mission, Sustainability and Liturgy Prefects sought to build up their various student representative teams. Following interviews, more students were appointed as Social Justice, Mission and Sustainability reps to provide a wider opportunity to participate in all the awareness raising and fundraising activities of College life. This was clearly evident in the turnout and outcomes of the very successful International Women's Day Breakfast and Social Justice Week activities. Sustainability reps regularly visited the Junior School supporting the girls with their vegetable garden activities. In planning activities, more explicit focus was given to the why of what we do, namely referring to the examples provided by Jesus in the Gospels and events in the life of Marie Madeleine d'Houët.

A significant revisioning of the Companionship Program took place in 2022. Previously there were

quite developed and extensive Companionship Programs for Year 9, 10 and 11 students. An unintended consequence of Child Safe legislation meant, rightly, that a number of previous opportunities where students served the wider community had to be curtailed or abandoned. A regular stay of the Year 9 program saw students regularly visiting local aged care facilities. COVID and the consequent necessary health protection of aged care residents meant that that was no longer an option. In Terms Two and Three our Year 9s explored aspects of homelessness on the streets of Melbourne. Responding to a pilot program of 'The Big Issue' magazine, Year 9 students visited the CBD and participated in activities that saw them appreciate the difficulties and economic limitations that people who are homeless are exposed to. Students spoke with Big Issue Vendors and listened to their stories. This Companionship experience was reflected upon in journal activities and discussions completed in RE classes, where the students through encountering life very different to their experience saw that God was present in all things.

The focus of the 2022 Staff Spirituality Day sought to address the intended outcomes of our Annual Action Plan. The theme for the day was 'Celebrating our FCJ Tradition and Catholic School Identity'. Sister Barbara Brown-Graham (FCJ Leader Australia) and Sister Helen Buckley (Director on College Council) provided a personal narrative of their FCJ experience and story. This was very positively received by staff. The second session was facilitated by various staff members who reflected with their groups on four values founded in the FCJ charism: Companionship, Justice, Gentleness, Courage and Confidence. Again, the feedback on these sessions was very positive. Father Brendan Reed then spoke to staff about ECSI – the Enhancing Catholic School Identity project. Father Brendan sketched the challenges and opportunities of articulating a Catholic identity in a school like Genazzano given the many changes experienced in contemporary Australian society. Staff completed the ECSI Survey and the data has provided rich feedback about what needs to be addressed and how this might be done for Genazzano to be an authentic Catholic College in the FCJ tradition.



Value Added

The liturgical life of Genazzano is a very rich and varied one. In 2022, we celebrated 21 Eucharists in our College Chapel or Centenary Hall – most of these were full school or year level Eucharists. This number included Sunday Eucharists sponsored by the Genazzano Alumnae, the GFA Father-Daughter Eucharist and the GMA Mother's Day Eucharist. Added to this, rowers attended the 'Rowing Mass' at St Mary of the Angels in Geelong, and staff and students attended the St Patrick's Day Mass at the Cathedral. A special Eucharist was celebrated for Year 12 parents which was held on the day of their daughter's VCE English exam. A beautiful moment in the Eucharist is when every parent is invited forward to light a candle for their daughter. 2022 saw for the first time in quite a while, two alumnae choosing to celebrate their Wedding Eucharist in the College Chapel. The Lenten Liturgy on the last day of Term One provided a prayerful opportunity to reflect on the Passion, Death and Resurrection of Jesus. Year 12 Drama students enact scenes from the Gospels and this is complemented with a Taize chant performed by the Senior Chamber Choir.

The Commencement Eucharist is always a beautiful spiritual start to the academic year. A tradition started a couple of years ago now signals the beginning of this Eucharist – the ringing of the College bell in the bell tower. The school bell is named the 'Guillemet' bell, named after Julie Guillemet, Marie Madeleine's faithful companion who joined her 'little Society' as a 13- or 14-year-old in Amiens. The College community was informed of this historical link in the week prior to the Eucharist. During this Eucharist, the new College Prefects and Captains were inducted, and the seven Year 12 students were commissioned to undertake the ministry of Extraordinary Ministers of the Eucharist.

Several staff attended professional learning opportunities on 'Catholic Education Today'. These were internally provided sessions and covered such topics as Ignatian Spirituality and Images of God in the Old and New Testaments. These sessions were pre-approved for gaining and maintaining accreditation purposes.

Each year the Genazzano community responds so positively and generously to the various social justice awareness and fundraising initiatives. We raised close to \$10,000 which was handed on to the Sisters FCJ, over \$3100 to Caritas Australia (Project Compassion), \$1100 to ACRATH (Australian Catholic Religious Against Trafficking in Humans), Vinnies received 75 large bags filled with grocery items and over \$2500 in Woolworths and Coles gift vouchers.

As we move beyond 2022 we are aware that it is our mission now, more than ever, to actively witness to the Sisters' vision of creating a learning community characterised by fidelity to the call and mission of Jesus.



Learning and Teaching

Goals & Intended Outcomes

To apply distinctive learning approaches to cross-disciplinary, student-centred thinking and a commitment to excellence. Our transformational learning experiences focus on soft skills acquisition, not just content; and our high-performance culture promotes independence, self-belief, and professional practices across the entire school.

Achievements

As 2022 commenced, the curveballs of the pandemic continued, and the necessary steps to ensure our school community were protected, prepared and equipped to meet whatever challenges lay before us. Delivering as comprehensive, engaging, and consistent a learning program as possible is our key objective at Genazzano. Excellence and equity are our key drivers. So, we said goodbye to LAAD, our Learning at a Distance model and introduced FlexiLearn@Gen, designed to capture the essential learnings considering staff and student absences.

At the beginning of 2022 an application was made for the Junior School to seek accreditation to offer the International Baccalaureate Primary Years Program (PYP). This equates to Genazzano Junior School being in the Candidacy Phase. Junior School staff, inclusive of Specialist teachers, were trained in the delivery of the PYP program and support continued to be offered as the teachers grew in their understanding of the PYP pedagogy. 2023 will see the pre-authorisation visit with accreditation being sought at the beginning of 2024.

Our new Timetable was rolled out, facilitating increased subject offerings, particularly in Digitech and STEM in Years 7 and 8, and enhanced opportunities for flow, targeted learning, and cross-curricular and interdisciplinary learning opportunities. Our lunchtime was brought forward in the day to accommodate those students who participate in our many school activities that start well before the school day officially commences.

The class of 2021 again made us proud with exceptional results and two Premiership Awards to Olivia Branagan, a Year 11 student recognised for her perfect score in Biology and Tulipa Rodriguez-Quin for her perfect score in Theatre Studies. Teachers, Ms Alison Heard and Ms Susan Whelan, were delighted to share their students' success.

GenTute, our after-school tutoring program, was extended to include GenTute Junior to support our middle and senior students with their homework, assessment, and examination preparation. Our Innovation Committee has been working closely with the data platform group Edapt on creating a Learner Profile dashboard designed to empower and inspire every learner to ignite their unlimited potential and take control of their learning. Trial phases have been run in 2022, with a rollout expected in 2023.



Our award-winning Studio Beyond was trialled in 2022 and will offer students greater agency over their learning pathway if that is what they choose. Society has experienced exponential change and additional layers of complexity, so our narrative about the requirements of our young people needs to be expanded too. We must advance our thinking and engage diverse people, groups and partnerships beyond the conventional classroom teacher or school learning experience, which is what Studio Beyond envisions. Creating and facilitating diverse learning opportunities for all our students demands a new approach, a broader range of staff at school and the courage to redesign how the school concept can evolve to meet the needs of all learners and pathways. At Genazzano, this is as true to the charisma of the FCJ sisters as it is to calls for a new narrative of schooling.

Student Learning Outcomes

The introduction of the GenAchieve Program and new Mentor programs embedded within our enacted curriculum, enabled Team Leaders and Mentors to play a pivotal role in broadening our students' career thinking and skills building. Our Year 7 Entrepreneurial Smoothie Day was a tremendous success. In Year 8 our CityCite program embellished ideas about life and work in the city. In Year 9, The Learning BluePrint, empowered students to take control of their learning. Through the Year 9 Enterprise Units, all students rotated through courses on Careers, Financial Acumen, Companionship and STEM options. The program culminated in Term Four with the Academy of Entrepreneurs 'Be Your Boss' program. The program involved a mentorship between Australia wide entrepreneurs and our students on a weekly basis. The girls created some innovative business models which were showcased on our 'Be Your Boss' market pitch day. We were lucky enough to have our own Gen Alumnae entrepreneurs attend this day to share their start-up stories and provide advice for the students.

2022 NAPLAN Results

In May, students in Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

2022 NAPLAN results have shown that all of our students continue to perform above the national minimum standard in all areas, as shown in the graphs from the School Summary Reports, included for each year level below. Compared to all Australian students, averages for all five test domains, across all four year levels, were above or well above. Compared to all students with similar backgrounds across Australia, our students have performed above average in Year 7 Writing and Grammar, and Year 9 Reading, Writing and Grammar, and close to average for all other domains.


The College maintains its commitment to data-informed action that is collaborative and aligned to improving holistic student learning outcomes. This commitment saw key members of the leadership team attending professional development sessions on NAPLAN data interpretation and working collaboratively across the Junior School and Senior School throughout the year.

Our data dashboard, Edapt, was launched in 2022, thereby increasing accessibility of NAPLAN data for all teaching staff across the College. The dashboard combines NAPLAN data with other sources of academic and wellbeing data, eliminating a siloed approach to data analysis and providing teachers with a full picture of each of their students. In addition to the processes for monitoring student progress by members of the Wellbeing Team and the Teaching and Learning Team, Edapt provides teachers with a snapshot of their classes enabling them to adjust their teaching programs to cater to individual students' needs with greater ease.

In 2022, the transition was made from the previous paper-based NAPLAN to NAPLAN Online for all tests, excluding Year 3 Writing. NAPLAN Online is designed to provide a better and more precise assessment that is more engaging for students through tailored (or adaptive) testing, in which the test presents questions of higher or lower complexity depending on a student's performance. In response to this and the shifting landscape of assessment, teachers at the College are encouraged to utilise the Exam.net platform, as a complement to traditional pen and paper based common assessment tasks across the senior school, thus providing students with greater experience in online assessment.

In response to NAPLAN results and other assessments of students' Literacy skills in the Senior School, the Target Your Language program was introduced as part of the Year 7-10 English courses in 2022. Target Your Language focuses on improving students' foundational literacy skills. The program is designed to challenge students to identify their strengths and areas for improvement in spelling, grammar, comprehension and language techniques. Student progress is assessed through regular tasks and a cumulative result in Target Your Language tests appeared on the English Semester Report.

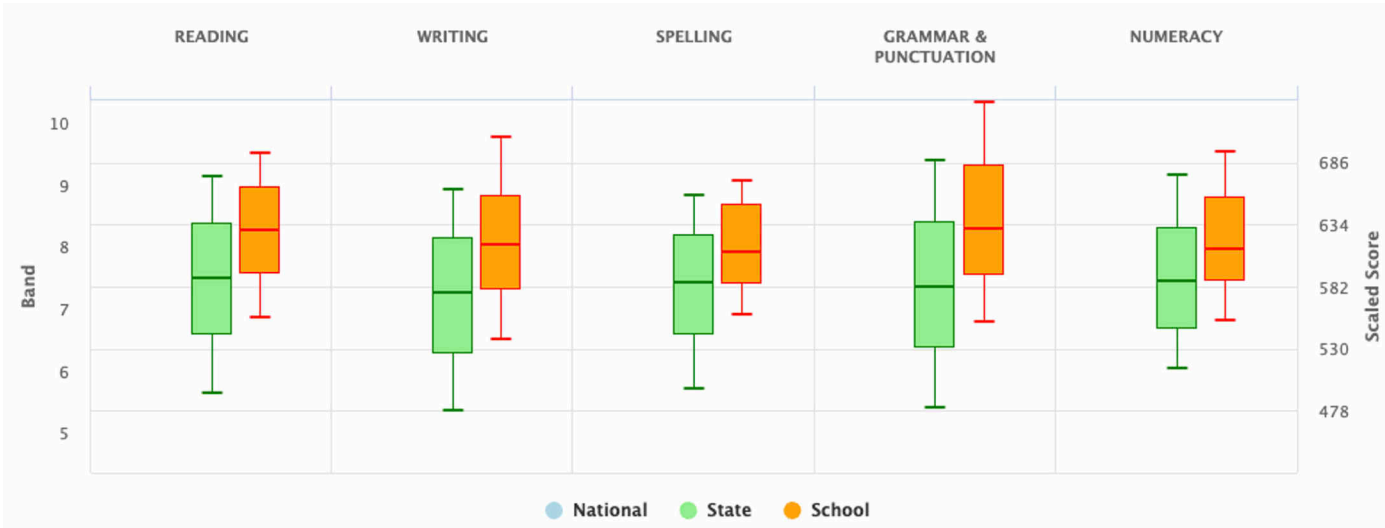
Note: As the NAPLAN tests were cancelled in 2020, there is no data available for 2020. Furthermore, due to the cancellation of NAPLAN in 2020, the Relative Growth Report, the Transitional Relative Growth Report, the School Comparison Report and the School-Student Comparison Report could not be generated for 2022.

2017		2018		2019		2020		2021		2022	
				<<		>>					
											
		Reading		Writing		Spelling		Grammar		Numeracy	
Year 3		528		464		461		499		469	
Year 5		564		536		541		554		531	
Year 7		585		596		576		595		589	
Year 9		629		619		615		638		623	

Year 9 Synopsis

Our Year 9s in 2022 demonstrated strong performance across all areas, with all students performing above the state's 25th percentile. When comparing 2022 to 2021 results, the five-year trend reports indicate that in 2022 there was an increase in the College median for Reading and Writing, consistent medians for Numeracy and Grammar and Punctuation and a slight decrease in the median for Spelling, which still fell in the same band as 2021.

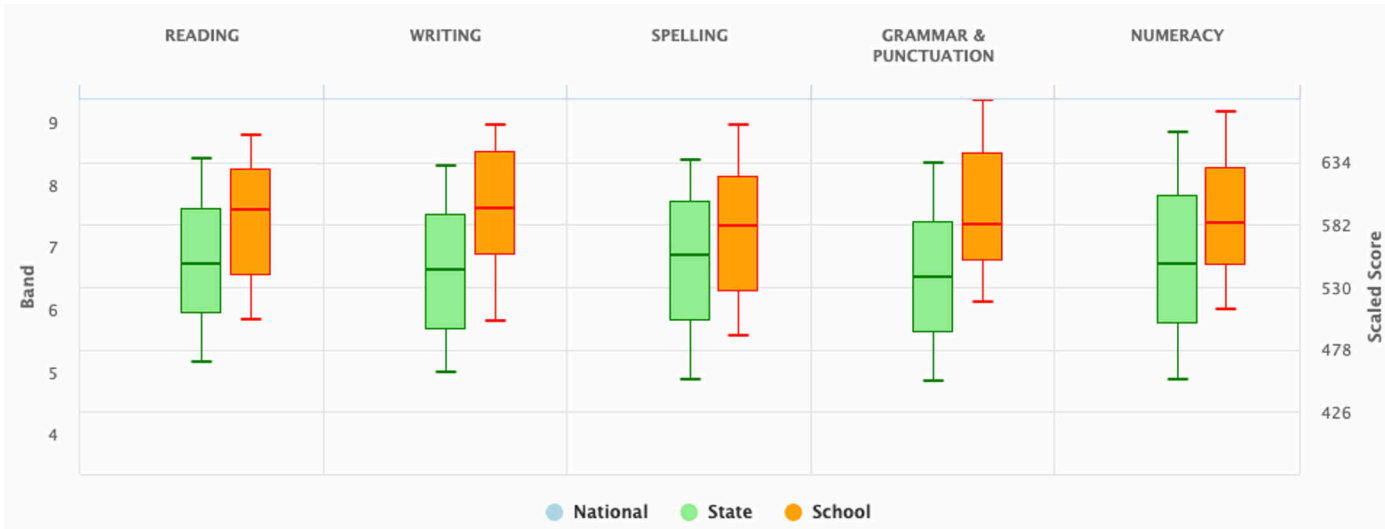
When focusing on our Year 9 students in the 25th percentile, an improvement from 2021 to 2022 was seen in the results in the areas of Reading, Writing and Numeracy and a significant increase in Reading for the Language Background Other Than English (LBOTE) students in this percentile.



Year 7 Synopsis

Our Year 7s demonstrated strong performance across all domains with half of our students performing in the top 25% of the state in Reading, Writing and Grammar and Punctuation and well above the state mean for Spelling and Numeracy.

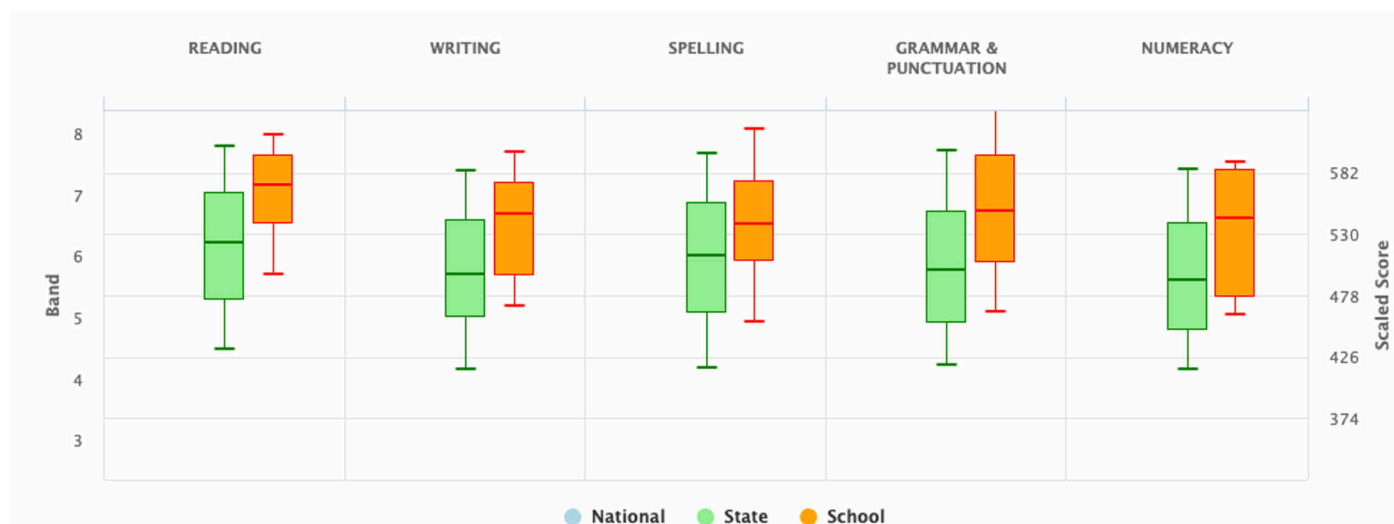
The 2022 Year 7 cohorts' scaled score mean for Writing was higher than that of the 2021 Year 7 cohort. Scaled score means for all other domains tracked alongside or were slightly lower than that of the 2021 cohort. The band in which the median score fell in was consistent from 2021 to 2022 for all domains except for Writing which increased from Band 7 to Band 8.



Year 5 Synopsis

Year 5 in 2022 demonstrated strong performances across all five domains with half of the cohort performing at or above the state 75th percentile for Reading, Writing, Grammar and Punctuation and Numeracy.

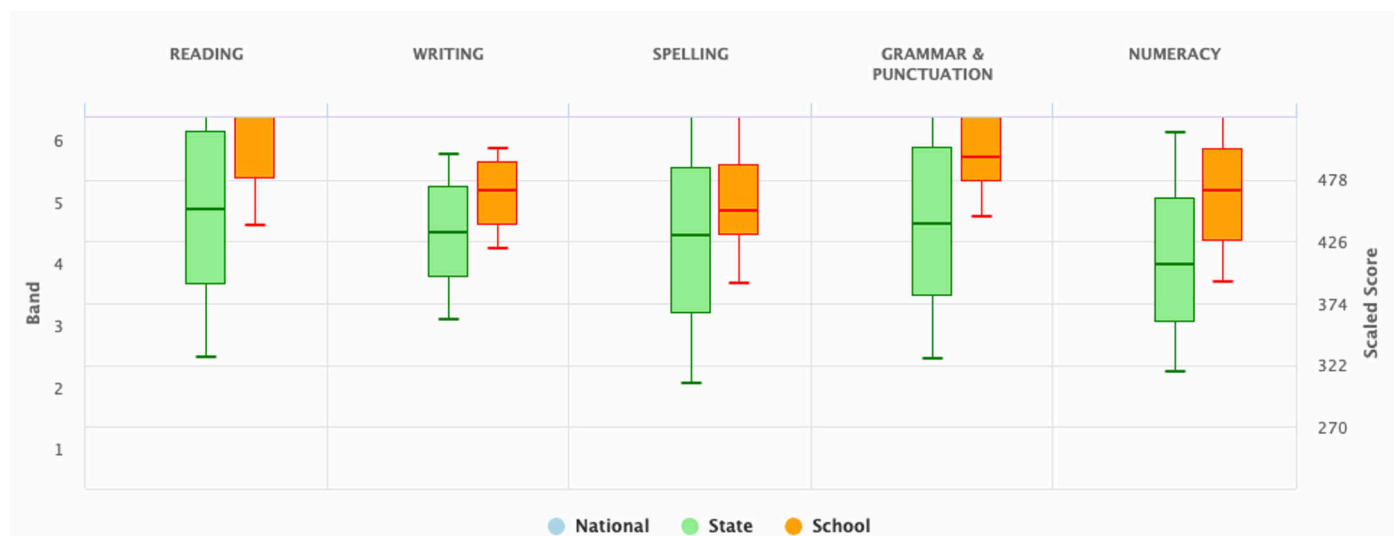
Compared to the 2021 Year 5 cohort, the 2022 Year 5 cohort demonstrated higher means across all five domains. The five-year trend report revealed the highest scaled score mean for Spelling and Writing since before 2018.



Year 3 Synopsis

The 2022 Year 3 cohort demonstrated outstanding results in Reading, with almost all students performing at or above the state's 50th percentile. The school median for Reading was above Band 6 (the highest reported band for Year 3 students on the five-year trend report).

Writing, Numeracy and Grammar and Punctuation demonstrated similar trends when compared to the state, with almost all students performing in the top 50% of the state in these domains. Furthermore, growth in the results for our students in the 25th percentile is seen from 2021 to 2022 for all areas.

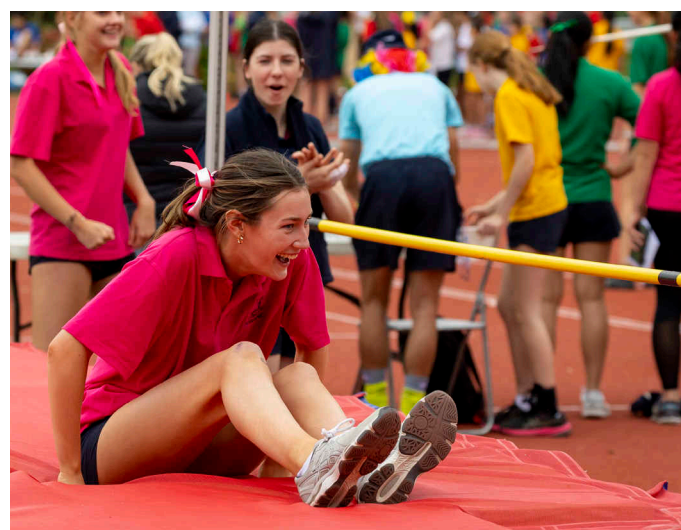
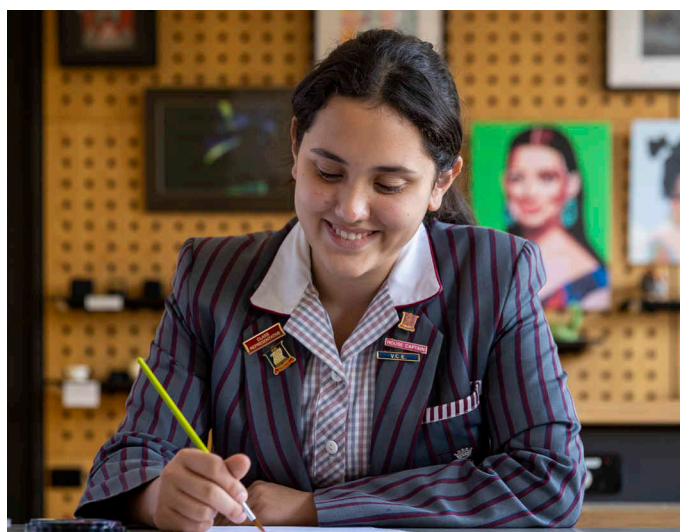
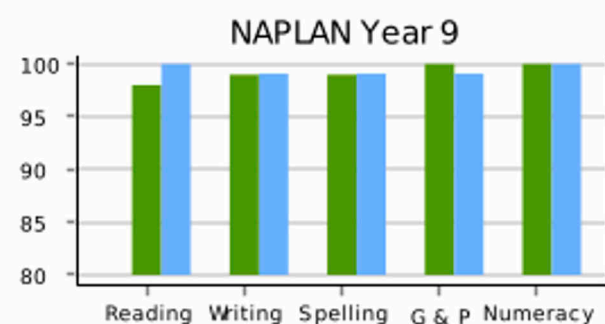
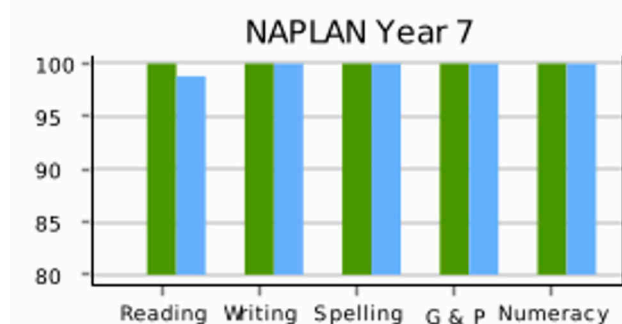
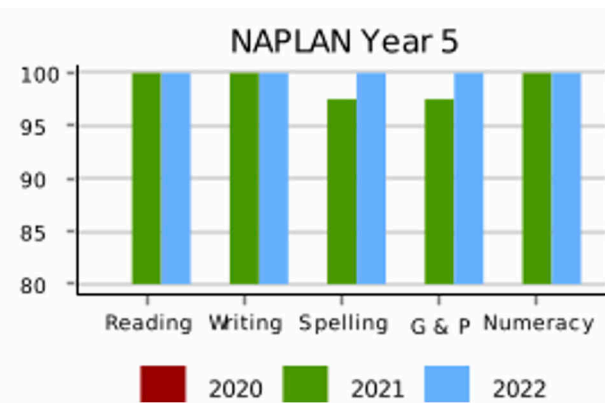
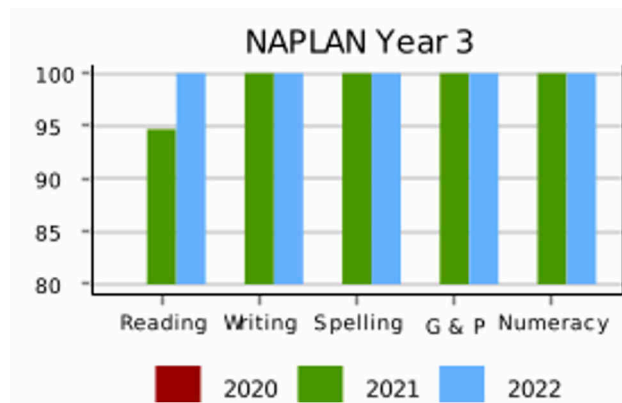


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020 %	2021	2020 – 2021 Changes	2022 %	2021 – 2022 Changes
	*		*		
YR O3 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR O3 Numeracy	-	100.0	-	100.0	0.0
YR O3 Reading	-	94.7	-	100.0	5.3
YR O3 Spelling	-	100.0	-	100.0	0.0
YR O3 Writing	-	100.0	-	100.0	0.0
YR O5 Grammar & Punctuation	-	97.5	-	100.0	2.5
YR O5 Numeracy	-	100.0	-	100.0	0.0
YR O5 Reading	-	100.0	-	100.0	0.0
YR O5 Spelling	-	97.5	--	100.0	2.5
YR O5 Writing	-	100.0		100.0	0.0
YR O7 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR O7 Numeracy	-	100.0	-	100.0	0.0
YR O7 Reading	-	100.0	-	98.8	-1.2
YR O7 Spelling	-	100.0	-	100.0	0.0
YR O7 Writing	-	100.0	-	100.0	0.0
YR O9 Grammar & Punctuation	-	100.0	-	99.1	-0.9
YR O9 Numeracy	-	100.0	-	100.0	0.0
YR O9 Reading	-	98.0	-	100.0	2.0
YR O9 Spelling	-	99.0	-	99.1	0.1
YR O9 Writing	-	99.0	-	99.1	0.1

* 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

Create a learning ecosystem that nurtures and supports the well-being and flourishing of every student.

Achievements

Our Genazzano Student Culture model includes GenAchieve, GenWise, GenUltra and GenLife.

GenAchieve, the College's Wellbeing program was expanded in 2022 to include a weekly mentor session, a year level assembly and a GenStar session. GenAchieve supports each student to be known and valued throughout their unique learning journey. It has been designed and implemented so that each student can flourish, thrive and achieve with confidence, learning in an environment where all students experience a sense of connectedness and belonging. Firmly grounded in the FCJ Values, GenAchieve is developed in the spirit of Marie Madeleine d'Houet who responded to the needs of her time. These principles form the basis of our Genazzano community and are still very much relevant and alive in the College community.

Our approaches are measured against our GenAchieve Wellbeing framework that incorporates four essential pillars:

- Engagement & Connectedness
- Resilience and Mental Health
- Responsible Decision Making
- Learning Mastery

The pillars are the foundations that link learning experiences across the year level and are the through lines from ELC to Year 12. Each year level at senior school has a particular focus which are outlined below.

- Year 7 - Community & Connection
- Year 8 - Strengths & Accomplishments
- Year 9 - Stepping Out
- Year 10 - Explore
- Year 11 - Express Yourself
- Year 12 - The Finish Line

Each student meets weekly with their class Mentor who facilitates sessions that support students to explore GenAchieve's four pillars. Mentors guide students to explore educational pathways and develop personal goals. They provide connection and support for students in all aspects of College life.

Fortnightly Assemblies allow year levels, Houses and the whole school to gather together and connect in a shared experience. Assemblies unify a group, build interest in school themes, and opportunities such as co-curricular and leadership activities. Assemblies are also an opportunity to celebrate

student achievements, promote our values and school events. We actively promote strategies to harness and engage student voice in learning across the College, therefore students are actively involved in the planning and implementation of assemblies.

The GenWise program fosters leadership across ELC to Year 12. Genazzano has an extensive Student Leadership program including 22 Year 12 Prefects, who all attended a Leadership Planning Day. An extensive range of leadership opportunities also exist across the College including Captains in the following portfolios: Boarding House, House Captains, Rowing, Swimming, Athletics/Cross Country, Netball, Snow, Music, Co-Curricular, Brain Science, Wellbeing and Child Safety. Each year level also elects a Sustainability and Student Voice Representative, and each Homeroom elects leaders in Mission, Social Justice and Class Representative each semester. Leadership opportunities for the Year 6 students were extended this year to include a House Captain for each of the six Houses. In addition, Student Voice groups have their own GenConnect tile and can share and post to the student community. The link to these tiles is shared on each Year Level page and this ensures that resources and procedures are centralised and that the knowledge and experience of the leaders is passed to the next generation of leaders.





Value Added

Our Genazzano Student Culture model includes GenAchieve, GenWise, GenUltra and GenLife.

The Genazzano calendar year is punctuated by many special weeks of celebration, and in 2022 there were two new additions to an already packed schedule, including Eurovision Week and GenAlliance Week. Led by the International Student group, each Homeroom celebrated and learned about the achievements and lifestyles of cultures throughout Europe and Asia. GenAlliance Week promoted inclusivity, diversity, identity and acceptance within our College community, and included many fun events and competitions. Badges were designed to promote inclusion and acceptance, which are essential to ensuring the dignity, justice, and wellbeing of every unique individual who fills our community with vibrancy and colour.

Safer Internet Week was an opportunity to remind students and their families via daily posts of the importance of being an online upstander, and we provided practical and helpful hints about how young people can support a friend who may be experiencing cyberbullying. We also posted free safety webinars for parents on the Genconnect Parent Pages conducted by the eSafety Commission.

Gen Day

As a College we were fortunate to celebrate Gen Day on campus early in Term Two. This was a joyous day of celebration with students and teachers making the most of every moment to be together in person and celebrate our thriving learning community. It was palpable that we were strengthened by our shared experiences from the many small acts of kindness to the outward expression of joy. We are also very proud of the generosity of students and staff who fundraised towards the work of the FCJ Sisters overseas throughout the day.

Being a student at Genazzano is all encompassing. It is a sense of being part of a community, belonging to a tribe with common values and a shared sense of purpose. Many girls openly acknowledged they love coming to school every day to connect with their peers and participate in the learning program.

Year Level Activities

The Year 7 Camp was a fantastic way for students to connect with new friends and solidify existing friendships. In the picturesque countryside of Northern Victoria, the Year 7's enjoyed two nights at Valley Homestead. The camp was action-packed with outdoor activities such as, high-ropes course; vertical climb; flying-fox; 7 m half-vertical slide; bush skills activities; trivia night; and campfire sing along. All of these activities were set amongst beautiful native Australian trees and wildlife.

The Year 8 cohort participated in a week-long City Cite enquiry based experience. The Year 9's travelled to Central Australia for a nine-day camping experience to learn as much as possible about the environment, people and cultural significance of Central Australia. The Year 10 Dancing program is a long tradition with Xavier College and students relished the opportunity to learn a variety of dances and socialise with their peers. The Year 10 students also participated in a learn to drive program over two days and one night. 2022 also saw the introduction of a new camp at Year 11 in Torquay. This was an opportunity for the students to bond as a group and prepare for the challenges of their last two years of school. The Year 11 Formal is an important milestone for each student and the night was a great success.

Co-Curricular Program

The College's Co-Curricular Program aims to promote creativity, excellence and innovation with an opportunity for leadership, service to the community and to be a team player. Offering over 100 supervised activities in the areas of Social Justice, Music, The Arts, Debating & Public Speaking, Language, and Leadership programs cater to the diverse interests of students and showcases the many talents of our staff. This year, several senior students took on program leader and coaching roles in activities such as Grange Hill Dance, Fitness & Music, along with 70 students coaching their peers in a weekly sport.

Duke of Edinburgh Award

Once again, all of our Year 9 students completed their Bronze Duke of Edinburgh Award in 2022. They all learnt a new skill, were involved in regular physical activity and embraced an area of service to the community. In addition to this commitment each week, they journeyed to Central Australia to complete a component of the Award.

Twenty two students achieved their Silver Duke of Edinburgh Award in 2022. Students completed a leadership program with Duke of Ed before applying their leadership skills as a component of their service section. Students embarked on several journeys for their Award, including hiking along the iconic Great Ocean Walk. They mastered their navigation skills, camp cooking and safety, as well as learning a lot about themselves and their capabilities. One student completed their Gold Award in 2022.



Health Centre

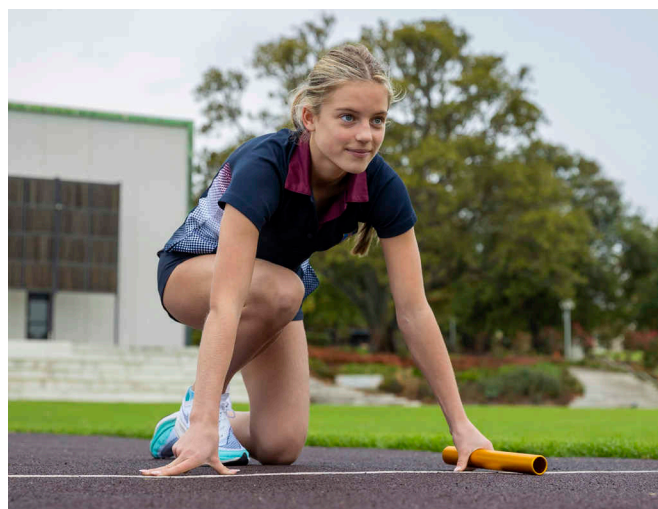
The Health Centre at the College is a comfortable and well-equipped area where students and staff are welcome to come for assistance if they are unwell, have an injury or have had an accident. We promote an open-door approach where the student's well-being is a priority. Policies and procedures are in place to support ill students and for the safe distribution of medicine. A First Aid Register is maintained recording all student medical conditions that students present with at the Health Centre. An Anaphylaxis Management Policy which meets all the legal requirements.

Music at Genazzano

Music is featured in all College Eucharists and Assemblies. The Genazzano combined choir and instrumentalists were invited to provide the music for the Mass of St Patrick for Schools held at St Patrick's Cathedral. Televised, the Genazzano community were able to share in this beautiful liturgical occasion.

The Autumn Music Festival, The Evening of Jazz and Contemporary Music, the Christmas Concert and our return to Hamer Hall for the Annual Music Concert were memorable highlights.

Our Bands and Ensembles were award winners at major Victorian Competitions; students attained exceptional results in their AMEB examinations, and, to the joy of all concerned, we were able to return to a long-standing tradition at Genazzano, our Annual Music Camp, where students across Years 6-12 play and learn.



Sport at Genazzano

Sport is highly valued at Genazzano and in 2022, 75% of all Gen Girls represented the College in some form of sport and fitness. The launch of our Physical Performance Centre (PPC) has genuinely transformed the landscape of what young women can dare to achieve as they discover their own personal fitness journey. The performance bar was set very high for Sport as our First VIII won the National Sprint Rowing Championship in Nagambie and our Triathlon Squad won the Secondary Catholic Sports Association Division 1 Championship in Geelong. Both programs undoubtedly benefited from Summer Camps hosted in the same locations as their victories.

Our Year 3-6 Cross Country team made the most of the skills learnt in their weekly Friday Run Group sessions to tackle the Armadale District Cross Carnival at Kooyong Park. The Soccer team won their final play-off game with a resounding 4-0 win. The netballers finished 5th in the district and the Footy and Basketball teams qualified through to their District Grand Finals after three strong wins. Whilst the Year 3-6 Track & Field and Swimming squads saw over 45 girls represent Genazzano in competition.

Netball, our largest participation sport once again, showcased some wonderful talent in all forms of competition. Our Intermediate A Grade team proved themselves this year with three premierships titles. This very talented group of ten Year 10 students won the GSV, BNA Saturday Premier Grade and also the Term Four Spring Fling. Adding to our list of Netball premierships were B & D Grade Intermediate teams and a further four BNA Saturday teams. Incredibly, eleven of our teams played in Saturday's Netball Grand Finals. Appropriately, the season was celebrated with our first ever Netball Presentation Breakfast, where over 300 players and coaches enjoyed the success of the season.

Over 100 girls joined in weekly Run Group sessions in the lead up to the Cross Country Carnivals and the squad depth was highlighted with a return to GSV Division 1 for the first time in 8 years.

Football in Term Two included three Senior teams playing weekly, whilst our Junior team had a lot of fun on Thursday afternoons. In our best result ever, we won the preliminary rounds in the First XVIII and qualified through to the GSV Grand Final at St.Kilda's home ground of Moorabbin. Our Senior Soccer team won their first ever GSV Premiership.

The Ski team enjoyed a return to the slopes after a three year absence and again a team highlight was the performance of our senior girls. Our Div 1 team qualified through to Nationals with an outstanding performance at the Victorian Interschools. Our most popular Falls Creek Ski Trip was wonderfully received as it returned to the calendar for beginners and racers alike.

The GSV Carnival Program rounded out with the action packed Track & Field season in Term Three, where after a first ever GSV Preliminary Carnival win in our school's history, our squad shined in Div 1 to qualify an incredible 37 girls in 31 events through to GSV Finals Night.

A debut for Gen in the SCSA Table Tennis Tournament, saw a surprise premiership victory for a group of girls who had only recently taken up the sport in the PPC at lunchtimes, whilst our Intermediate Year 9 Basketball 'Dream Team' Premiership was the highlight of a Term Four sporting calendar that also saw three Junior Basketball teams play semi-finals.

With Swimming, Diving, Indoor Cricket, Hockey, Equestrian, Lacrosse, Cricket, Water Polo, Volleyball, Badminton and Tennis also on the list of sports in 2022, you can see it was a busy year!



Student Satisfaction

The opinions and ideas of students are valued and sought. Their suggestions are incorporated into planning for addressing student needs and creating an engaging learning environment. This year, the school has used a variety of processes to gain information about the level of satisfaction from students, including the Melbourne Archdiocesan Catholic School Improvement Survey (MACSSIS).

The survey was completed by students in Year 4 to Year 11. This is a voluntary survey and was completed by 468 students.

Items that were highlighted as areas of success included:

- Students feel Safe
- Teacher and Student Relationships (significant improvement from 2021, after lockdowns)

Involvement in the Religious Life of the College (significant improvement from 2021, after lockdowns)

Items with potential for improvement were:

- Teachers have rigorous expectations of students in the classroom
- The role of the Student Representative Council

Student Attendance

In accordance with our legal obligation, Genazzano FCJ College records attendance and maintains detailed attendance records for all enrolled students, identifying and following up any and all unexplained absences in accordance with the Education Training and Reform Act 2006 (Vic.)

Attendance Overview

- Attendance records are completed on GenConnect in Homeroom each morning and then in every class in the Senior School, and at least twice a day in the Junior School.
- Absences of a student from school, including classes, are identified and reasons for each student's absence are provided and recorded in writing on the College database Synergetic in accordance with applicable recordkeeping standards.
- Explanations for absences that are provided by parents/guardians are added to the database.
- When a student is absent and the College has not been advised, an SMS message is sent to every parent/guardian/carer asking for an explanation. Follow up of any unexplained absences of a student by contacting the parent/guardian/carer of the student occurs from 12.00pm on the same day.
- Parents/guardians/carers are notified promptly regarding a student's unsatisfactory school or class attendance.

Child Safe Standards

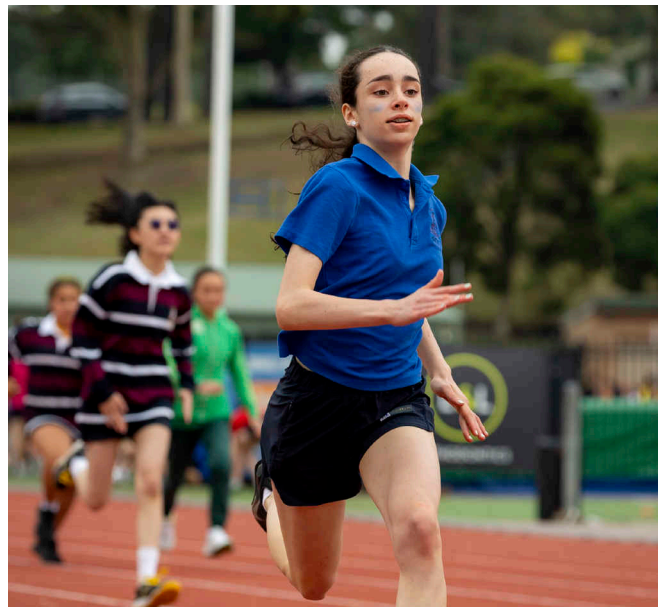
Goals & Intended Outcomes

Enable all staff, students, parents and guardians to understand the full intent of the Child Safe Standards and protocols and to be proactive in upholding these standards and reporting as required.

Achievements

Genazzano FCJ College has continued to be proactive in the implementation of the Child Safe Standards. The College recognises that the Child Safe Standards are designed to drive cultural change within the community so that protecting children from abuse is embedded in the everyday thinking and practice of leaders, staff and volunteers. The following actions were addressed:

- Embedded policies and commitments into every day practice
- Implemented of Ministerial Order 1359 and the revised Child Safe Standards
- Conducted professional learning of teachers, non-teaching staff and volunteers
- Continued implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Established strategies to foster a culturally safe environment
- Established strategies that ensure equity is upheld and diverse needs are respected
- Established strategies that promote safety and wellbeing in the physical and online environments of the college
- Community Planning Committee and Student Wellbeing Team continued to strengthen the child safe culture of the college
- Engagement and involvement of families and communities in promoting child safety and holding a forum for parent feedback
- Ongoing attention to our Human Resources practices, including volunteers, (recruitment, supervision, performance review)
- Reviewed our Child safety - Risk Management practices and complaints handling processes



Leadership

Goals & Intended Outcomes

- Engage with others with a positive and loving attitude, serving a higher purpose through our Catholic faith and social justice programs that take action to benefit society.
- Apply distinctive learning approaches on cross disciplinary, student-centred thinking and a commitment to excellence. Our transformational learning experiences focus on soft skills acquisition not just content; and our high performance culture promotes independence, self-belief and professional practices across the entire school.
- Be an inclusive community that celebrates diversity and delivers a balanced approach to learning and growth, from ELC right through to Year 12.
- Confidently innovate and adapt to a changing world by allowing students to grow academically and personally, whether they be day, boarding or international students.
- Deliver, in partnership with the community, high quality education. Demonstrating an alignment with strategic priorities and effective, responsible and sustainable use of resources. We are a school of choice.

Achievements

- Over 80% of the College staff and students completed the ECSI (Enhancing Catholic School Identity) survey in comparison to previous attempts. This will provide rich data moving forward.
- Implemented a meaningful and authentic respectful relationship program for students that was age-appropriate and engaged student voice, in collaboration with Team Leaders, Religious Education and Ministry Team.
- The Junior School ELC to Year 6 is progressing well with the International Baccalaureate Primary Years Program candidacy.
- Student Wellbeing Framework explained on the College Website and shared via social media.
- Launched new branding and website.
- Implemented the Reset, Refresh, Renew, Restore program across the College to ensure financial stability.
- Community Planning Committee and Student Wellbeing Team continued to strengthen the child safe culture of the college.
- Engagement and involvement of families and communities in promoting child safety and holding a forum for parent feedback.
- Ongoing attention to our Human Resources practices, including volunteers, (recruitment, supervision, performance review).
- Reviewed our Child safety - Risk Management practices and complaints handling processes

Expenditure and Teacher Participation in Professional Learning

Professional Learning Activities

As educators, we must engage in professional discussions with colleagues in various forums to evaluate our practice and improve professional knowledge and educational outcomes for students. Lunch and Learn was a new initiative for educators where staff gathered over lunch to learn how to deal with complex social issues that impact on student wellbeing and how we best support young people to flourish as learners. Two popular topics were, 'Using Inclusive Language in the Classroom' and 'Vaping'. What is it, and how do we support students to make wise choices? We are planning to expand our offerings to staff in 2023.

Teacher Satisfaction

The opinions and ideas of teachers are valued and sought. Their suggestions are incorporated into planning for future timetabling, professional learning, addressing student needs and creating an engaging learning environment. This year, the school has used a variety of processes to gain information about the level of satisfaction from teachers, including the Melbourne Archdiocesan Catholic School Improvement Survey (MACSSIS).

The survey was completed by staff. This is a voluntary survey and was completed by 79 teaching and non-teaching staff.

Items that were highlighted as areas of success included:

- Positive School Climate
- Collective Efficacy
- Physical and Psychological School Safety

Items with potential for improvement were:

- Teacher and Leadership Relationships
- Perceptions of the overall learning climate
- Quality feedback received by staff



Community Engagement

Goals & Intended Outcomes

Deliver, in partnership with the community, high-quality education. Demonstrating an alignment with strategic priorities and effective, responsible and sustainable use of resources. We are a school of choice.

Achievements

A fundamental point of difference at Genazzano is our Centres of Excellence, which extend our learning opportunities in new and diverse directions. Through our Genazzano Institute, Genazzano is a leader in offering Microcredentials and is regarded as a first-mover school collaborative research partner with the University of Melbourne on its New Metrics for Success partnership. External partnerships are becoming increasingly significant as education undergoes what some would call a Renaissance. Genazzano is fortunate to partner with other schools, tertiary institutions, industry and community groups.

Genazzano Institute of Learning & Brain Sciences is a progressive initiative of Genazzano FCJ College with a focus on research, educational neuroscience and innovation to advance optimal learning. The Institute aims to promote all elements of Genazzano College's strategic direction through its vision, mission and activities.

2022 has seen Genazzano Institute continue to lead in school improvement with innovative projects, research partnerships and new learning opportunities for staff and students. It has substantially contributed to the College in the key areas of: Leading Learning, Innovation and Improvement; Partnerships (industry, educational and community); and Student Engagement in Learning.

Genazzano Institute collaborates with industry and educational partners in areas of research, learning and innovation. The following partners worked with us on key projects in 2022:

- **Deakin University:** Deakin is the founding partner of Genazzano Institute and has collaborated with the College to promote student learning in various ways over the last 6 years. In 2022, Deakin engaged with the Institute's Explain the Brain Challenge, supporting the project with funding and guest judges.
- **University of Melbourne:** Genazzano has partnered with the University on the New Metrics for Success research partnership in 2021 and 2022. The project will extend for a 3rd year into 2023. College leaders are engaged in this important partnership.
- **St Vincent's Foundation - Sisterhood:** In 2022 Genazzano and the Sisterhood of St Vincent's Foundation officially embarked on a partnership to promote women in health, philanthropy and the work of the hospital. The inaugural event was part of a Year 9 Philanthropy Day where professionals from the hospital gave presentations and shared their

career journeys. Other activities with the Sisterhood included the launch of an original podcast, 'She Knows It' and a community event focused on innovation in health called 'The Future of Medicine is Engineering'.

- **LME Global:** Year 9 students were offered the opportunity to undertake a microcredential created with the expertise of the team from LME Global. The Learning Blueprint course provides students with an understanding of learning from a neuroscience perspective and promotes effective learning strategies.
- **Education Perfect:** Education Perfect has partnered with Genazzano Institute for the past 6 years to deliver, sponsor, and promote the 'Explain the Brain' competition. The focus for 2022 was 'Adaptive Coping' and we were delighted that hundreds of students across Australia engaged in this free neuroscience and wellbeing learning opportunity provided by Genazzano Institute.
- **ISN (Institute for Social Neuroscience – Human Performance):** In 2022, work with the Institute has focused on supporting wellbeing and performance in the new Physical Performance Centre. ISN has supported a provisional Sport Psychologist to work with students to support health and high performance in sports. This initiative has been highly successful and will continue in 2023.

Community Event

Genazzano partnered with the Sisterhood of St Vincent's to offer a community event highlighting innovations in medical engineering. The event, 'The Future of Medicine is Engineering' featured prominent medical leader, Dr Erol Harvey and the winner of the 2022 women in AI Award, Adjunct Associate Professor, Helen Frazer.





The 'She Knows It' Podcast

The podcast is a new careers initiative to build student skills in digital media and to shine a spotlight on the career journeys of women in STEM. Available on popular podcast platforms, the podcast has had great support from the College and the wider community.

Explain the Brain 2022: Adaptive Coping

Again, this year hundreds of students across Australia took part in this free neuroscience and wellbeing program offered by Genazzano Institute and supported by EP and Deakin. The competition is an innovative example of community engagement in the spirit of the FCJ values.

New Website

With the new College branding and website launched this year, the decision was taken to incorporate the Genazzano Institute website into the new College website, to promote both the College and the Institute on the one platform.

Value Added

The College offers a broad range of both curricular and extra-curricular activities.

Our curriculum is innovative, life changing and deliberately designed for girls; and together with our co-curricular offering builds resilient, independent young women who strive to reach their fullest potential in all areas of life.

Subjects on offer include: Religious Education, English, Mathematics, History, Geography, Languages (Italian, Chinese, French and Latin), Philosophy, Science (Biology, Physics and Chemistry), Psychology, Visual

Arts, Textiles, Performing Arts and Digital Technologies.

Students are also offered a vast number of extra-curricular opportunities including, but not limited to:

- Sports – GSV & SSV
- Early morning fitness, strength and conditioning classes
- Rowing
- Music Ensembles – 30 different music ensembles to choose from e.g. choir, jazz band, orchestra, big band, strings, rock band, percussion, symphonic band, flute etc.
- Productions and plays – both junior school and senior school productions
- Interschool debating and public speaking competitions
- Book Club, Brain Club, Colouring Club, Chess, Gen Tech, Learning and Innovation Club, Trivia Club, Writing Club, Painting Club, Mandarin Club and Pilates
- Duke of Edinburgh program
- Social Justice and Faith in Action groups such as Fire Carriers, St Vincent de Paul, Altar Servers, Friday Night School tutoring
- Academic competitions such as, United Nations Forum, Tournament of the Minds, World Scholars Cup, Mathematics Olympiad, Spelling Bee, etc.

Parent Satisfaction

The opinions and ideas of parents are valued and sought. Their suggestions are incorporated into planning for community events, addressing student needs and creating an engaging community environment. This year, the School has used a variety of processes to gain information about the level of satisfaction from parents, including the Melbourne Archdiocesan Catholic Schools School Improvement Survey (MACSSIS).

The survey was completed by parents from Prep to Year 12. This is a voluntary survey and was completed by only 33 parents (down from 86 in 2021).

Items that were highlighted as areas of success included:

- Positive School Climate
- Quality of Communication
- Student safety

Items with potential for improvement were:

- Engagement with Families
- Identifying Barriers to Engagement: Considering family cultural background
- Helping parents understand the Catholic mission and how it underpins policies and practices

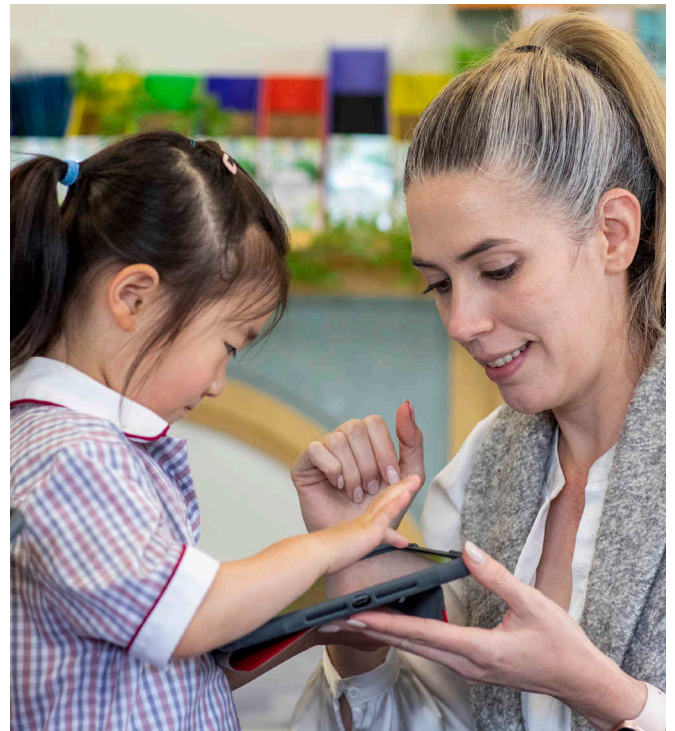
Future Directions

The College's Strategic Plan continues to be the intent for the next three years and includes:

- Engage with others with a positive and loving attitude, serving a higher purpose through our Catholic faith and social justice programs that take action to benefit society.
- Apply distinctive learning approaches on cross disciplinary, student-centred thinking and a commitment to excellence. Our transformational learning experiences focus on soft skills acquisition not just content; and our high performance culture promotes independence, self-belief and professional practices across the entire school.
- Be an inclusive community that celebrates diversity and delivers a balanced approach to learning and growth, from ELC right through to Year 12.
- Confidently innovate and adapt to a changing world by allowing students to grow academically and personally, whether they be day, boarding or international students.
- Deliver, in partnership with the community, high quality education. Demonstrating an alignment with strategic priorities and effective, responsible and sustainable use of resources. We are a school of choice.

We will do this by:

- Using ECSI Data from 2022 to create a recommendation plan to respond to the findings.
- Analysing data and identifying areas for growth and improvement in the areas of literacy and numeracy
- Exploring possible alternative pathways for students who are seeking an alternative pathway of learning that will build skills that will set them on a trajectory of future learning and employment post Year 12.
- Creating a new Professional Learning Partnership that links with the Annual Review Meetings which offers a holistic, year long approach to professional learning.
- Commencing implementation of Restorative Practices across ELC-Year 12.
- Creating improved communication and supporting staff to build and restore relationships that foster collegiality, connection and a balanced approach to work.
- Implementing marketing strategies with a focus on ELC, Boarding, International Students and Studio Beyond.
- Commencing the upgrade of Mont Victor Student Centre, creating disability access to Wardell and a covered garden.





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