



GENAZZANO  
FCJ COLLEGE

# Annual Report to the College Community 2020



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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 2020 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

3 May 2021

# College Vision

Our College motto, *Fidelis* (meaning ‘faithful’ to our own core values, to our relationship with others and to our God), is addressed daily in all that we undertake. All programs, policies, procedures, planning and evaluation are developed and reviewed with this motto as a cornerstone. Embedded within this motto are the following attributes:

**A passion for life.** Life is God’s gift to be respected and shared. We value companionship with God, creation and one another. Together, we celebrate opportunities for personal achievement and the achievements of others. We acknowledge the importance of getting involved in initiatives that support the development of a better society for all human beings contributing to the common good. We care about the earth as our sacred home and look for ways we can enrich the human experience. This value encourages us to approach life with optimism, being independent and resilient, never giving up, joining in, doing our best, seeking help and working with others. We are committed to the community within and beyond the College. We believe in the intrinsic dignity of each individual.

**A love of learning.** We hold fast to the gifts of intellect, inquiry and imagination. We have high standards and aspire always to make the very most of our gifts, talents and opportunities. This value encourages us to raise our sights beyond what is easy and to focus upon the possibilities that lie before and beyond us. We are creative learners, looking for ways to contribute to the world of ideas and knowledge so as to achieve better outcomes for all. We value the gifts of the past and the great store of learning that is available to us. We are challenged to live and act with discernment through an excellent academic program, a quality religious education and an intensive co-curriculum. We focus always on doing our very best, assisting our fellow learners, having patience, tolerance and perseverance, learning from our mistakes, taking acceptable risks, setting goals and being organised. We seek to facilitate an education that is life-giving, liberating and transformative.

**The courage and the confidence to serve others.** We value the distinctive contribution that women can make to church and society. We believe in the importance of standing up for what you believe in, having faith in yourself, challenging yourself, encouraging others and having a go. We are faithful to the long tradition of Genazzano women who have gone before us, and acknowledge that we are stewards of the future for those who will follow us. This calls us to take responsibility for ourselves and for others, to understand the importance of working together, getting involved, being part of a team, showing initiative and exercising leadership. We demonstrate this value through active engagement with issues of social justice.

**The guiding principles in pursuit of this mission are:**

- The FCJ charism and Ignatian spirituality
- The employment of world’s best practice
- A commitment to community within and beyond the College
- The development of the whole person, which requires a balanced, broad and cohesive curriculum

## College Council Strategic Directions

- To strengthen the Catholic Identity of the College in light of the FCJ charism and Ignatian spirituality and College Mission
- To enhance our reputation as a leading Australian girls’ school
- To have an outstanding academic program
- To be known for the excellent pastoral care we extend to all students
- To create clear College structures that support the learning program
- To develop our facilities and resources to provide exceptional support for our learning program
- To foster our community and parent engagement

# 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, 2020 was the 131st 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 others and to our God. It is the cornerstone of Genazzano life.

Genazzano FCJ College has an exciting mix of historic and contemporary buildings. 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'Houet building, and our Year 9, 10, 11 and 12 students have their core subjects in the Wardell building. A modern sporting and swimming 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 is a College where intellectual pursuits flourish in a climate of excellence and enquiry. Our academic results are testament to the professionalism, expertise and care of our teachers and the dedication and motivation of our students.

Genazzano FCJ College is renowned for providing a wide variety of opportunities across both the academic curriculum, as well as a comprehensive Co-curricular Program, which covers the breadth of sport, music, art, drama, technology, maths, 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 has been an integral part of Genazzano FCJ 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 three kilometres from the College, Hopetoun Hall offers a secure, comfortable and supportive environment for our boarders. 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 shape the life 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.

**Genazzano FCJ College is a Catholic College committed to building a contemporary faith-filled learning community in the tradition of the FCJ Sisters, where:**

- A culture of excellence prevails with the gifts of intellect, inquiry and creativity actively encouraged and celebrated
- We aim to meet the individual needs of our students through a holistic and differentiated approach to learning and wellbeing
- Student voice and participation in decisions about learning is a high priority
- Ongoing feedback, communication and evaluation is integral to our work
- Leadership capabilities of all are nurtured and staff are involved in decision making through distributive leadership processes
- Understanding best practice is reflected in age and stage appropriate pedagogies
- We respond to the cry of “I Thirst” in the world through our outreach and companionship programs



# Principal's Report

The excitement of the 2020 school year began as usual. The traditional Year 12 family Paella dinner was held on the eve of Term One, ELC to Year 7 students came to school a day earlier for an induction day, and all other students commenced the school year on Friday 31 January.

Our boarding house opened on Thursday 30 January to a growing concern for our international boarders as news spread about the coronavirus. It was an extraordinary time monitoring the information about the coronavirus, now referred to as COVID-19. Our international students and families who had returned from overseas in late January were very supportive of the school community by self-isolating for 14 days before attending school. This selfless approach supported a very positive and successful start to Term One, despite what was to occur in Melbourne towards the end of the term, the growing spread of COVID-19 within the local community, forcing us to go into the first lockdown.

Our Commencement Eucharist was particularly meaningful. Not only was it to be our only whole school Eucharistic gathering for the year, but it was also a beautiful opportunity to acknowledge through prayer, the bicentenary of the Society of the Faithful Companions of Jesus. We were blessed to have the Sisters FCJ join us as we launched our College theme, *Ignited by beauty, truth & goodness*. Marie Madeleine d'Houët, the founder of the Society of the Faithful Companions of Jesus, was ignited by beauty, truth and goodness. Through her relationship with God, she was inspired to begin the religious order 200 years ago. Genazzano is a school founded by the FCJs 131 years ago, and in 2020, we wanted to explore what it meant to be 'Ignited by beauty, truth and goodness' as our College theme.

In February, we were thrilled to open the first stage of the Visual Arts redevelopment, a much-anticipated space to support our award-winning Visual Arts curriculum into the future. The open plan approach and new light filled studios with the latest technology will inspire creativity for generations to come.



At the end of February, we were entertained by the very talented cast and crew involved in the Genazzano/Xavier Musical, *Guys and Dolls*. It was an outstanding production, and I am sure this wonderful experience will remain with them for many years. The musical brought together the talents of our drama and music students and included the backstage crews to provide us with four nights of fantastic entertainment. The musical was high-spirited, hilarious, sophisticated and insightful. The characters were colourful and the music timeless. We were fortunate to have the musical early in the year before the announcement of a lockdown.

Little did we know that the House Swimming Carnival (held late February) was the only House event for 2020 that would have us together physically, as the other House events went virtual. House spirit was well and truly alive as students swam and cheered for their House. Our House Prefects and Captains led their House superbly with passion, enthusiasm and encouragement. As the year progressed, the memories of this special day were ignited.

Towards the end of the first term, the anxiety about COVID-19 grew. It was becoming more apparent that learning would need to move to a remote and flexible model where students would continue their learning program from home. At Genazzano, we decided to dedicate the last week of the first term to trialling a Learning at a Distance Program. This decision proved to be fortuitous as the Government announced that Australia would go into lockdown and that

students would not be permitted to attend school unless they were children of frontline workers who could not supervise them at home. Our Learning at a Distance Program was ready to go for the start of Term Two and became the learning program for almost all of Terms Two and Three.

We were in the fortunate position to have an established online learning management platform, GenConnect, which offers many easy to use features that allowed our students to learn in different and engaging ways. GenConnect enabled our teachers to deliver learning activities with ease. Our teachers shared very innovative and creative resources with each other.

There were many creative joys that we discovered during learning at a distance. We replaced our onsite night events such as concerts, information nights and presentations with innovative videos, webinars and online gatherings such as the Music Moments, House events, Gen Day, sporting opportunities, and Mother's Day, just to name a few. Although we can be creatures of habit and resist change, I think we adapted very well in 2020. It allowed us to be open to opportunities for creativity and imagination.

We should never underestimate the skills that our students gained over the year. Although there have been traditions missed and an eerie quietness in the corridors of the College, there was much gained through deeper family connections, the discovery of a different way of being and some slowing down of a lifestyle that can be manic at times. We learnt to balance the moments of our day, enjoy new hobbies and rediscovered the pleasure in creating art. We engaged in yoga or home fitness and learnt to nurture our bodies with self-care and delicious foods. When the history books are written, hopefully, the positive lessons learned will become best practice.

One fact will shine through: that our teachers built, navigated, and steered through the waves of the COVID-19 crisis bringing love from their hearts and learning to the students of their classrooms across a virtual divide. Together with the COVID-19 frontline workers, we commend

teachers for their professionalism, resilience and expertise.

I would like to express my thanks and gratitude to all members of our school community for their patience and understanding as we continued to respond to the coronavirus pandemic. We regularly changed our emergency management plan as we faced many times of uncertainty. It was comforting to have such a close-knit community that continually looked out for each other, and in 2020 it was more important than ever.

As I take on a new role as Principal of another Catholic College in 2021, I reflect on the richness of the FCJ charism and spirituality that will live with me forever. I know that the Genazzano students will continue to be blessed by this faith-filled, loving and life-giving community. I wish Mrs Loretta Wholley well as she takes on the Principal role from 2021.

Karen Jebb  
*College Principal 2020*



# Education in Faith

## Goals and Intended Outcomes

To strengthen the Catholic identity of the school in the tradition of the Sisters FCJ and in the context of a contemporary world.

- That the capacity to be an active member of this Catholic school community be enhanced for staff, students and parents
- That we respond to the cry of 'I Thirst' in the world through our outreach and companionship programs
- That more opportunities for prayer, liturgy and Eucharist are embraced by staff, students and parents

## Achievements

### The contemporary world of 2020

2020 provided the Genazzano FCJ College community with a unique journey. It was a journey which, at times, we have had to take on our own; it has also been a journey that has seen living out the imperatives of Companionship being both challenged and deepened. Looking at the road travelled this year, many of our students and staff recall its rough patches, the steep inclines, the sharp twists and blind turns, a road that has been at times a crowded one, other times a lonely and fearful one. But our students and staff also recall with gratitude those times a friend, family member or colleague has extended their hand and offered them love and support. No doubt, we have been this helpful support to others over the past months.

### Strengthening the Catholic Identity of Genazzano in the tradition of the Sisters FCJ: College Theme

We commenced the 131st year of our College focussed on the exciting possibilities that lay ahead for Gen in 2020. We focussed on the 200 years' journey of the Sisters FCJ from their foundation by Marie Madeleine d'Houët. In line with the 200th anniversary celebrations of the foundation of the Society FCJ, we chose the College theme for 2020 *Ignited by truth, beauty & goodness*.



Posters and class decals (adhesive posters that can be applied to the wall of a room) were developed and placed in classrooms, learning areas and public areas around the College, as a way of reminding our College community of what we were celebrating in this momentous historical year. The road ahead with its planned celebrations, clearly mapped out, calendared and prepared for, looked clear and sure as a Melways map. We formally began our school year with the Commencement Eucharist. Our Chaplain, Father Brendan Reed and assistant Chaplain Father Trac Nguyen celebrated it for us. It was a very joyful Eucharist with a full choir, inauguration of 12 student special ministers of the Eucharist and a dramatic representation of our annual theme.

### Religious Education programs

Though the world of COVID-19, with its imposed limitations and its frightening consequences, featured strongly in College life this year, it did

not determine how we would be Gen. While many of us may have been buffeted on shifting waters, we nevertheless remained inspired by the beauty, truth and goodness in our world and we embraced new ways of celebrating who we are and what we do in an online sense. Our learning programs continued, teachers greeted their students each lesson, each day, with purposeful, engaging and fun activities; music practices continued, ideas for keeping fit and healthy were conveyed. Gen Day was celebrated in new and exciting ways, our House Prefects quickly adapted and became online personalities! Though there was no Eucharist on this our Feast Day, the day's activities commenced with a beautiful online prayer.

### **Reflecting on the life of Marie Madeleine d'Houët in our contemporary experience of COVID**

Marie Madeleine lived in turbulent times. The shadows of the French Revolution still cast long memories for families across France. As a young married woman she and her husband visited and tended the sick. This was a dangerous thing to do. Less than a year married saw the death of her beloved husband Joseph from typhoid fever. She journeyed now from being a wife to a widow and mother, to sensing a call to serve God in a very different way. Her world was changing and being transformed. As she was founding her Society of Sisters inspired by her zeal for God and guided by Ignatian spirituality, she came across challenges from various quarters, even including her beloved Society of Jesus, but she still remained true to her vision of what it meant to be a faithful companion of her Lord. She wrote, "Have courage and confidence. We must never say, 'I cannot do this, I am not capable of doing this job'. God will not fail to give you the grace to do all that he has asked of you". Written two hundred years ago, the insights contained in her words point to the kind of heart and personality that Marie Madeleine had. A strength and a gentleness. Reading these words in 2020 tell us how contemporary and relevant her words and example are for our situation today. She is a woman for our times. The message of Marie Madeleine's words and those of the Gospel encourage us to keep our eyes on

the beauty, truth and goodness in each other and firmly on our divine companion who is the Way, the Truth and the Life.

### **Value Added**

#### **Prayer and Liturgical Life of the College in 2020**

The reach of the daily GenConnect prayers broadened to embrace our whole community — the daily prayer postings became a focus for the daily prayer of many families now living 24/7 at home. Each day a morning prayer was posted and staff, students and families deeply appreciated this. Prayers focused on COVID-19, saints' day, the liturgical cycle and prayers on companionship, the Sisters' 200 year history, courage, gentleness and discerning God in all things. Many emails were received expressing how important these daily prayers had become for prayer life at home. In response to further emails from parents, all the prayers posted from late March were compiled into a booklet and emailed to all members of the Gen community at the end of the year.

Our annual Marie Madeleine d'Houët Prize received many thoughtful and reflective submissions this year from all levels. The prompts for the questions focused on our current COVID-19 lockdown world and how Marie Madeleine may have responded. Many entries referred to how Marie Madeleine and her husband visited the sick and how more than ever companionship, courage and confidence assumed a greater importance in our daily living.

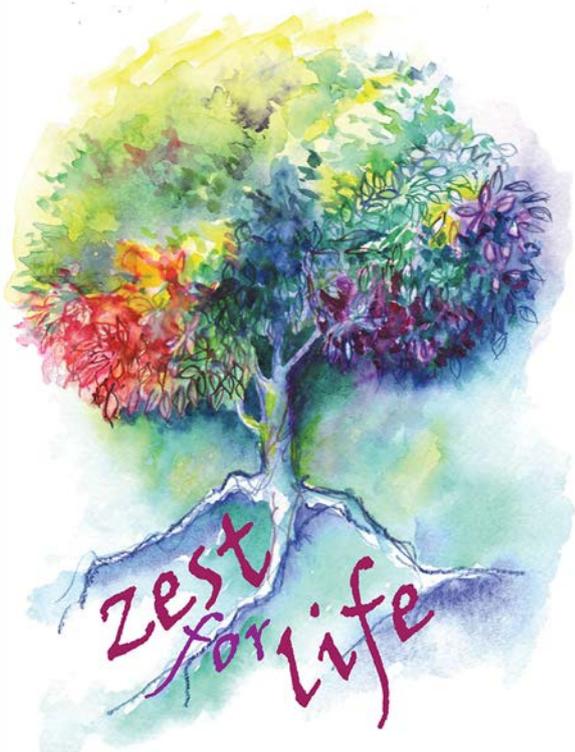
#### **Ministry Prefect and Student Leadership — Companionship and Social Justice**

The Ministry Team Prefects (Liturgy, Social Justice, Sustainability and Mission) were keen to show their creativity and commitment to their respective portfolios. In liaison with the Deputy Principal: Faith and Mission and the Liturgy and Social Justice Coordinator, they developed novel ways of engaging the College community. Social Justice Week, in the virtual Gen world, was as active and inspiring as it has always been and broke all records (= \$10,622) for the contributions raised which were passed on to the Sisters FCJ

to provide some financial assistance in their ministries. Companionship took on new forms. Our Year 4 girls wrote letters to the Sisters, our Year 6 girls connected with Gen Alumnae and our Year 9 students wrote regular newsletters to the local Aged Care facilities they would have otherwise visited. The Spirit of God is very much alive.

### Development of Posters and Timelines promoting the FCJ Charism

During the lockdown period, a good deal of preparation was put into the development and production of some beautiful images and posters celebrating our FCJ charism. Banners depict images of Marie Madeleine alongside her words on courage and confidence (how relevant for 2020!). A Gen 'Wordle Tree' was also developed containing keywords that describe our College FCJ culture. The 'zest for life' tree posters have been displayed. Finally, in the refurbished corridor to the College Chapel, two timelines with text and images have been developed outlining the history of the Sisters FCJ on one side and on the other side the history of Genazzano, to be displayed in 2021.



### Social Justice Outreach and Friday Night School

In late Term Three, some of our eager Year 11 and 12 students were able to reconnect with Friday Night School. Normally each Friday after school about 30 of our girls visit St Ignatius Richmond Hall and meet with young people from the neighbouring commission flats to help them with their English and Maths.

### Streamed Celebration of Eucharist

As the year drew to a close, we were able to provide our graduating Year 12 students an experience of a streamed online Eucharist to celebrate the end of their academic studies. Fr Brendan Reed recorded the Mass and we were able to add in various Year 12 students who read the readings and prayers. Our Liturgy Prefect prepared a beautiful reflection at the end of the Eucharist.

### Celebration of Eucharist for Staff of the College

Attentive to social distance protocols, we were also able to celebrate Eucharist as a whole staff on the final day for teaching staff. This was much appreciated as a number of staff noted that they had not been able to attend any Eucharist since March.

# Learning and Teaching

## Goals and Intended Outcomes

To provide a broad and rigorous curriculum that ensures every student has the knowledge, skills, abilities and mindset to be a lifelong learner.

- Maintain academic excellence and promote equity
- Professional Learning Program that meets the needs of our staff
- Promote an innovative mindset throughout the College
- Become more data-informed as a school
- Consider new pathways and opportunities for student learning
- Foster a more collaborative and team approach to consistent curriculum

## Achievements

Genazzano FCJ College is a non-selective, open entry Catholic school that focuses on a stage and age appropriate response to the learning needs of its students across ELC to Year 12. Learning and teaching at Genazzano aims to provide the optimal conditions for students to flourish in their learning. This is achieved through an engaging curriculum that is student-centered and supports growth in learning.

Academically, at Genazzano we commenced 2020 following the best ATAR results in the school's history. These were testament to the sheer dedication and professionalism of our staff at Genazzano and the rich learning culture that abounds for each and every one of our students. They know that their learning is supported in diverse ways and that they have so many opportunities to let their talents and capabilities shine. Expertly supported by our Learning Enhancement teams and Performance Psychology teams our students have the opportunity to both learn and thrive at Genazzano.

## Early Learning Centre (ELC)

We entered the eighth year of our co-educational three and four-year-old ELC program with strong enrolments. The ELC program focuses on providing each child with an individualised learning program with short and long-term outcomes. Curriculum is designed in response to each child's knowledge, ideas, culture, abilities and interests.

Throughout 2020, the ELC educators continued to explore ideas and initiatives for us to stay together, play together, and celebrate learning together. Across the world, including Australia, many children created rainbow artwork to raise the spirits during the COVID-19 lockdowns. Our ELC students collaborated to create a rainbow painted wall to hand in our beautiful garden to welcome our community learning at home back to the ELC, and to emphasise the tagline *andra tutto bene* which means *everything will be alright*.



Collaborative partnerships with parents/guardians continued to provide for effective communication about each child's needs and development. Students were enriched in their learning through a carefully planned series of activities designed to enhance their learning and holistic development. Daily communication with parents through GenConnect enabled parents to have a window into the ELC and the learning of their children. These updates included a summary of the key learnings for each day and some of the students' questions and wonderings that emerged. This information was also displayed daily in the entrance to the ELC giving everyone the opportunity to engage with the program.

The educational experience of all students in the Early Learning Centre was enriched by a range of specialist programs including the study of a Language (Chinese Mandarin) using the accelerated learning methodology, a Perceptual Motor Program (PMP), Library, Music and Creative Arts.

### Junior School (Prep to Year 6)

Teaching and Learning in the Junior School at the College continued to target the highest standards in numeracy and literacy education. The Junior School team participated in the Eastern Region CEM Data Collective again this year. The critical challenge explored by the Genazzano team was, 'How can we increase the percentage of students who are achieving and remaining in the top two bands for Writing?' This question sprang from the analysis of our NAPLAN data which showed that while our students achieve well above state growth in writing, some students were slipping out of the top two bands and not showing the kind of growth we are aiming for.

We embarked on embedding the use of Bright Path as an assessment and diagnostic tool for writing across Prep to Year 6. This involved facilitating professional learning sessions for staff, the coaching team participating in 'Bright Path Tuesday' webinars exploring all aspects of the program and practical application and tips for its use and beginning to assess student writing samples against the Bright Path ruler. This assessment was done collaboratively with all staff working with a partner from a different level to make a judgement about student achievement. While still in the early stages of using this tool due to the impact of remote learning, staff are excited about its possibilities to support effective learning and teaching in writing and we now have an online data wall for writing. Early results would show that Genazzano results for narrative writing are skewed to the right of the results for all schools and that additionally, our mean is significantly higher than that of all schools. This is very pleasing and good benchmarking for our teaching team.

2020 brought with it learning at a distance and this was rolled out across the Junior School efficiently and highly effectively. Staff were incredible in the way they were able to adapt their practice to the online environment, a significant challenge for our younger students. Both GenConnect and Seesaw were vital tools for communicating, sharing, posting tasks and keeping parents informed about what the program for each day was. Our student engagement in remote learning was extremely high for the core subjects with nearly every student logging in daily, participating in Zoom lessons and completing and submitting set tasks. Engagement in the specialist program for students in Prep to Year 4 was much more sporadic with many families choosing to focus on Literacy and Numeracy as priorities. Parent feedback about the Learning at a Distance Program was overwhelmingly positive and some adjustments made to focus on Wellbeing in Term Three were very well received by the community.



With no NAPLAN data this year, we have had to look to other data sources to determine our impact. Teacher assessed data including pre and post assessments showed a varying trend of growth. There is no doubt that remote learning had implications for student learning and growth and while it suited some students well, others missed the support and 'just in time' teaching moments of being in the classroom. A thorough audit of the Maths and English curriculum has been completed to ensure that priority areas are covered in 2021.

The Professional Learning Team structure continued during 2020 with all Prep to Year 6 teachers attending three PLT meetings per cycle; one focused on each of English and Maths and one more general depending on the needs of the team. The team found that these were much more challenging to facilitate successfully online so used the allocated time to trial coaching cycles. The coaching team met one on one with each teacher, with a focus on classroom practice in Maths and English and this was a great opportunity for the team to begin to build their coaching skills. The sessions were very well received by staff who appreciated the personalised nature of this reflection and learning and the meetings also enabled a check in on teacher wellbeing during such a challenging period. The coaching team continued to meet each cycle to debrief on the coaching sessions, practice and refine skills and develop a range of questions to deepen reflection and thinking. It is hoped that coaching cycles can be continued into 2021 given the value they have had for teaching staff.

Staff continued to use the Touchstones platform throughout the year for setting goals and tracking their professional growth. It was impressive to see that despite the very different nature of 2020, staff continued to work towards their own professional goals, adjusting along the way as necessary.

Touchstones allows for the uploading of evidence (photos, planners etc) and has a blog style facility that staff have used throughout the year to reflect on their growth, challenges and practice. All staff completed blog reflections during the course of the year and this formed the basis of their Annual Review Meetings in Term Four.

### Years 7 to 12

Academically, our Senior School at Genazzano has gone from strength-to-strength, and 2020 saw the school attain its best VCE results ever. With a Median ATAR of 88.3, our girls performed outstandingly well, but each and everyone knew they were more than a number; they knew that their intrinsic motivation to learn in new, diverse and challenging ways, would be the

most valuable gift Genazzano afforded them, through its outstanding enacted curriculum and unique student wellbeing GenSTAR program incorporating the principles of performance psychology and positive education.

As a whole staff, at our Professional Learning sessions to start the year, we stressed the importance of We-Q, the collective intelligence that will make our community strong. Little did we know that these lessons learnt would become some of the most valuable as we headed into March. We even voiced the phrase, 'We are all in this together', long before its COVID-19 associations prevailed.

When Public Safety Lockdowns loomed we were well prepared. With our Learning Management System (LMS), GenConnect, firmly established, we were in an excellent position to pivot to our Learning at a Distance Program, our Genazzano version of Remote Learning. Our Curriculum Leaders, teachers, students and their parents rose to the occasion. We were learning at a distance but connected in so many ways with our school community. Genazzano to all intents and purposes was on show, as classroom walls disappeared, and our learning programs reached a wider audience. The positive feedback was overwhelming; Genazzano's learning at a distance was something special that shone a very public spotlight on the quality education delivered each and every day at Genazzano.

No obstacle was too high. Our VCE Information Evening Webinar was a great success, our enhanced virtual Subject Handbook and Zoom sessions, enabled students and their families to delve deeper into subject selection. Our Learning Conversations facilitated more interviews than ever, Zoomed from the comfort of both teachers' and students' homes. With agility we offered as full a program as possible – Careers, LitFest, Learning and Brain Sciences, Immersion Days, and a myriad of excursions and incursions; these did not just proceed but excelled. Indeed, each challenge brought countless opportunities that will change the educational landscape of not just Genazzano but the world moving forward.

Our Graduate Art Show also went online and culminated in the publication of UNDISTANCED, a treasure trove of the creative genius exhibited in 2020.

The integration and implementation of the Victorian Curriculum across the College continued to be a high priority in 2020, with the specific aim to ensure consistent and comprehensive documentation across all curriculum areas. In the Senior School academic rigor and a commitment to authentic and rich tasks is a priority. At Genazzano we are dedicated to offering our students high levels of support and high levels of challenge, so they can realise their potential and thrive in whatever direction life takes them. We aim to empower each and every student to take control of their own learning, to be active participants, and to realise they do not have to do anything alone, that they should draw on their networks at school, at home, within their communities and above all, believe in themselves and find their passion in life. The agile way our community embraced learning at a distance was testament to the collaborative and innovative mindset that is harvested at the College. Our staff incorporated new platforms, programs and pedagogies to deliver an enacted curriculum that incorporated both excellence and equity.

Equipping students at Genazzano FCJ College with the capabilities they will require for learning and work in the future is vitally important. At Genazzano we are committed to Digital Technologies and providing numerous opportunities for our students to follow their passions and to be future-proofed and future ready. We are excited to offer the microcredential 'Applied Computing Fundamentals' for 2021 at Genazzano for students in Years 10 to 12. The course will cover programming, cyber security and networking and provide a sound base for students wishing to upskill in these areas and progress to a number of alternative pathways. In addition, in collaboration with RMIT and the Computers in Schools program, we now have Computer Science embedded within our Year 7 and 8 Mathematics curriculum for 2021. Furthermore, VCE Applied Computing - Software

Design Unit 3 and 4 will be delivered at Genazzano in 2021. Taking a central place our new iLABS centre has been created to allow innovation and curiosity to have a space and place to excel at Genazzano.

Providing our students with an education that will serve them well into the future and once again, to this end, our Years 7s in 2020 participated in online and face-to-face Entrepreneurship Incursions. We were pleased to deliver City Cite to our Year 8s as they left school to venture into the big city to learn. Above all, this program offers our students opportunities to grow, in so many ways, and gain valuable core skills like independence, collaboration, complex problem solving, flexible thinking, emotional intelligence, negotiation and decision making, to name a few. These are among the top skills as identified by researchers and various agencies around the world, as essential to thrive in our world today.



Our Year 9 Experience: Making Connections Program in 2020 continued to evolve to meet the needs of today's learner. It provides students with a rich and engaging program where all students have participated in an Enterprise Program, carefully honing the skills required for success in the twenty first century. Designed around four themes incorporating, financial planning, leadership, STEM (Science, Technology, Engineering and Mathematics) and digital technologies, students rotate through a four-week program and complete a number of learning activities designed to build their skills in collaboration, communication, problem solving, creative and critical thinking. In place of the 10 Day Central Australia Immersion Experience, a new program emerged, GenEncounter. GenEncounter: Beyond the Gates is a program

that promotes student growth to embrace a view of themselves, each other and the world that leads to peace, justice, and the prospering of the whole of creation. At Genazzano, the flourishing of each student, across spiritual, emotional, physical, social, aesthetic and active domains is our priority as we centre student voice and personalised learning. Through GenEncounter: Beyond the Gates, the students participated in a range of activities which were a source of great fun, challenge and personal growth.



The importance of selecting Subject Choices becomes of increasing significance as students move into their senior years at school and commence their VCE studies. A new initiative in 2019 saw the traditional Subject Handbooks transform to a more dynamic online format where past and current students of a course discussed why they chose a particular subject and what they had gained from that course of study. This initiative grew from strength-to-strength in 2020. It was joyous to hear students talk about the love they have for their chosen subjects, and how integral their learning has been to their educational journey. Above all, students selecting subjects found that the energetic and passionate recordings brought the subjects to life in a way that simply print cannot. In 2020, our Careers Expo and VCE Information Evening were held online as webinars with great success and overwhelming feedback that in many cases online opportunities have numerous benefits as indicated by the impressive attendance rates at each event held.

At Genazzano, we value every opportunity to learn, to engage and to extend our students. Our HeadStart program delivered at the end of each academic year gives students in Years 10 to 12 a taste of their studies for the year ahead and is proving most successful. The curriculum programs delivered are rigorous and designed to whet the appetite of students, and encourage them to make connections, and pursue curiosities over the holidays. The aim is to have our students return to school, ready to learn with some consolidated knowledge upon which to build a productive year of learning. In 2020 our HeadStart programs were delivered as a hybrid model with both online and face-to-face learning opportunities.

As our world becomes more globalised, we are collaborating and interconnecting with people from other cultures and nations across multiple platforms. As people gain greater mobility, the opportunities abound, to move between studies and workplaces on different continents. Never before have the skills of problem solving, critical thinking, creativity, collaboration and intercultural awareness been so vital, as our world contends with issues on a global scale. These require multiple levels of understanding, compassion, tolerance, co-operation and action, as we attempt to reconcile and alleviate the tensions, dilemmas and potential that abounds. In 2020 we have taken steps to prepare for the new EAL Curriculum to be delivered throughout curriculum areas from mid 2021.

As we look to prepare our young people for their futures, opportunities to interact with people from other cultures and countries will continue to increase in importance. At Genazzano, we actively engage in creating such occasions, by arranging for groups to travel to other countries to interact with people from different cultures and by welcoming those from diverse cultures into our own community. In 2020, with international borders closed, our exchange programs and international tours were suspended with hope that these will resume in late 2021 and beyond. At Genazzano we strive to make our learning experiences rich, authentic, manifold and meaningful. Our commitment to nurturing a

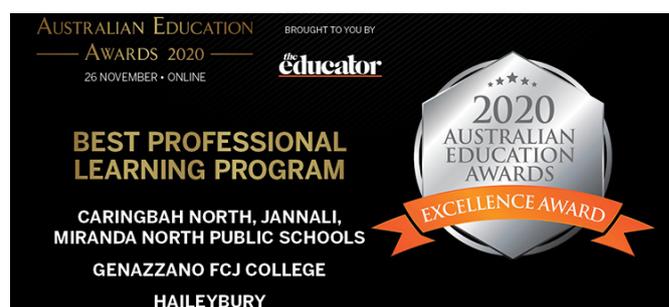
global outlook in our school community is an essential part in ensuring our students are ready to confidently and courageously engage with our amazing world, whatever journey or path they may take.

At Genazzano 2020 was extraordinary. No-one could have predicted a school year like they have experienced but we can be proud to celebrate it for all the right reasons. The College is in awe of the resilience and sense of camaraderie that our students have shown, particularly our Year 12s as a cohort, and as a community. It certainly is an exciting time to be in education – learning and teaching.

### Genazzano Institute of Learning & Brain Sciences

A key aspect that can be attributed to this achievement is, the Genazzano Institute of Learning & Brain Sciences, which is at the forefront of educational research, translating theory into everyday school practice. Since 2017, the entire staff at Genazzano have engaged in a whole-school professional learning program, the Science of Learning, and have conducted action research in their classrooms to enhance the learning and wellbeing programs at the school. In 2020, our Professional Learning program won an Educators Excellence Award for the outstanding work and research undertaken.

Despite the challenges of Stage 4 Lockdowns in Melbourne, Genazzano Institute went from strength-to-strength. Our Professional Learning program pivoted and became more flexible as we embraced microcredentials and more individualised approaches for Professional Learning in 2020 and beyond. This has been very well received by staff as key areas are being targeted for both individual professional development and overall school improvement. An absolute highlight of 2020 was Genazzano once again winning the Educator's Innovative Schools Awards in recognition of the College's groundbreaking work in the area of Learning and Brain Sciences and Innovation, delivered through the Institute.



Some of the groundbreaking work realised in 2020 was with our Year 7 cohort, who participated in a newly-devised program through their English class called – Inside Out: Outside In. Firmly embedded in the Year 7 English Curriculum, this program commenced with students completing an iLearn Profiler to empower them to guide their learning story. This program incorporates components of Performance Psychology, the Science of Learning, Neurodiversity, Neuroscience and metacognition, alongside film analysis. This program culminated in the publication of an online book entitled BrainStory. Our Year 9 students participated in a Cognizance Program with ISV in Term Two, which evolved into Cognizance 2: Gen Curious, an Inquiry Project exploring aspects of the brain and all its possibilities under the tutelage of Dr Jared Cooney Hovarth who individually gave feedback on each project delivered through a webpage.

With over a year in the planning, the launch of the College's Emergence Program in Term Four has sparked excitement amongst students and staff. Combining exceptional learning opportunities with the new Microcredential Platform and a dynamic digital ePortfolio, Emergence offers a broad suite of courses and activities with opportunities to obtain formal recognition through digital microcredential endorsement. Driving future skills through digital technologies, students can undertake courses in artificial intelligence, explore thought control with brain wearables and experience mixed-reality learning in Science, Humanities and the Arts. Emergence offers opportunities to develop professional readiness skills through a range of careers-based activities and courses. Students build rich compendiums of skills mastery, knowledge and experiences throughout their

learning journeys. The portable database allows students to take and further develop their unique ePortfolios beyond school to showcase their accomplishments.

In 2020, the Institute also delivered a number of successful events to celebrate and promote learning diversity, including the Institute's worldwide online student competition 'Explain the Brain' and a student-led conference exploring 'Neurodiversity in the Classroom'. With a mindset for innovation and vision for the future, Genazzano continues to strive to innovate, evolve and deliver a unique and progressive educational experience that transforms every learner.

### **Communication**

Communication is key and the school is committed to continuous online feed-forwarding and assessment for learning. Through the school's portal of GenConnect, students, teachers and parents are regularly informed with tailored communication. In 2020, our mature LMS served our school community very well with the demands of physical distancing and remote learning.

### **Enrichment Opportunities**

Our students have also continued to succeed and excel in a number of different, internal and external, competitions and programs despite the challenges posed by COVID-19. Our girls have once again this year excelled in the areas of Science, Mathematics, Languages, Humanities and Public Speaking and Debating, as witnessed by the number of awards and accolades bestowed upon them.

Creativity is often referred to as one of the most important skills students need to develop for life in the future workforce. In 2020, we saw continued flourishing of creativity reflected in our Junior and Senior Annual Art Shows, Musical Moments and numerous forms of performance. Creativity is also fostered in the way in which students use technology to create and express their ideas and illustrate their thinking across all curriculum areas. Our students make their learning and thinking visible through displays

and presenting their work through a variety of technological mediums and devices.

The College continued to provide a number of opportunities for students to engage in a range of curriculum-immersion experiences including:

- LitFest Online
- The Australian Mathematics Competition
- The Maths Olympiad
- The Maths Challenge for Young Australians
- The University of Melbourne Mathematics Competition
- The Da Vinci Decathlon
- Junior School STEM Day
- Language Perfect Competitions
- Explain the Brain

### **Learning Enhancement**

Our Learning Enhancement team's role is to find an opportunity to unlock each student's potential and provide personalised learning programs. In 2020, our Learning Enhancement team led the Nationally Consistent Collection of Data (NCCD) process in discussions with fellow teachers, Careers and Performance Psychology Departments. This data highlights the diverse learning needs of our students and the importance of working with parents and teachers in planning personalised learning plans.

### **Student Learning Outcomes**

In 2020, no NAPLAN tests were conducted. As a school we continued to monitor student progress through a number of measures. PAT tests for students in Years 1 to 10 were conducted, as were NAPLAN equivalent tests through platforms like Education Perfect. To gauge the success and engagement of our remote learning program, learning at a distance, a bespoke rubric was designed.

# Student Wellbeing

## Goals and Intended Outcomes

To build a culture where student wellbeing is integral to the teaching and learning; consciously enhance student resilience, engagement and performance within and beyond the classroom.

- That every teacher will take responsibility for the wellbeing of every student
- That the academic, physical, social and emotional dimensions of each student are enhanced
- That students will be more connected to peers
- To further improve and consolidate the transition process at every stage of entry
- To build staff and student capacity to engage in and drive wellbeing initiatives

## Achievements

As a significant component of the 2020 school year involved students learning from home, the mental health of our students was our highest priority as they navigated the changing landscape of living and learning through a pandemic.

The wellbeing structures were adapted to meet the needs of all students. The Wellbeing Team designed a remote online wellbeing check-in system that every student completed each morning. This allowed us to track who was attending their virtual classes each day and also provided feedback on how students were coping with the additional responsibility of learning from home. This system was created to have built in alerts to notify key staff when students indicated they were feeling overwhelmed.

This daily check in was also supported by weekly Monday morning Homeroom sessions via Zoom and year level assemblies each week. Team Leaders built community at each year level by hosting fun weekly challenges for the girls at their level.

Team Leaders also ensured that their pages on GenConnect, both Parent and Student were informative and visually engaging, providing both

groups with resources to support student learning and mental wellbeing.

There was a daily post on GenConnect, titled, 'Keeping Gen Safe' to remind students of the importance of not sharing equipment, cleaning desks before and after class, regularly sanitising and washing hands, and also posts on mindfulness, gratitude and relevant resources to support student wellbeing.

## Transitions Back to Campus

We all manage change differently and the global COVID-19 pandemic tested all our coping mechanisms. As we transitioned our students back to learning on campus we recognised each girl approached this new challenge in her own way. We reassured parents and guardians that we had undertaken careful planning to ensure our learning environment was as safe and hygienic as possible. All departments of the College, from the ICT Help Desk to the way we move about the College were reviewed with the health of our students and staff foremost in our planning. We also considered how we would nurture the mental wellbeing of our students to support each girl to be confident to take on the challenge of learning and socialising with her peers once back on campus. We continued to ask students to complete the wellbeing check-in each day, as this provided an excellent gauge of how each girl and the level cohort were adjusting to the new normal. Our Team Leaders monitored this feedback daily and liaised with other key support staff to ensure all girls had the support they required. The Performance Psychology Team designed activities that helped students to reflect with gratitude on this significant time in their lives when they all stopped and stayed at home. These reflective activities helped our students to identify the positives of this historical 'pause' and what skills and insights they had gained about themselves so they can add these to their 'toolbox' of learning and life skills in the future.

## Special Projects

All Year 7 and 8 students participated in a Virtual Studio experience. The program provided an opportunity for students to reconnect with friends and extend their network within the year level and at the same time learn some new ICT skills including how to create their own podcast. The students reported that they found the experience very engaging as well as having the opportunity to collaborate and co-create in small groups on specific challenges. At Genazzano, the flourishing of each Year 9 student, across spiritual, emotional, physical, social, aesthetic and active domains is our priority as we centre student voice and personalised learning. The GenEncounter: Beyond the Gates Program saw students involved in a six day challenge including, surfing, high ropes, sailing, hiking, mountain bike riding and slam poetry. Year 10 students completed their Driver Education program and Year 11 students participated in a range of collaborative challenges as part of their Wellbeing Day which was a welcome celebration after the semester examinations.

## GEN Day Take #1

As a College we celebrated Gen Day Take #1. This was an opportunity to reflect on how we each contribute to a thriving community that is strongly connected and strengthened by our shared experiences and the many small acts of kindness that build our strong network. Genazzano is a complex ecosystem that has evolved over the last 131 years and we recognised we needed to make time to nurture our relationships and continue to build our community with care and attention.

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, participate in the Co-curricular Program and take up the learning challenges posed in each lesson by their teachers. The College Prefects invested a great deal of energy and time to ensure there was an

opportunity during the morning to continue to build relationships with all the girls in their House. We want to particularly acknowledge the leadership of the House Prefects who confidently took on the challenge to bring the spirit of Genazzano companionship to each girl's home during the long lockdown.



## Performance Psychology - Seminars

Our first Parent Seminar for 2020 was held in late May and explored the strategies and resources the College currently had in place to support our students. Participants were guided through ways in which they can support their families and daughters as we continued learning at a distance, and also what processes the College had implemented to support each student. Specific reference was made to the Performance Psychology Tile on GenConnect and parents were urged to visit this page as there is an extensive range of valuable resources saved here that supported families learning and wellbeing.

The presentation reviewed our use of digital tools during our time at home and the importance of maintaining a healthy work, life and exercise routine. Many participants commented in the chat forum at the conclusion of the session how the advice provided was practical and relevant. Also during the seminar, the team explored the concept of mindfulness and described one of the new co-curricular activities, Thoughtful Thursdays.

### GenSTAR Wellbeing Program

The GenSTAR Program for Prep to Year 6 was reviewed and adjusted regularly throughout the year, particularly in response to the challenges experienced through the pandemic and isolation. Additional priority was given to Student Wellbeing and the timetable was adjusted to reflect this. The Program across Prep to Year 6 was also strengthened through a more targeted approach to educating students about protective behaviors and cyber safety.



Cyber Safety, in particular, was addressed in a more explicit and strategic way from Years 4 to 6 in response to increased engagement of students in online interaction as a result of many weeks of learning from and isolation at home. Project Rokit was engaged to lead four interactive workshops for Years 5 and 6 and these were enthusiastically received by the students. Additionally, a webinar was made available for their families to update them on the key messages of the program.

A new initiative that commenced in 2020 across Years 7 to 12 has been a collaboration between Health, Religion and GenSTAR to develop an integrated approach to the education of sexuality, gender and relationships. Genazzano partnered with Elephant Education, an organisation of young educators skilled in equipping young people with important information to make informed and safe choices regarding their identity. In person and online classes were

carried out very successfully across Years 7 to 12. Feedback was very positive with students valuing the opportunity to discuss issues that they are facing in a supportive environment that supports a Catholic ethos.

### Keeping Safe Online

Cyberbullying is not just a problem for young people. Throughout 2020 we saw many high profile media personalities disclose the online abuse they encounter regularly and its effect on their own mental wellbeing. Media trolls have capitalised on the open social platforms to voice opinions that are often provocative, offensive and abusive. In response to escalating concerns in the community, the Australian Government has strengthened laws regarding cyberbullying. Social media platforms now have a greater responsibility to remove racist, sexist and abusive posts. Our community was informed of this legislation and how to inform social media platforms of potentially inappropriate content and request this be removed from their site immediately. Genazzano recognises we all have a role to play to ensure public discourse is conducted in a respectful manner that recognises that while we may not agree with another opinion or lifestyle choice, we treat others with dignity and respect. All Years 9 to 11 students had the opportunity to explore the resources on the eSafety Commissioner website to support greater awareness in this area.

### Student Voice

The Year 11 Leadership Conference is an opportunity for students to contemplate ideas and consider how to address a social and community need. Students created a plan of action for a social change within their community.

### Student Leadership

Genazzano has an extensive Student Leadership program including twenty two Year 12 Prefects, who all attended a Leadership Camp. 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, Co-Curricular, Brain Science, Wellbeing and Child Safe. 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.

### **Change and Transition**

An extensive program of both online and face to face opportunities saw the successful welcome and induction of the many new students to the College in 2020-21. A variety of opportunities were made available for students new to the College to get to know their new peers and staff prior to commencing. Many of our usual offerings such as Orientation Days, Information Nights for families, and visits to the College were conducted via Zoom.

### **Value Added**

#### **Revised use of Digital Devices at Genazzano FCJ College**

In response to feedback from staff and parents the College reviewed the use of all digital devices across the College and developed the protocols included below.

#### **Access to Digital Devices during Class Time**

Students from Years 5 to 12 are permitted to use their laptops and Prep to Year 4 are permitted to use an iPad during class time for educational purposes with teacher permission. Teachers may request that these devices are turned off if the learning activity is not reliant on the technology.

Mobile devices are to be stored in lockers from Homeroom to the end of the school day for all students from Prep to Year 12. On occasion, and with explicit permission from the teacher, students in Years 7 to 12 may be permitted to use a mobile device for a specific learning activity. Teachers will give permission for students to use the additional device within a specific class for a designated time. This permission is limited to

that specific class on that day only. Prep to Year 12 students are permitted to wear smartwatches, however, the phone and messaging functions must be disabled.

Students should turn off the messaging function of their laptops during class time. Students are not permitted to take mobile devices or smartwatches into formal assessment sessions. VCE students undertaking a SAC or examination cannot bring ANY digital device or smartphone into the assessment room.

#### **Access to Digital Devices during Recess and Lunchtime**

The College Café, Atrium, College grounds and buildings are Digital Free Zones during lunch and recess.

Students may use a laptop in the library for educational purposes and in a supervised co-curricular activity during recess and lunchtime.

Students in Years 7 to 12 may check their mobile devices at the beginning of recess and lunch at their lockers.

#### **Access to Digital Devices Before and After School**

Students are permitted to use laptops and mobile digital devices up to 8.20am and after 3.25pm.

Between 8.20am and 3.25pm, mobile devices should be stored in lockers and smartwatches should be disabled from the mobile device.

Students using a Digital Device during lunch or recess OR during class without permission will receive a demerit.

#### **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 wellbeing 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 requirements of Ministerial Order No. 706 is published on the learning management system and is reviewed annually.

The Centre is staffed by a Registered Nurse and is open from 8.00am to 4.00pm on school days. The College Nurse is well supported by staff, who have accreditation in first aid, anaphylaxis and asthma management.

Learning and Wellbeing is promoted primarily through the teaching and learning program, and the adoption of strategies and programs to enhance student wellbeing and connection. This is supported by a number of teams across the College including Team Leaders, Homeroom teachers, Performance Psychology team, the Health Centre and the Student Voice group.

### Music at Genazzano

During 2020 we sought ways to teach our robust music program online. Zoom connected us to each other as did the SmartMusic Platform – a powerful educational tool and such fun. Students felt engaged, inspired and attendance at Zoom lessons was excellent.

Ensembles were taught online, allowing for much needed social interaction between the students. It proved to be an enriching experience for all and a testament to our music staff's skill and dedication. Not only did we deliver excellent individual online tuition, but we also continued our Co-curricular Program, capably rehearsing our ensembles. Many excellent ensemble performances were broadcast to the Genazzano community as part of our Music Moment series of solo and ensemble performances. It was a weekly highlight for the community and enjoyed by all.



Another great 2020 highlight for the department was having world-renown music specialists, Dr Bruce Pearson and Professor Christian Howes, Zoom in from the USA to lead our students for several master classes. The students thoroughly enjoyed being tutored by such inspirational musicians.

2020 has reinforced the important role music teachers play in the lives of their students. The benefits of taking instrumental or vocal tuition are well documented, but over the past year, the therapeutic benefits of doing so have been immeasurable. Music lessons have motivated, inspired and brought great joy to our students, and they feel a great sense of achievement!

### Sport at Genazzano

2020 will be remembered for the year of lost events, from the fateful day that the Head of the Schoolgirls' Regatta was cancelled after the Friday heats, to the moment we realised that no interschool sport would be played for the last nine months of the year. From the first week of cancelled events, Gen Sport adapted with incredible student leadership. Our Sports Captains led daily workouts online; our netballers ran Zoom skills sessions; our swim squad engaged in weekly land sessions and educational opportunities from world leading coaches; and our running and triathlon enthusiasts turned to Strava for personal performance tracking, social engagement and encouragement and online coaching from our team of sport experts.

All events were created with the mantra of #HealthyBodyHealthyMind, and the mental wellbeing was an equal focus on our girls' physical wellbeing. With creating connections in our community a focus of our program, the 2020 highlights included but were not limited to:

- Weekly Online Live Fitness sessions
  - o Strength and Core
  - o Power
  - o Pilates
  - o Yoga
  - o Dance

- Gen Virtual 5km – Run, Walk or Run on the first Saturday of each month
- Gen Virtual House Cross Country
- Gen Virtual Marathons – over 800 people from our Gen community participated
- Social Justice Move-A-Thon Week
- Virtual House Athletics Day



The House Athletics Day online represented the engagement of our girls throughout 2020. Over 650 girls were online throughout the day as they completed physical challenges, participated in online workouts and logged hours of physical activity to incredible House team totals.

A highlight of our innovative year was the first ever House team Quadrathlon in the last week of school. In a swim, row, ride, run format, our girls showed incredible House spirit as they fought for Quadrathlon Champion bragging rights. The pool was a flurry of activity with rowing ergos at one end and spin bikes at the other, whilst the two lap run finish line was in the middle of picturesque school grounds. Gerda took the overall and junior title with Stock winning the senior division. Again, the event showcased our girls' enthusiasm for physical fitness.

### Pre-COVID

Not to be forgotten, we still managed to cram an action packed first seven weeks of Term One sport into the calendar. Swimming and Triathlon Camp followed January Rowing Camp at Nagambie at Geelong, and the results of the hard work were obvious at our Term One Regattas and Carnivals.

The GSV Triathlon Championship gets bigger and bigger every year and our team this year saw over 40 compete. The College also qualified for the Division 1 Swimming Championship. The House Swimming Carnival took place on a perfect day and Gerda took the House Swimming title, whilst Douglas won Diving and Corry led the enthusiastic chants as House Cheers Champion. Indoor cricket, tennis and softball teams all played shortened seasons in Term One and the growth of our cricket program was again highlighted by the excellent results in junior indoor cricket.

The Celebration of Sport evening moved online like most events in 2020 and although a little different, it was an appropriate tribute to our Class of 2020.

### Co-curricular Program

We introduced seven new co-curricular activities during 2020 as we continued to learn at a distance. All students who participated in the full nine sessions for an activity offered accrued a co-curricular point.

The new co-curricular activities during learning at a distance were:

- Photography Club
- Latin Street Dance
- Blankets for the Homeless
- Thoughtful Thursdays - Mindfulness
- Gardening
- Online Board Games
- Cooking

## Student Satisfaction

The College conducted monthly surveys to monitor how engaged and connected students were to their learning, peers and College staff. On the following question ‘I feel confident I am progressing in my learning’ 86 % of students rated their experience as 3 or higher on a 5 point scale. Similarly 80 % of students said ‘I feel connected to Gen, the teachers and my friends. In addition, some student comments that were captured via the Catholic Education Survey indicated that students learnt the importance of careful preparation and organisation as these skills allowed them to make the most of the learning opportunities offered by the College.

*“I was organised because when I finished work I was able to go for walks and do exercise”.*

*“I found with a clear set up I could plan my day structure, by writing my day’s timetable on a whiteboard in front of me and I could visualise what I had to achieve that day”.*

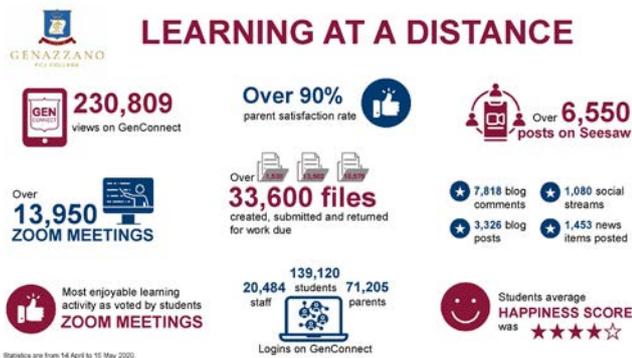
*“I made sure that I set reminders every night before I went to bed so that when I woke up, I wouldn’t forget what I had to do that day”.*

*“We were provided with ten minutes between each class, which was really helpful. I also cleaned my desk to make myself feel organised hence furthermore helped me actually be organised. I used an online diary to keep track instead of my school one so I could receive automatic notifications”.*

## Student Attendance

Students checked in via the online survey each day. This information was automatically uploaded to the GenConnect Homeroom Roll by 9.30am and then all the classes for the day were completed using this initial attendance. SMS messages were sent out to parents or guardians if students didn’t check in. Parents contacted the Student Receptionist if their daughter was ill or unable to participate in classes. This information was added to the GenConnect roll each day. The College then followed up with families when a student did not check in to Homeroom via the usual procedures i.e. SMS Message, follow up phone calls and emails.

During learning at a distance all the attendance rolls for each day were pre filled after the student check ins each morning. Subject teachers could then mark a student absent by ticking the Absent Box on the far right of the student name. A subject teacher could also mark a student present for that lesson, even though the student did not check into Homeroom. While students were expected to attend all the mandatory Zoom lessons, staff were aware some students may not be able to attend every Zoom class due to internet issues or family access. Therefore, class participation through involvement in the class blog and access to the Class Page were important criteria when evaluating attendance. Teachers were provided with a comprehensive explanation of how to monitor student engagement beyond participation in Zoom lessons. If students were not checking into two consecutive classes then the class teacher could make a note of this on the Student Attendance Follow Up form, then a member of the Student Wellbeing Support Team would then contact the student and/or parent.



# Child Safe Standards



## Goals and Intended Outcomes

The Genazzano Child Safe Committee convened regularly to continue to oversee the Child Safe Standards. The key goals of this committee were to:

- Develop policy and procedures to protect children and young people from abuse and neglect
- Keep abreast of new legislation and government requirements in the Child Safe domain and inform and educate staff of these updates
- Drive cultural change within the community so that protecting children and young people from abuse is embedded in the everyday thinking and practice of leaders, staff and volunteers
- Empower students to participate in open and candid discussion whenever they or their friends feel unsafe
- Take account of the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable

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 committee also reviewed the Child Safe Code of Conduct to include using video conferencing.

## Achievements

The College requires all staff to complete the Child Safe eLearning Module annually. This can be accessed through this link: [Child Safe eLearning Module](#).

It is a condition of employment that all staff and contractors comply with the following:

- Sign the Child Safe Code of Conduct
- Annually complete the Child Safe eLearning Module
- Teachers are required to maintain their VIT Registration
- Non-teaching staff and contractors are required to maintain their Working with Children Check
- All staff, coaches, volunteers are also required to attend all Child Safe briefings including the annual presentation at the beginning of the year

Child Safe Induction material has also been developed for the College Council and staff to provide an overview of the roles and responsibilities for protecting the safety and wellbeing of children.

# Leadership and Management

## Goals and Intended Outcomes

To enhance and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork, collaborative practices and a focus on continuous improvement through feedback, reflection and action.

To ensure the financial strength of the College is sustained to provide facilities, resources and programs that enhance the learning outcomes of our students.

Intended outcomes:

- That the culture of high performance and excellence is strongly evident
- That staff engagement will improve (teamwork, empowerment and ownership)
- That improvements in staff learning will be evident (reflected in appraisal and recognition and professional growth)
- That the facilities, infrastructure, resources, programs and processes continue to be reviewed and enhanced in order to provide excellence for learning and respond to the technological and pedagogical advances in education

## Achievements

In 2020, College leadership continued to implement the following goals:

- Use of data and evidence to inform teaching and learning practices
- Ensure meetings are purposeful in nature, planned and collaborative
- Improving communication across the College community
- Engaging students in their learning by seeking feedback
- Targeted professional learning opportunities for teachers



# Teacher Professional Learning

## Instructions

The professional learning program at Genazzano FCJ College is predicated upon whole school growth and evolution from within. The aims are to build a unified conceptual framework and language to begin exploring learning and to give teachers the right tools in order to allow them to develop, test, and disseminate their own evidence in order to evolve individual and collective practice. The learning must be embedded, sustained, supported and self-driven.

Our 2020 Professional Learning Program aims were:

- To provide teachers with a deeper understanding of emerging research around the brain and learning
- Build the capacity of teachers to apply what they have learned through their work in the Science of Learning meaningfully in their own practice
- To develop the ability to design and implement a short term project aimed at changing teaching practice to improve student learning
- To develop a working knowledge of the key areas of brain function and implications it has for classroom practice
- To design and implement more complex and longer term projects aimed at changing teaching practice to improve learning
- Continue to build the capacity of teachers to use assessment data to reflect upon their own professional learning needs and reflect upon their own practice
- Provide opportunities for teachers to share data, research and best practice
- To use student voice to further inform learning and teaching at the College
- To build the capacity of teachers to create learning experiences and assessment tasks to better cater for the needs of students

Our professional learning program is about translating research and transforming learning.

The Science of Learning: Improving Educational Outcomes for Genazzano Students is based on understanding the neuroscience behind learning. Genazzano has engaged with experts to create a program that is pioneering, evidence-based and aligned with Genazzano values. Teachers translate scientific principles into effective classroom strategies, sharing best practice, innovative ideas, and they become researchers in their own classrooms. This has been a significant initiative, placing the College at the forefront of the latest research and innovation in the science of learning. We are proud to deliver the world's best practice in professional learning, and of the exceptional results that have followed.

## Education – with the Brain in Mind

Genazzano is now in its third year of offering a professional learning program unlike any other. The course, Science of Learning: Improving Educational Outcomes, is a multi-year program designed and delivered by internationally renowned neuroscientist, teacher and author, Dr Jared Cooney Horvath.

## Innovation and Excellence

The program offers cutting edge research from the fields of neuroscience, education and psychology and coaching on translation of key scientific principles to workshop applications to any learning situation.

- How can we optimise memory?
- What is the best way to structure material to reduce cognitive load?
- What are the keys to learning transfer?

Science of Learning (SOL) covers all these principles and many, many more making the learning relevant and applicable to all ages, all subject areas. The course challenges teachers not only to learn about the latest scientific evidence on learning, but to apply this effectively in the classroom and to demonstrate and share their learning. The learning is essential theory and practice for every teacher wanting to optimise learning and teaching experiences and outcomes.

In 2019, Genazzano's professional learning program was featured in Leadership Ed as being 'ahead of the curve' in embracing and developing Science of Learning. Genazzano FCJ College was thrilled to be named an Innovative School (2019, The Educator) for the work of the Genazzano Institute of Learning & Brain Sciences, featuring the school's professional learning program.

### **Demonstrated support for individual professional learning and links to school-wide priorities**

Key school-wide priorities are to improve student learning outcomes and to build teacher expertise. The professional learning program targets student improvement and supporting teachers to build individual and collective expertise through projects, research in teams, sharing the learning and opportunities to speak publicly about their work and to teach others.

### **Course Outline**

Genazzano's applied Science of Learning Program is divided into five progressive modules designed to develop a comprehensive understanding of the science behind how people learn. The course is delivered via a blend of face to face, online content, resources and school-based instruction. Opportunities for individual or small group coaching is also provided. Teachers complete individual or group 'micro-projects' within each module to design and evaluate strategies. The work is shared through formal presentations and an online database.

#### **Module 1: From the Laboratory to the Classroom**

The first module explores how scientific research can (and cannot) be meaningfully applied within the classroom. Teachers recognise their own expertise and learn how best to integrate their own knowledge and skills with emerging ideas from the laboratory. Key topics include: Translation; Purpose / Assumptions / Value / Evidence; Psychology, Education and Neuroscience Principles; Designing Micro-Projects.

#### **Module 2: Shallow to Deep to Transfer: The Learning Trajectory**

Module 2 explores the foundations of how human beings learn, remember, and apply new knowledge. Examining learning processes through neuroscience, psychology and human development, we begin to understand how people progress along a relatively predictable learning trajectory. Key topics include: Brain Basics; Development: Childhood to Adolescence to Adulthood; The Learning Trajectory; Foundational Teaching Strategies; Developing Micro-Projects.

#### **Module 3: Everything You Wanted to Know about Learning**

Building on the foundations, Module 3 dives into some prominent educational topics and considers how they work, how they manifest in the classroom, and how we can leverage each within our own practice. Key topics include: Memory; Attention; Feedback; 21st Century Skills; Assessment; Extending Micro-Projects.

#### **Module 4: Emotions, Wellbeing, and the Holistic Side of Education**

In Module 4 we explore the role of emotions in learning and consider ways to ensure all students are supported and ready to undertake effective learning. Key topics include: Emotions and Learning; Stress and Anxiety; Trauma and Relationships; Mindset and Positive Psychology; Educational Trends; Cross-curricular Micro-Projects.

#### **Module 5: Put it To the Test**

In the final part, Module 5, teachers are supported as they select the aspect of learning/teaching that most inspires them and create a series of iterative micro-projects to begin developing, assessing, and building their own strategies. Teachers are challenged to work in teams to develop more complex projects, testing principles across curriculum areas and year levels.

#### **Certification**

Participants receive credit hours for professional learning and a certificate of completion of each

module as well as the entire course, endorsed by Dr Jared Cooney Horvath and the Genazzano Institute.

### **Impact on students and teachers**

Teacher voice is captured through the professional learning micro-projects where teachers choose their own area of research and who they work with, and also through regular surveys on the professional learning program (data below). The learning from the program has been utilised directly in classrooms and the theory has been shared with students through discussions about learning principles and teacher projects carried out in classes. Students provide feedback on classroom learning and to teacher projects designed through the program.

Students are supported to learn about and contribute to discussions and research about their own learning experiences, through activities such as lessons, class surveys and formal research projects conducted through student groups, such as the Student Representative Council and Brain Science Club. Such student research is presented formally and discussed with teachers at staff meetings.

### **Professional learning during remote learning**

The events of 2020 challenged schools across the country and Melbourne in particular. Our professional learning program was in-part suspended to enable staff opportunities to focus their attention on remote learning and the professional learning involved. There was an immediate requirement to provide remote learning for our students, referred to at Genazzano as the learning at a distance (LAAD). A key strategy was to enable simple workflows to support the LAAD Program. We achieved this using Blogs, Online Submission, Zoom and Screencastify videos. It was essential to keep students connected and monitor their wellbeing through Homeroom check-in and feedback forms. This required the significant upskilling of staff in relation to our LMS and other chosen platforms.

The technologies applied during this period have now shifted the perception of change within the

community. In particular, staff have permanently embraced some of the new opportunities whilst also releasing the benefit of the previous years of development with the GenConnect platform. The Music Program has streamlined its delivery of content and achieved greater consistency through SmartMusic. The Sports Program used Strava for online fitness monitoring and live coach feedback.

Throughout LAAD there was a range of consultation across the various College committees. There were dedicated professional learning opportunities for staff supported by online knowledgebase resources. We began by providing a simplified version of LAAD and then augmented and enhanced it in response R&D, Consultation and PL.

### **Teachers - Knowing their subject**

At Genazzano many of our teachers are actively involved in their subject associations and subsequently attend relevant professional learning to stay up-to-date and informed. As a College we expect VCE staff to attend VCAA subject-specific professional learning. In addition, we encourage and support staff to be VCAA assessors, examiners, markers and so forth to ensure our curriculum delivery is of the highest standard.

### **Average expenditure per teacher**

Annual Expenditure incurred on PD in 2020 was \$67,745 compared with an Annual Budget of \$157,565.

Teacher Headcount for 2021 as measured in December 2020 was 116. Hence the average professional development spent by teacher is  $\$67,745 / 116 = \$584$  per teacher.

# Teacher Satisfaction

## Staff Wellbring

There is significant research to show the relationship between a highly productive learning community and those workplaces that are healthy, safe, and supportive, therefore at the beginning of the year the College established a Staff Wellbeing Committee to further promote a positive work culture.



The committee is composed of both teaching and non-teaching staff across both the Junior and Senior School. The four Health and Safety Representatives were also members of the group as is the Human Resources Officer and Head of Junior School.

The team has achieved a great deal including researching and writing a Staff Wellbeing Policy that was ratified by the College Council in May 2020. During the COVID-19 lockdown, the group

continued to meet each fortnight and planned ways to support staff while they were working from home. They established a virtual walking group and have collectively been walking around Australia.

A wellbeing tip was posted every day for staff during the lockdown and the team has continued this practice weekly now we have returned.

This committee also worked to put in place strategies to support staff as they transitioned out of the lockdown and returned to working on campus. They referenced an article by Andrew Fuller to create some talking points on readjusting our lives in the reality of the pandemic. We liked this quote in particular, ‘while it is tempting to be like an ostrich and put our heads in the sand, it is better to model ourselves on the meerkat - upright, aware, observing and orienting’.



# College Community

## Goals and Intended Outcomes

To ensure Genazzano continues to be recognised as a school of excellence; a place that values companionship, is welcoming, engaging and aspirational.

- That parents are more engaged in student learning
- That communication is strengthened between school and home
- That the school will be the Catholic girls' school of choice

## Achievements

Genazzano has continued developing and working well with strong partnerships with world class industry and educational bodies. A key collaboration with the Australian College of Educators, the University of Melbourne and the Science of Learning Group led to the very successful inaugural educational conference 'Science of Learning: Education with the Brain in Mind' hosted at Genazzano.

We have continued to work closely with Deakin University, Education Perfect, Girls Invent and ISN Psychology on student related initiatives, including Developing Research Skills at Year 9, and the Australia wide Genazzano Institute Neuroscience Competition, 'Explain the Brain'.

## Value Added

The events of 2020 challenged schools across the country and Melbourne in particular.

There was an immediate requirement to provide remote learning for our students, referred to at Genazzano as learning at a distance (LAAD). A key strategy was to enable simple workflows to support the LAAD Program. We achieved this using Blogs, Online Submission, Zoom and Screencastify videos. It was essential to keep students connected and monitor their wellbeing through Homeroom check-in and feedback forms. The College was also able to engage students

with the sports program, and run online events for special days such as the House Athletics Carnival and Gen Day. Some of the data is listed below including key anecdotal feedback.

### Student Data and Feedback:

- 9,676 Screencastify videos
- 16,096 blog posts
- 102,197 online assessments
- 52,268 Zoom meetings

### Parent Data and Feedback:

- 956 participants for online learning conversations
- 3.5% participants connected internationally
- 48 Parent Webinars in 2020

### The Music Program:

- 265 Students and 20 Staff using Smart Music on a weekly basis
- Students' ability to rehearse their parts using synchronised scores brought together the ensemble pieces and were shared through Music Moments posts, which continue in 2021

### The Sports Program:

- Online Fitness (T2&T3): 305 Students, 127 Live sessions, 150,000+ Minutes
- Run Club (T2&T3): 229 Students, 40,179 combined kms
- Ride Club (T2&T3): 135 Students, 54,880 combined kms
- In 2021 there is an increased engagement with the sport and fitness programs. An example is the Ride club which formed during LAAD, now continuing post lockdown

## Parent Satisfaction

Mothers' Association (GMA) and the Genazzano Fathers' Association (GFA) - play an active role in the life of the College and this provides an opportunity to gauge satisfaction levels. Both associations adapted very well in what was a unique and challenging year. The College is grateful to both groups for their ongoing support.

The Principal and Executive team continued to attend the parent committee meetings to stay in contact with our parent groups. During COVID-19 restrictions these meetings were held via Zoom and were well supported. The positive feedback received from the meetings was another way of ascertaining parent and community support for the College. The willingness of both our fathers and mothers to engage in College events and activities is testimonial to their enthusiasm and loyalty. Though events and activities were restricted in 2020, the College held many virtual parent information nights, including Careers Information and Subject Selection, VTAC and VCE, and an Online Safety Webinar. The College continued to enjoy strong support from our parent community.

A parent survey conducted during the period of remote learning in 2020 indicated that parents were extremely satisfied with our learning at a distance program. Feedback received from parents stated that the online learning program was well balanced, and they received regular communication from the College. Parents were very grateful to all staff for their efforts in ensuring the online program ran smoothly and for the additional activities via Zoom, such as reflections/prayers, fitness sessions, music segments and House activities.

Below is some feedback received from our parent community during 2020:

*"As parents we would like to thank Ms Jebb and the team for their continuous support, dedication and care given to our daughter during the pandemic to provide a consistency in learning. Also, the health and safety measures carried out by Genazzano College was remarkable."*



*"Genazzano provides a very professional and well-rounded program, especially the wellbeing components, extra-curricular activities and special occasion days i.e. Gen Day, Athletics Carnival."*

*"We were so impressed by all of the teachers and school as a whole. Although we were apart the tech, marking, communication, support and sense of community left us with a wonderful feeling of continual support and connection, thank you!!! It was a smooth transition too. Huge thanks to Genazzano for doing such a superb job."*

*"Fantastic job and well done. Very happy with how it was managed. Love how you also incorporated physical activities in the time such as, Zoom PE sessions, House Carnival and Walking Challenges."*

*"Through the various changes and updates to the way you have managed the COVID pandemic with such a very successful LAAD program you have been nothing but impressive."*

*"Thank you for your thoughtful prayers. It is lovely to keep in touch with the events of the College and our world in a prayerful way and to pray in thanks for the many blessings we have, despite our current woes."*

## Future Directions

During 2020, the College underwent significant planning and consultation to develop the 2021 - 2024 Strategic Plan. This plan focuses on our key strengths, points of difference and future aspirations.

The College commissioned the services of an independent Education Marketing Consultant to conduct workshops with Council members, the College Leadership Team, and staff, student and parent groups.

In addition to the group meetings, all staff, students and families were invited to participate in an online survey to provide valuable feedback on the future direction of the College.

The feedback received was summarised and assisted with developing a school-wide, consultative and shared Strategic Plan, which will guide College activities and decision making moving forward.

### Our Vision

We share in a future-oriented and distinctive learning culture guided by reflection, wisdom and service. We empower young women to transform the world with faithfulness, courage and confidence.

### Our Mission

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.



## Our Strategic Plan

Our Strategic Plan includes four areas of focus.

### Catholic Culture, FCJ Charism and Identity

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.

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.

### Leading Learning, Innovation and Improvement

Design a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving holistic student learning outcomes.

Develop and implement an innovative pedagogical framework for ELC-12 enacting high-quality learning and teaching.

Research, trial and embed a range of contemporary pedagogies and learning models that increase opportunities for project-based, cross-curricular, cross-age and differentiated learning to ensure growth and progress for every student.

Develop a culture of coaching, mentoring, feedback and professional learning that supports best practice pedagogy in every classroom.

Build the capacity of staff and student leaders to work as a team with a whole-school approach to supporting and enabling the learning of every student within the learning community.

## Wellbeing and Student Engagement

Employ strategies to harness and engage student voice in learning across the College.

Create a learning ecosystem that nurtures and supports the wellbeing and flourishing of every student.

Continue to strengthen the culture of Genazzano as a child-friendly, safe, positive and inclusive place of learning.

Promote staff wellbeing by enhancing professional relationships of support and mutual respect.

## Community Partnerships and Sustainability

Develop further collaborative partnerships with families, schools, alumnae, universities and industry sources to enhance learning opportunities and further strengthen our community.

Implement the highest standards of governance, sustainability, facilities, operational excellence and resources to support best practice in education.

Develop a comprehensive marketing plan that attracts, promotes and retains new enrolments and high-quality staff.



# Our Values

## Excellence

We empower each student to strive for high goals in all she does in innovative and creative ways that emerge from her unique capabilities.

We have a passion for forming and educating students for what is more in life; our endeavours are characterised by the desire for what is greater and deeper, the Ignatian magis.

## Companionship

We are companions in our learning and we value working with and alongside each other in relationships of support, encouragement and service.

We celebrate and recognise individual contributions, efforts and accomplishments by bringing out the best in ourselves and others.

## Dignity

We honour the dignity of each person as created in the image and likeness of God and appreciate her unique story and learning journey.

We are a joy-filled community where we nurture the potential of each student to embrace life with “courage and confidence”.

## Hope

We are a hope-filled community inspiring each student to grow into her best self with a zest for life and the generosity and confidence to use her talents and gifts in the service of others.



## Gentleness

We encourage each student to be gentle and humble of heart in their relationships. This gentleness springs from a deep sense of who we are and our care for one another.

At the same time, we are strong in our convictions and beliefs and approach life and learning in a calm, dedicated and steadfast manner.

## Justice

We instill and nurture a thirst for justice and awaken the vision in our students to change the world for the better.

We challenge each student to appreciate what they have and reach out to others who suffer from injustice and disadvantage, upholding her responsibilities to act as ethical local and global citizens.



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