

# Annual Report to the College Community 2021



# Contact Details

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*.
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

13 May 2022



# College Vision

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

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

We achieve this by:

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

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

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

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

## College Overview

Genazzano FCJ College offers an outstanding contemporary education with values that are grounded in our rich identity as a Catholic school founded by the Sisters, Faithful Companions of Jesus. Located within a beautiful environment comprising vast gardens and historically significant architecture, 2021 was the 132nd 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 Physical Performance Centre and Swim Centre, a library, information and resource centre, specialist Science and Art rooms and the Madeleine Centre for Music and the Performing Arts, are used by all year levels.

Genazzano FCJ College is renowned for providing a wide variety of opportunities across both the academic curriculum, as well as a comprehensive Co-curricular Program, which covers the breadth of sport, music, art, drama, technology, mathematics, writing, languages and social justice. The activities cater for students' diverse abilities and offer

them the chance to form life-long interests outside the academic arena. When students are offered opportunities to explore new horizons, remarkable outcomes are possible.

Boarding 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 3kms 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 provide a comprehensive and challenging curriculum aimed at developing the students' potential not only for their own personal fulfilment but for the enrichment of others. It is designed so that students strive for excellence and, at the same time, provides for their development and personal growth needs. It also provides them with the opportunity to discover a religious dimension in their studies, thus enabling them to grow in faith, knowledge, and commitment. Such a curriculum will encourage students to be aware of gender issues and will prepare them for leadership roles in the community.

The College endeavours to create a deeper understanding of contemporary life in both Australia and the global community, including the world of work, through active participation in a wide range of organisations, cultural activities, community service projects, and work experiences.

We strive to help prepare students to make informed, responsible career decisions in the choice of a vocation and a commitment to contribute to and serve in justice and peace in the different communities which they join.





# Principal's Report

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. We are an inclusive community that celebrates diversity and delivers a balanced approach to learning and growth, from ELC right through to Year 12. We confidently innovate and adapt to a changing world by allowing students to grow academically and personally, whether they be day, boarding or international students. 2021 was no exception and called on students, staff and parents alike to be agile and pivot as Melbourne experienced four separate lockdowns and over 110 days in isolation, learning and teaching from home.

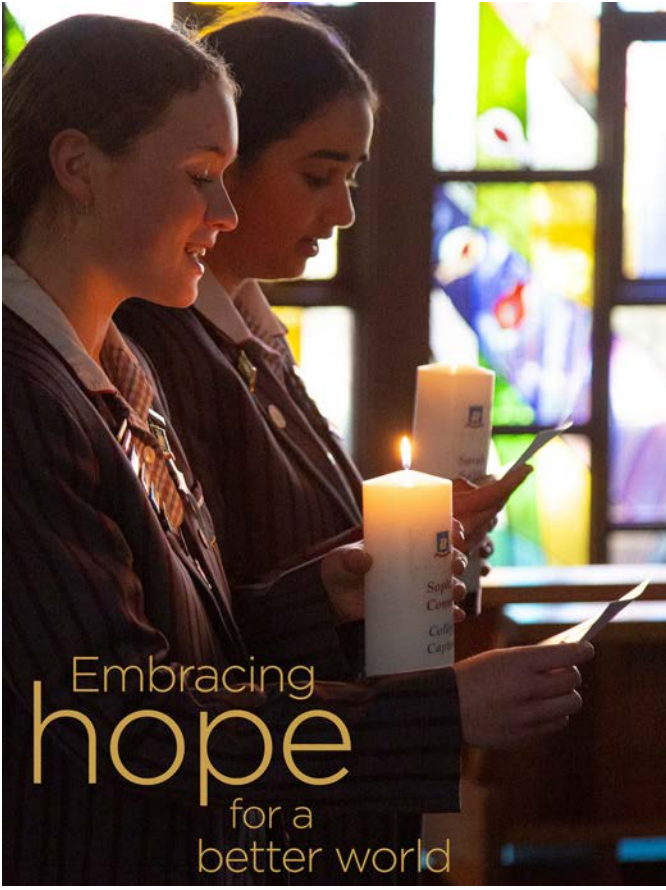
As a newcomer to the College, however, I was greeted with great warmth from community members and collectively, we worked hard to maintain this sense of community as we entered Learning at a Distance (LAAD).

This report is indicative of the many activities, opportunities, achievements and learning experiences that continued to take place regardless of lockdown. We began implementation of our 2021-2024 Strategic Plan with great gusto. It highlights our College's commitment to creating an atmosphere where each young person grows into their best self, with a zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Mrs Loretta Wholley  
Principal







# Education in Faith

## Goals and Intended Outcomes

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 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.

- That staff have a greater knowledge, clearer articulation and personal appropriation of Catholic Identity and the FCJ Charism
- That the whole College community build on its reflective and prayerful engagement of 'finding God in all things

In seeking to realise the goals and aims of the College Annual Action Plan, we sought to strengthen the spiritual formation of all members of the College community through open, active and purposeful engagement with the Catholic tradition and the charism of the Society Faithful Companions of Jesus.

## Some Achievements

Following our experience of 2020, last year's chosen College theme 'Embracing Hope for a Better World' was a timely one! Even though several calendared events had to be either rescheduled or cancelled (ACRATH Concert, Timor Leste Immersion and Kimberley Exchange), College life was nevertheless buoyant and was characterised by many celebrations and creative ways of adapting to challenging circumstances.

In the first week of Term One, the Year 12 cohort participated in a three-day retreat experience that included reflective, active and fun activities that sought to draw them closer to their peers and God, and to explore themselves more deeply.

Friday Night School continued to be a popular Companionship activity. Every Friday night after a busy week, Gen girls tutor



young children who live in the Richmond housing estates and assist them with Maths and English. During lockdown, girls gathered in the Cafeteria or in their own homes to tutor young children online using Zoom. The online conversations and teaching activities clearly showed that the girls are wonderfully competent and understanding teachers!

The College Sacramental program proceeded with some change of dates. Year 3 students received the Sacrament of Penance for the first time in March. Following a workshop on the Sacrament for parents and the girls, a Reflection Day and several visits to the Chapel to practice for the event, 14 girls received the Sacrament for the first time. Year 3 teacher, Mrs Natalie Vander Sluys prepared the girls beautifully. Father Trac's peaceful manner made everyone feel at home and helped the girls appreciate the joy and grace this Sacrament confers.



On 26 March, the whole College Community gathered for the first time in over 12 months to celebrate the annual Commencement Eucharist. Father Brendan Reed, College Chaplain, was the celebrant. It was a Gen Mass unlike any other. There was no singing or music apart from the sounds of the harp played by Stephanie Huang (Year 6) during the offertory procession. A highlight of the Eucharist was the blessing and commissioning of nine Extraordinary Ministers of the Eucharist.

The lockdown in mid-February meant the 'GenWelcomes' evening was deferred to a later date. A re-imagined GenWelcomes became a 'Long Tables and Long Friendships' Eucharist and gathering. New parents sat alongside continuing parents and some parents for whom this will be the last chance to celebrate with the whole community as their daughters are now completing Year 12. The atmosphere was joyful and celebratory.

The College gathered in Centenary Hall for the Gen Day Eucharist and it was a beautiful occasion. As the girls were dressed in their House tops, it was a sea of colour. Ella Redman, the College Liturgy Prefect, noted in her post-communion reflection that "today we have the opportunity to make this Gen Day not only count for this year but for last year as well - it's Gen Day times two!". We were joined by six Sisters FCJ and Mrs Janet Dawson led the Senior Chamber Choir - a key element in Eucharistic celebration missing from our Commencement Eucharist due to COVID restrictions.

The Alumnae Gen Day Eucharist was celebrated on Sunday 2 May. Gen Alumnae from all around Victoria journeyed to celebrate this occasion. The alumnae celebrated the spirit of Gen by catching up with friends from their school days, sharing both sad and joyful stories, sharing Eucharist and proudly singing the school song at the end of Mass.

Given COVID protocols, the 2021 Mother's

Day Eucharist was the first Eucharist to be celebrated in the Montagner Auditorium. Just over 200 mothers, grandmothers and daughters gathered to celebrate this Eucharist. The 'mother's reflection' was a most memorable part of the Eucharist and was provided by Annemarie Ryan who spoke movingly about her experience of being a mother and raising her family. Father Peter Malone MSC, who presided at the Eucharist, left two minutes of silence after Annemarie's reflection - one could hear a pin drop in the auditorium.

After a couple of date changes, there was much excitement as Sisters FCJ, members of the College Council, Principals of surrounding Colleges, alumnae, Gen parents, Genazzano staff and students gathered in the Montagner Auditorium to attend the Commissioning Ceremony of our new principal, Mrs Loretta Wholley. Sr Barbara Brown-Graham, FCJ Leader Australia, opened proceedings by providing an historical overview of the 19 previous principals of the College and noted that Mrs Wholley is our 20th Principal. A moving part of the ceremony was the presentation of symbols to Mrs Wholley by various groups in the College: the College Council, the GMA, GFA, the Gen Alumnae and Curriculum and co-Curricular Areas of school life including Sports, Music and Academics.

### Value Added

Following positive feedback from students, families and staff, we continued posting daily prayers/reflections on GenConnect each day.

Not being on campus stopped us gathering in 'the virtual chapel' each Thursday morning for prayer. Over 40 staff, parents, Sisters FCJ and students gathered online at 8:15am to pray, reflect and share a gentle chat before prayer. A news notification was sent out each Thursday to the whole College community with a Zoom link invitation to come and pray with us.

Throughout the year, the Ministry prefects and their teams remained active. Ella Redman led prayer at assemblies, our Commencement Eucharist and Open Mornings. Mission Prefect, Lucienne Elliott was actively promoting the work of Caritas Australia and Project Compassion. She also worked with her team re-imagining how each level can be more strategic in raising funds to assist particular FCJ works. Lucie McLeod and her helpers raised awareness about the International Women's Day Breakfast in Centenary Hall. Dr Madeleine Warrillow (Class of 2017) spoke movingly and powerfully about her experience working in the Austin Hospital COVID Ward.

Gen staff attended and participated in the annual Staff Spirituality Day at the end of Term One. The theme, 'Celebrating the Spirit of Gen', enabled staff to reflect on and understand more deeply and appreciate the Catholic and FCJ identity of Genazzano. Staff attended workshops and presentations throughout the day. We were joined for morning prayer and the opening session by Sr Barbara Brown-Graham fcJ and Shirley Gauci from the FCJ Education Australia Board.



In the afternoon, ten recently graduated alumnae, formed a panel to share to a very attentive staff audience what formative values have remained with them since leaving the College.

Fundraising activities continued to be an important part of school life. Even in a year characterised by lockdowns, the largest tally in years was raised by the generous financial support for Gen Day through students purchasing tokens for food and in support of Gen Day activities. Gen raised \$6,749.20, eclipsing recent Gen Day tallies.

Each year in Term Four the Gen community supports the work of the Vinnies by handing over Coles and Woolworth vouchers which are distributed to needy individuals and families who have little to eat. Given the extended lockdowns of 2021, and the consequent loss of employment, the need is more urgent than in recent years. The resources of the Vinnies are stretched to breaking point. Overall, Gen students, staff and parents raised \$2688, which is a marvellous effort given that different levels were out of the College for extended periods during the fundraising period.



# Learning and Teaching

Genazzano is a College where intellectual pursuits flourish in a climate of excellence and inquiry. Our academic results are testament to the professionalism, expertise and care of our teachers and the dedication and motivation of our students.

## Goals and Intended Outcomes

### Early Learning Centre (ELC)

The ELC in 2021 offered a four day ELC 3 program and a five day ELC 4 program. Our program is focused on children and families becoming valued and connected members of the Genazzano community as they begin their education journey. The high quality of our program was formally recognised in early 2021 when the ELC undertook the Assessment and Rating process conducted by the Department of Education and Training to receive a rating of Exceeding the National Quality Standards. This achievement is a credit to the teaching and leadership team of Genazzano FCJ College.

In 2021 the ELC community overcame some challenges but ended the year in a strong position with student numbers in the ELC continuing to remain high. Lockdowns due to COVID restrictions required the ELC to operate dual programs offering both a learning from home and learning face-to-face program daily. Fortunately, the strong team in the ELC was able to support children and families through these experiences and ensure teaching and learning remained the focus of our learning environment. In Term Four, the easing of COVID restrictions and the settling of the new team allowed the ELC to finish the year on a high with children ready for school transitions.

### Junior School (Prep to Year 6)

We approached the 2021 school year with a sense of hope and optimism. It was our time to come together and enter the new

year with a greater appreciation for our community and the things we may have previously taken for granted. And this is what we did! We had a wonderful Semester One, sharing our spirit and excitement with one another. Swimming Carnivals, Athletics Carnivals, excursions, Reconciliation, Gen Day, assemblies, the Junior School was alive with opportunities and learning. The last two years have taught us to live in the moment and make the most of the time we have together.



With the energy and enthusiasm of Semester One, we entered Semester Two and quickly moved to Learning at a Distance (LAAD). This was not unfamiliar territory and yet again the students showed resilience and independence. LAAD could not replace what school can provide, while face to face however did see students rise to the occasion. Attendance was exceptional during LAAD and the high level of work submission showed active engagement in the learning. Our students must be acknowledged for their incredible commitment and flexibility. We are truly in awe of what they have been able to achieve with the support of their teachers and family.

Our final term of 2021 saw us come together again. The beautiful noise of students learning in the classrooms and running around giggling at playtimes brought life back to the school. While there were smiles and laughter, there was also anxiety and nervousness. Transitioning back to school

and reconnecting with one another became a strong focus. With the support of the Junior School psychologist and teachers we saw students navigate their wellbeing and that of others with sensitivity and empathy.

## Senior School

Once again, we commenced the academic year celebrating the success of our VCE students and the exciting opportunities they would pursue. The Class of 2020 had triumphed and survived a VCE like no other. 2020 revealed new ways to teach and new ways to learn. It taught us that some students excel in a more self-directed and independent learning approach, while others yearned and needed to be at school to gain help and stay focused. Above all, it taught us valuable life skills – perseverance, patience, flexibility, determination, and resilience – these and more will provide us all with a reference point for the future.

2021 held such promise, but the looming threat of more Lockdowns kept our community on its toes, ready to 'pivot' at any time. Cognizant that there is no growth without struggle, we grew, adapted, and evolved in new and diverse ways as a community. We know that when we can view the challenges before us as an opportunity for growth, we can be more forgiving of ourselves and open to new pathways and perspectives. Our Learning at a Distance program and Exam.net were ready; with the switch of a button, we knew that we had a highly effective and efficient remote-learning model to maintain our learning programs, even during examinations. With nationwide recognition, Genazzano was announced a winner in The Educator Best Use of Technology Award.

For the third year in a row, we won The Educator '5 STAR' Innovative Schools Award. This is no easy feat and firmly establishes Genazzano at the forefront of educational

change and progression. In addition, Genazzano has been actively involved in The New Metrics for Success, a collaborative research venture between The University of Melbourne and selected forward-thinking schools exploring an alternative metric for university entry beyond the ATAR.

The introduction of our Microcredentials & VirtCert Digital Badge program in 2021 is building momentum. They aim to recognise a range of more personalised learning experiences, develop capabilities and professional and industry skills beyond the classroom and overall, enhance our graduate profiles. In 2021, there were 11 student Microcredential programs ('MicroCerts' and 'MicroCreds') on offer for students (and 6 Professional Educator courses). Over 400 digital badges were awarded to students.



## Key Highlights

*Studio Beyond* is in its infancy but is designed to be an Innovative Education Hub offering flexible, personalised, agile learning programs to get students to where they want to go with tailored learning and professional support.

*GenTute* is a new initiative that employs alumna as tutors – face-to-face, online and even through episodes of *GenTute TV*.



### *To design a visible, comprehensive, and explicitly planned data plan from ELC to 12*

Designed to analyse holistic student learning outcomes and monitor student growth across key indicators and provide data to target and enhance student engagement and performance, our Data Taskforce commenced work in 2021 and staff completed a survey to capture data needs. A Student Dashboard is currently being designed and created to meet the needs of staff and students. EDAPT was selected and a new dashboard will be released in 2022. This platform incorporates Allwel, PAT and NAPLAN data and inclusive data from Prep-6- such as BAS and Brightpath. In addition, a Student Profile Dashboard is also in its design phase to assist students in plotting their learning, setting goals and creating their desired, jagged profile.

### *Develop and implement an innovative pedagogical framework for ELC-12*

So, we can confidently provide and prepare our students for the future and respond to the needs of students, parents, staff and tertiary institutions, our Curriculum Committee and POLs collaborated to determine what a "future-oriented" and "distinctive learning culture" would look and feel like at Genazzano. The result was an Articulated Framework that was endorsed by Council and has been enacted by staff since the Future Ready presentation in July 2021.

We are pleased to advise that Genazzano FCJ College is now officially an IB PYP Candidate School, and the Careers Program (CP) is being investigated as an additional Pathway to offer to our senior students. Careers Benchmarking took place late October 2021. Genazzano is performing very well in the area of Careers and how it is integrated through innovative programs particularly from Year 7 to 12. Opportunities on how to embed the Careers Curriculum throughout our Junior School will be

investigated in 2022.

The New EAL Curriculum's rollout was planned with the enhanced profiling of EAL students and ways to support them throughout the various curriculum areas available throughout LMS.

Our Curriculum Committee continues to work on Year 7 and 8 Scope and Sequence and the creation and implementation of more integrated studies became a reality in 2022 with targeted lessons on STEM, Digitech and the introduction of our new 'Be' program. In 2022 the Year 5 to 8 scope and sequence review commenced.

### *Conduct a whole school review of the School Timetable and Subject Selection*

A whole school review of the school Timetable and Subject Selection was conducted to reflect the new pathways and innovative pedagogical framework. New pathways and options for study have been made available for 2022/2023. The new Timetable has been launched - 6 Period days and new Mentor and cross-curricular options have been introduced with great promise. In line with our Future Ready direction, new initiatives have been created:

- Studio Beyond - new pathways for Year 10, 11 and 12
- MicroCredentials offerings for staff and students with targeted short courses
- The Centres of Excellence will be a focus for 2022.

### *Achievements*

The following achievements were established as Institute projects, and delivered with the collaborative efforts of key members of College Leadership and staff.

- **Launch of Institute Hub.** 'iLaBS,' was launched for classes and activities in early 2021.

- **Advancing Microcredentials.** Genazzano is a frontrunner in school based Microcredentials.
- **Partnerships / The University of Melbourne New Metrics for Success Partnership.** Commencing this year, the project has provided a rich opportunity for Genazzano leaders and key staff to engage in cutting-edge learning, discourse and research with the University and other partner schools.
- **Building Professional Expertise.** Growing the collective expertise and confidence of teachers has been facilitated through a new framework for professional learning, with a range of exciting learning options. Teachers are encouraged to undertake action research and to publish their work.
- **Establishment of the Centres of Excellence & Studio Beyond.** These future-focussed initiatives have been inspired by Genazzano's engagement with University of Melbourne's schools' partnership, and the commitment to advance in order to deliver relevant and exceptional learning opportunities for Genazzano students. These concepts will be further developed through Genazzano Institute in 2022.
- **Data Strategy and Dashboard.** The Institute Director has been instrumental in leading a Data Taskforce to progress the development of a data strategy framework, and to work toward implementation of a new data analytics dashboard.
- **Educator Award.** Genazzano Institute contributed the submission for The Educators 2021 Award for Innovative Schools, outlining a range of innovative programs. Genazzano was again recognised with this accolade, for the 3rd year in a row.

## Genazzano Institute of Learning & Brain Sciences

The Genazzano Institute of Learning and



Brain Sciences, is a progressive initiative of Genazzano FCJ College to advance optimal learning with a focus on research, educational neuroscience and innovation. Genazzano Institute aims to promote all elements of the Strategic Plan through its vision, mission and activities. It has substantially contributed to the College in key areas of: leading learning, innovation and improvement; industry, educational and community partnerships, and student engagement in learning.

In 2021, Genazzano Institute has continued to forge ahead in growing the reputation of both the Institute and the College, as a progressive leader through its activities, programs, partnerships, publications and formal recognition. The College has been applauded as a trailblazer in educational neuroscience and a school striving for excellence and innovation in teaching and learning. The is based upon the following evidence:

### · Positive Acclaim & Recognition

The College has received numerous accolades over the last three years, including The Educator's Excellence in Professional Learning and Innovative Schools awards (2019, 2020 & 2021).

### · Academic/ Research and explicit focus on teacher expertise and excellence

A very small percentage of schools in Australia can boast a research centre. Genazzano Institute is one that has demonstrably driven improvements in programs and practice. A testament to this work is the 130+ formal action research projects conducted by



Genazzano teachers, with a number of these presented at conferences and published in online forums and professional journals.

#### · **Significant Educational & Industry Partnerships**

A recent School Improvement review highlighted the outstanding work of the College in the area of Partnerships. These partnerships lend credibility and prominence to the work of the Institute and the College.



#### · **Demonstrated innovation and future focused initiatives**

Genazzano Institute has been a driving force in working with leaders and teams across the College to bring exciting, original programs to the fore.

#### **Research and Development**

The Institute has a focus on educational research to promote optimal learning. In 2021 the College engaged in formal research with university partners and action/ classroom-based research. We strive to evaluate our programs and activities in order to understand the impact of practice on learning, to advance knowledge and to continually improve.

· In 2021, Genazzano engaged in academic research through the Institute partnerships with the University of Melbourne in the areas of:

- *New Metrics for Success*; and the
- *Cognitive Science: Learning How to Learn* project.
- The evaluation of **The Learning Blueprint** program offered at Year 9 was conducted by Genazzano Institute in collaboration with LME Global. The learning, combined with the Year 9 GenEncounter *Refraction* approach, yielded highly positive feedback from students and excellent learning outcomes, with 95% of survey respondents stating they used the program strategies in their exam preparation. The research piece was submitted for publication in the Australian Girls Schools Alliance Journal, *InAlliance* (2021, vol 63).
- **The iLEARN Survey** was developed and piloted in order to provide an opportunity for:
  - improved student voice in learning
  - positive teacher /student communication and relationships
  - exploring diversity in learners
  - timely supports and interventions as required.

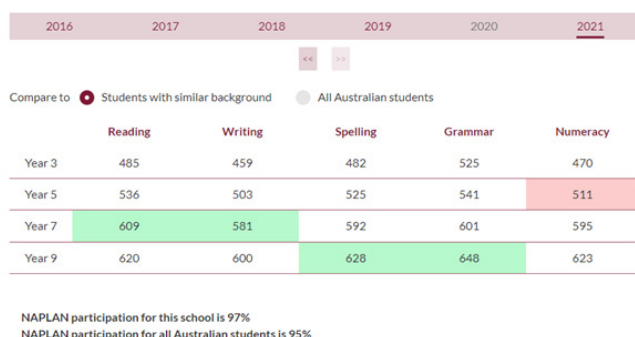
Teacher and student feedback from the 2020 pilot has been utilised to produce a revised version of the survey with a streamlined teacher report. This will be incorporated into the new BE program at Year 8, and at Year 7. The tool will be evaluated further in 2022.

- Genazzano Institute has joined the OECD 2030 Research Community to engage in global learning opportunities to support our work in designing future-focussed programs.
- Genazzano is working as part of a development project with Edapt to build a portable student Learning Profiler that will enable students to represent their achievements across a range of areas.

## Student Learning Outcomes

NAPLAN for 2021 has shown that our students continue to perform better than state average, and almost all students meet the minimum standards. When comparing students with similar backgrounds our students have performed above average in Year 7 Reading and Writing and Year 9 Spelling and Grammar, with Year 5 Numeracy identified as an area requiring attention with Below average performance for students with similar backgrounds.

The College continues to commit a great deal of time and resources into building the capacity of staff to analyse and interpret NAPLAN data to ensure that consistent and positive results continue to strengthen and grow. This has been a priority of our Data Taskforce and its work on constructing our Data Dashboard to be launched in 2022.



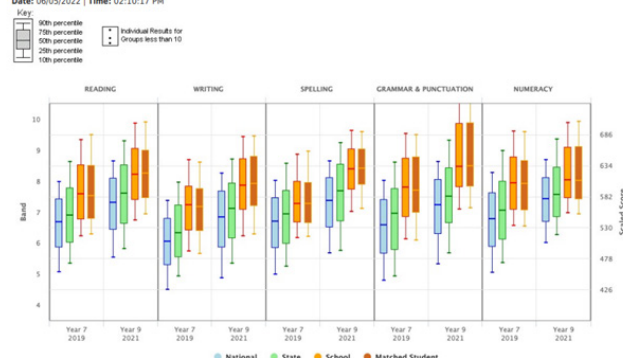
## Year 9 Synopsis

The school comparison reports which follow indicate significant growth in students from Year 7 (2019) to Year 9 (2021) and a level of consistency above State and National Means. For our Year 9 cohort in the areas of Grammar and Punctuation and Spelling, the attainment of High Growth was significantly higher than the State Mean and attainment of Low Growth significantly lower than the State Mean. Writing tracked in a similar fashion but not so significantly. For Numeracy and Reading our Relative Growth levels followed the State Mean.

## Genazzano F.C.J. College National Assessment Program - Literacy and Numeracy Tests 2021

### School Comparison Report

2021 | Year 9  
Gender: All | LBOTE: All | ATSL: All | Matching Type: Matched Student Group  
Date: 06/05/2022 | Time: 02:10:17 PM



	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2019	2021	Diff	2019	2021	Diff	2019	2021	Diff	2019	2021	Diff	2019	2021	Diff
National Mean	546	577	31	513	551	37	546	580	34	542	573	31	554	588	33
State Mean	552	584	32	523	554	31	548	586	38	546	583	37	562	593	31
School Mean	*	620	*	*	600	*	*	628	*	*	648	*	*	623	*
No. of Students (School)	100			99			99			99			99		
Matched Student Mean #	594	622	28	563	602	39	579	632	52	597	648	51	604	624	20
No. of Students Matched	92			92			92			92			89		
% Matched	92%			93%			93%			93%			90%		

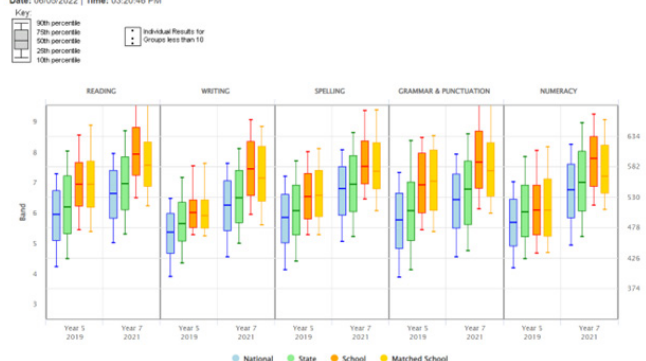
\* = no results available  
# The Matched Student Group is the group of students who sat this year's NAPLAN at your school, and have a result from 2 years prior.

## Year 7 Synopsis

Our Year 7s in 2021, also demonstrated a strong performance and Relative Growth across all areas with performances well above the State and National Mean. In Writing and Reading, this cohort achieved higher levels of High Growth and lower levels of Low Growth than the State Mean. In Spelling, and Grammar and Punctuation, our students tracked alongside the State Mean and in Numeracy and the cohort attained lower low growth, slightly higher High Growth and significantly higher levels of Medium Growth.

### School Comparison Report

2021 | Year 7  
Gender: All | LBOTE: All | ATSL: All | Matching Type: Matched School Group  
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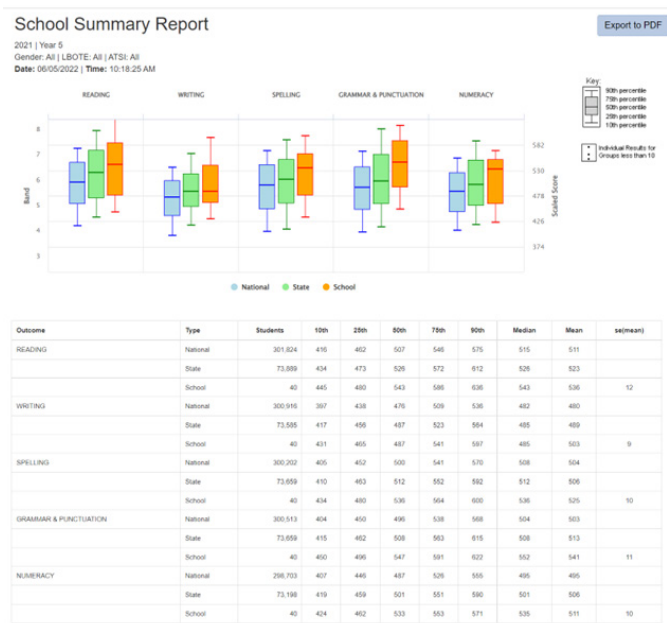
	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2019	2021	Diff	2019	2021	Diff	2019	2021	Diff	2019	2021	Diff	2019	2021	Diff
National Mean	508	542	34	474	522	48	501	549	48	499	533	34	490	550	59
State Mean	518	552	34	487	529	42	506	552	46	507	539	32	507	559	52
School Mean	555	609	54	510	581	71	531	592	61	552	601	49	512	595	83
No. of Students (School)	44			43			44			44			44		
Matched School Mean #	566	603	37	510	567	57	535	587	52	558	589	31	515	577	62
No. of Students Matched	38			38			38			38			38		
% Matched	86%			88%			86%			86%			86%		

\* = no results available  
# The Matched School Group is the group of students who have sat both tests at your school.



Year 5 Synopsis

Our Year 5 in 2021, demonstrated some strong performances and above State Means in all tests apart from Writing which was close to the State Mean. From Year 3 to Year 5 the students have shown good improvement, but the higher levels of Low Growth than State Mean in Reading and Writing require attention. In the other tests, low growth was in keeping with the State Mean.



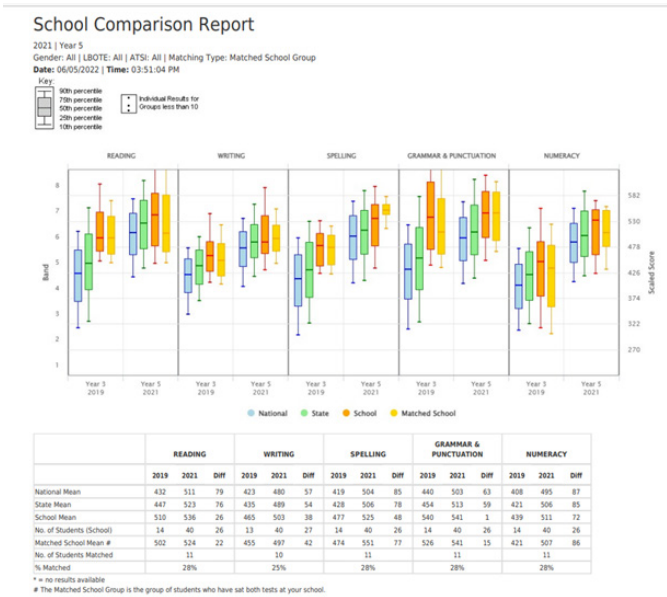
Year 3 2019



Year 3 Synopsis

Year 3 in 2021, demonstrated some strong performances across all five areas with Grammar and Punctuation and Reading significantly above the State and National mean.

Our five year trend data shows five years of growth in our Year 3 Spelling results. Grammar and Punctuation and Writing mean results are slightly below the result achieved by our Year 3 2019 cohort. The mean Numeracy result showed improvement when compared with the 2019 cohort.



# Student Wellbeing

## Goals and Intended Outcomes

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

- Provide multiple opportunities for students to contribute to the Genazzano learning and wellbeing programs.
- Promote staff wellbeing by enhancing professional relationships of support and mutual respect.

## Achievements

The 2021 year was launched at the Opening School Assembly by the College Prefects sharing their theme, 'Better Together'. It was a powerful message to revisit as we managed the various lockdowns during the pandemic. A significant component of the 2021 school year involved students learning from home and the mental health of our students continued to be a high 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 while working 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 pages were informative and visually engaging, providing both groups with resources to support student learning and mental wellbeing.

There is a strong connection between wellbeing, engagement, and learning, so at Genazzano, we decided to prioritise our wellbeing every Wednesday and take a break from ZOOM and our usual work program. Making time to focus on our wellbeing ensured we had the energy and passion for continuing our learning and work with a refreshed energy and vigour. So during the lockdown we revised our timetable so that every member of our community could focus on their wellbeing: physical, mental and spiritual.

Wellbeing and Student Engagement is a key focus area of the Genazzano Strategic Plan. The Student Wellbeing Team works collaboratively to create a learning ecosystem that nurtures and supports the wellbeing and flourishing of every student. This is done through the formal structures within the College timetable such as morning Homeroom and fortnightly GenSTAR sessions. The GenSTAR program is developed by the Student Wellbeing Team and is unique for each year level, recognising the developmental milestones of each cohort. The Wellbeing Team meets with the Head of Senior School or Head of Junior School and a College psychologist fortnightly to review each girl's academic, social and emotional growth. This focus on the care of each girl is a cornerstone of the wellbeing framework at the College. In addition, the Wellbeing Team works to create meaningful opportunities for girls to broaden their relationships across the year level through Camps, Reflection Days, Leadership Programs, Co-curricular Program and year level activities.

## Transitions Back to Campus

We all manage change differently and the global COVID-19 pandemic continued to test our coping mechanisms during 2021. As we transitioned our students back to learning on campus we recognised each girl



approached this new challenge in her own way. We 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.

### 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 Year 9 GenEncounter: Beyond the Gates Program saw students involved in a nine 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 2021

As a College we were fortunate to celebrate Gen Day on campus early in Term Two, 2021. This was a joyous day of celebration after moving Gen Day to a virtual online experience in 2020. Students and teachers made the most of every moment to be together in person and celebrate our thriving learning community. It was palpable that we were strengthened by our shared experiences from the many small acts of kindness to the outward expression of joy. We are also very proud of the generosity of students and staff who contributed to the work of the FCJ Sisters overseas throughout the day.



Being a student at Genazzano is all encompassing. It is a sense of being part of a community, belonging to a tribe with common values and a shared sense of purpose. Many girls openly acknowledged they love coming to school every day to connect with their peers, participate in the Co-curricular Program and take up the learning challenges posed in each lesson by their teachers.

### 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 this year 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.

Genazzano continued to partner 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 and explore issues related to sexuality, gender and relationships.

### Student Leadership

Genazzano has an extensive Student Leadership program including 22 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, Music, 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.



### Value Added

Safer Internet Week was an opportunity to remind students via daily posts of the importance of being an online upstander

and we provided some practical and helpful hints about how young people can support a friend who may be experiencing cyberbullying. We also posted free safety webinars for parents on the Genconnect Parent Pages conducted by the eSafety Commission.

Due to a student led proposal three new leadership positions were added to the model including two Wellbeing Captains and a Child Safe Captain. These new leaders have forged a bond with the Student Voice Prefect to form the Student Voice Team. The students ran a very successful 'Bullying No Way' week by integrating a range of fun and interactive activities into the week.

The annual Year 7 Camp at Phillip Island is a wonderful opportunity for students to build new friendships in a safe and supportive environment. The Year 10 Dancing program is a long tradition with Xavier College and while COVID-19 meant students began their lessons wearing masks and many sessions were delayed, the students relished the opportunity to learn a variety of dances and socialise with their peers. The evening continues to be a worthy and memorable night for students and their families. The Year 12 Formal was a new addition to the 2021 calendar as the Year 11 formal was postponed so many times throughout 2020 due to the pandemic. The girls were very excited about this milestone and invited a record number of their teachers to the evening.

### Health Centre

The Health Centre at the College is a comfortable and well-equipped area where students and staff are welcome to come for assistance if they are unwell, have an injury or have had an accident. We promote an open-door approach where the student's well being is a priority. Policies and procedures are in place to support ill students and for the safe distribution of medicine. A First Aid

Register is maintained recording all student medical conditions that students present with at the Health Centre. An Anaphylaxis Management Policy which meets all the requirements of Ministerial Order No. 706 is published on the learning management system and is reviewed annually.

### Music at Genazzano

After the challenges of 2020, the Music department returned in 2021 full of optimism. In late February, the College staged the Gen/Xavier Musical Calamity Jane with a live audience present.

The Autumn Music Festival premiered in 2021 to the Genazzano community, the event's theme being 'bringing the community together through music, food and good times.' From Monday 9 to Thursday 12 May, eight concerts flowed from late afternoon into the evening. Each highlighted a specific department and genre of music. All concerts were well rehearsed and beautifully staged and the festival was an outstanding success. The festival showcased 260 musicians and choristers, and 662 families visited the College throughout the week. Feedback was that everyone thoroughly enjoyed the concerts and gathering to share afternoon tea and taking time to reacquaint with each other.

The College received a plethora of positive responses to the Music Moments throughout 2021. Community engagement was very high for this event with an average of 400 views each week.



### Sport at Genazzano

With every intention of making up for lost opportunities, 2021 started at a frantic speed. Nagambie and Geelong hosted Rowing, Swimming and Triathlon Camps respectively in January, and Altona hosted another fantastic GSV Triathlon Championship in February. Genazzano placed fifth overall in the GSV Championship, and our excellent rowing results at the Head of the Schoolgirls' Regatta was also a highlight of 2021.

Our swim squad continued their outstanding form at the Centenary Swim Meet, winning their fifth consecutive title before qualifying for the Division 1 GSV Championship. In our best performance in 16 years, our squad placed 6th in the highly competitive Division 1 with the highlight of the event being 11 of our 12 relay teams qualifying for finals night.

A true indication of our incredible depth in the squad, school records continued to be broken and Klara Seidel won her first Fastest 50m at the House Swimming Carnival to match her Fastest 50m crown from the Centenary Swim Meet.

Our diving team highlight was an intermediate trophy win in the Division 3 GSV Championship Carnival. Term Two was headlined by a return to netball, plenty of cross country racing and Friday night football. Despite the abrupt end to all these seasons, there was plenty to celebrate. The Cross Country team made an impressive return to the Division 1 Championship for the first time in seven years, headlined by a gold medal victory to Hannah Rusmir (Year 8). Meanwhile our five Australian Football teams enjoyed plenty of good times as they demonstrated the incredibly fast development of the squad over recent years.

Netball remains our largest program in the school and the number of girls playing, umpiring and coaching each Saturday and through the Term Two GSV season continues to astound. From Year 4 debutantes through to our highly skilled senior rep players, the



girls again performed to the lofty standards set by Genazzano netballers over the past decade.

Despite missing a second consecutive Track and Field season, we managed to host our first Athletics Camp at Deakin University, Geelong in the Easter holidays and also enjoyed a colourful House Athletics Carnival at Doncaster in early Term Two. Jemma Rigoni (Year 11) won her first Fastest 100m title, whilst Corry were overall champions. A delayed Olympic Games inspired many girls to stay active during this year's lockdowns and when the opportunities did arise, our primary girls gave their all at District Cross Country, Soccer, Netball and Australian Football Carnivals. They also thrived in our return to school morning fitness program at Grange Hill.



### Student Satisfaction

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

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

and was completed by 346 students.

Items that were highlighted as areas of success included:

- Positive School Climate
- Sense of Belonging
- Physical and Psychological School Safety

Items with potential for improvement were:

- Teacher and Student Relationships
- Students Learning disposition and mindset
- Student voice.

### Student Attendance

During lockdown students checked in via the online survey each day. When not in lockdown Homeroom teachers marked the roll at the beginning of the day. This information was automatically uploaded to the GenConnect Homeroom Roll by 9.30am. SMS messages were sent out to parents or guardians if students didn't check in or attend school. Parents contacted the Student Receptionist if their daughter was ill or unable to participate in classes. The College 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.

# 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.

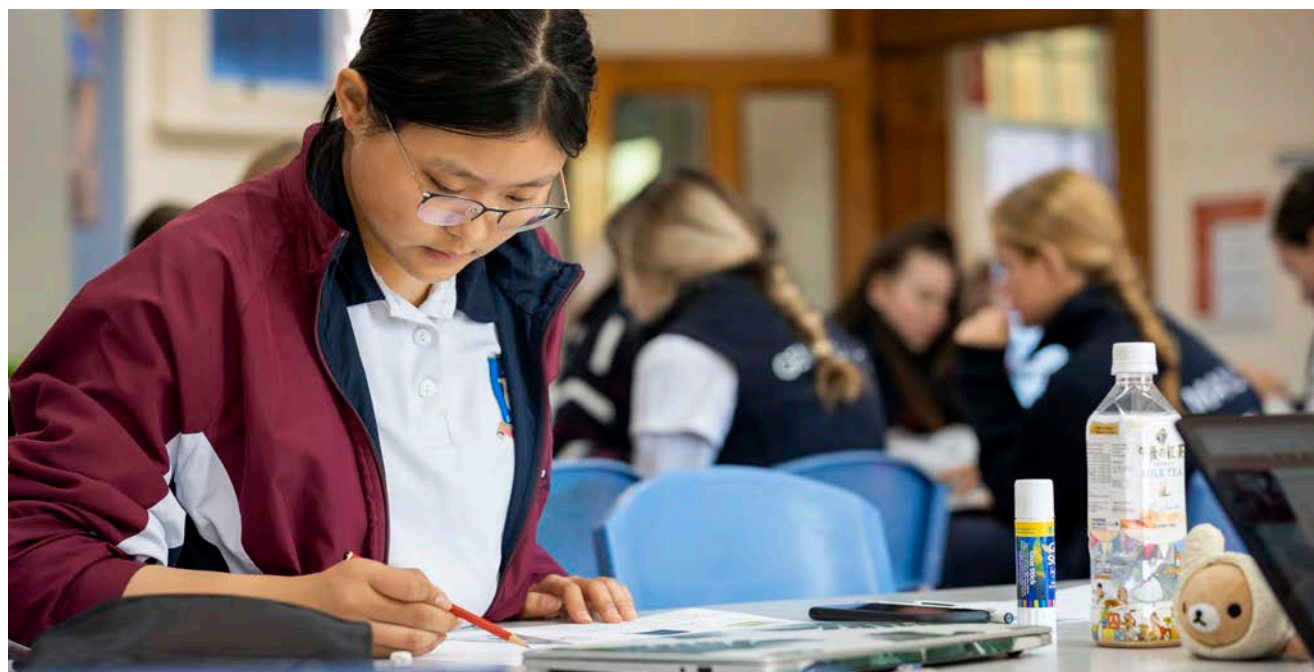
Intended outcomes:

- 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 2021, 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

A goal from the Strategic Plan is to provide professional learning that supports best practice pedagogy in every classroom.

## Building Proficiency & Raising the Professional Profile of Teachers

### Linking Research to Practice

- Genazzano supports teachers to build capacity through access to quality courses and programs from a range of educational providers, including Independent Schools Victoria and MACS.
- Genazzano's engagement with IBM's Global University program means that teachers can now access a massive range of technology courses free online. Learning opportunities are promoted regularly to staff via GenConnect.
- A new tile has been established on the 'Professional Learning' page to promote the latest educational research articles, videos and professional reading to ensure teachers can easily access cutting edge thinking, up to date evidence and resources. Key areas of research include recent publications from OECD and UNESCO discussing future learning and key capabilities for both students and educators.

### Professional Learning Program

In 2021 the College offered a varied professional learning program, while retaining the opportunity for staff to engage in the College's award-winning Science of Learning modules. This was made possible by key leaders who took responsibility for creating and coordinating these exciting new learning opportunities for staff.

Bespoke Genazzano courses offered included: Catholic Education Today, Digital-Technologies: Fundamentals and Gamification. Other learning opportunities included data courses through MACS, University research projects and short online

courses (MOOCs). A number of staff pursued postgraduate studies.

This program was very well received by staff and celebrated at an end of year showcase highlighting the range of projects and activities completed by groups members throughout the year.

### Celebrating Expert Educators

Genazzano College is delighted to have had key staff members formally recognised for their innovation and leadership in 2020. Grace Hattingh was named as a 'Rising Star' (The Educator) and Deputy Principal: Learning and Teaching, Lorna Beegan, was acknowledged as an exceptional teacher with her inclusion in the Educator's 2021 'Hot List' for the second year running.

A 'Celebrating Gen Educators' page was established to promote and recognise the vast array of professional achievements by Genazzano staff in a range of areas including: textbook publications, conference presentations, podcasts, performances and more. In 2021, a number of teachers have successfully published articles on teaching practice and classroom-based research in journals, papers and blogs including: Nature Partner Journal: Science of Learning online community, The Professional Educator (ACE) and In Alliance (AGSA). Some of the topics included: the power of singing, language acquisition, flipped learning, cross-curricular programs, learner agency and the changing landscape of education.

### Number of Teachers who participated & Average expenditure per teacher

Teacher headcount for 2021 as measured in December 2021 was 108. Hence the average professional development spent by teachers is  $\$92,188 / 108 = \$853$  per teacher.

# Teacher Satisfaction

The opinions and ideas of teachers are valued and sought. Their suggestions are incorporated into planning for future timetabling, professional learning, addressing student needs and creating an engaging learning environment.

This year, the school has used a variety of processes to gain information about the level of satisfaction from teachers, including the Melbourne Archdiocesan Catholic Schools School Improvement Survey (MACSSIS).

The survey was completed by staff. This is a voluntary survey and was completed by 57 teaching and non-teaching staff.



Items that were highlighted as areas of success included:

- Positive School Climate
- Sense of Belonging
- Physical and Psychological School Safety

Items with potential for improvement were:

- Teacher and Student Relationships
- Students Learning disposition and mindset
- Student voice.



# College Community

## Goals and Intended Outcomes

Deliver, in partnership with the community, high quality education. Demonstrating an alignment with strategic priorities and effective, responsible and sustainable use of resources.

- Develop a comprehensive marketing plan that attracts, promotes and retains new enrolments and high-quality staff.
- Implement the highest standards of governance, sustainability, facilities, operational excellence and resources to support best practice in education.

## Achievements

Genazzano FCJ College and the Genazzano Institute have cultivated significant relationships and are proud to be working with outstanding partners in industry and education to collaborate in areas of research, learning and innovation. With Victoria in lockdown for a significant portion of the year, a number of partner projects were unable to proceed as planned. It is anticipated that these projects will be delivered in 2022.

## Partner Projects:

- Australian College of Educators: This partnership aims to promote educator professional learning and support the teaching profession.
- Deakin is the founding partner of Genazzano Institute and has collaborated with the College to promote student learning in various ways over the last 5 years. In 2021, accelerated learning opportunities were promoted. In 2022 the partnership aims to support students to develop advanced research skills through

our Year 9 program. The College has engaged in discussions with Deakin to promote student learning in marine culture, and to design a unique 'Seaweed' curriculum.

- Genazzano has engaged with the University of Melbourne over many years in areas of school partnerships and research projects. In 2021, a group of teachers worked on a cognitive science/ learning research project and a core group of leaders are working on the New Metrics for Success research partnership which will extend into 2022.
- Genazzano's partnership with St Vincent's Foundation and the Sisterhood of St Vincent's is an exciting opportunity for community engagement and learning in the area of medical sciences, philanthropy and careers in health and philanthropy. A student leadership opportunity has been established in collaboration with the Sisterhood.
- LME Global has continued to be an avid supporter of Genazzano Institute, providing advice, promotion and they have worked closely with us to deliver and evaluate the Science of Learning program for staff and The Learning Blueprint for students. These programs will continue in 2022.
- The Institute established a partnership with ISN to develop innovative learning opportunities and programs in areas of psychology, sport psychology and coaching. An MOU has been created with a view to work closely in the area of Sport Psychology with a focus on Microcredential programs for 2022.
- Genazzano is delighted to be working with Inspiring Girls International Australia. In 2021 the College conducted student focus groups and will deliver IG Australia's first program in 2022 and assist with evaluation. A Genazzano student has been selected to



be the Global IG ambassador for 2021/22.

- Education Perfect has partnered with Genazzano Institute for the past 4 years to deliver, sponsor and promote the 'Explain the Brain' competition.
- Everitas is a sponsor for Explain the Brain.
- ASI Education is a sponsor for Explain the Brain.

### Value Added

#### Class of 2021 Valedictory Liturgy and Award

124 Genazzano students from the graduating Class of 2021 (of a total of 128 students) received their VCE results. All students celebrated what has been a tough two years in and out of lockdowns. At Genazzano we pride ourselves on providing a holistic education for students, one that allows them to become well rounded women who are prepared for their futures.

We recognise that a single score never fully defines our success. We believe that every girl has the potential to make her mark on the world; and we empower our students to become change makers, to choose their own futures and to transform the world by taking action and advocating for social change.

Congratulations to the entire cohort for their ongoing resilience, courage and confidence to complete their VCE studies. Our highest ATAR rank was 99.8. Overall, the median ATAR was 85.6 and the median study score 34. 6.4% of students were in the top 1% of the state; and 38% of students achieved an ATAR above 90. 27 students achieved study scores greater than 45.



These results acknowledge the efforts of our community who have supported these young women in a turbulent final two years of schooling. Parents, carers, teachers and school leaders, have all played valuable roles in supporting these students during their VCE studies.

## Parent Engagement

The Genazzano parent associations: Genazzano Mothers' Association (GMA) and the Genazzano Fathers' Association (GFA), continue to play an active role in the life of the College. The Principal and Executive team attend the parent committee meetings to gain feedback about various initiatives and activities at the College. During COVID-19 restrictions these meetings were held via Zoom and were well supported. These meetings provide both positive and constructive feedback that engages the parent community in the decision making at the College

- The Genazzano Father's Association organised our yearly Footy Tipping and Gin Night.



## Community Engagement

- Explain the Brain 2021: Brain Myths saw hundreds of students across Australia and New Zealand have the opportunity to engage in a free neuroscience program to explore Brain Myths. The competition is an innovative example of community engagement in the spirit of the FCJ values.
- The Genazzano Institute's eNews was distributed in May and October with the themes of: 'Your Brain on Music' and 'Resilience'. Analytics indicate that the Institute eNews subscribers are mostly based in Australia, but the posts are also accessed by readers in various countries including China, Germany and the USA.
- The Genazzano Institute website promotes information, news and education related to general learning, educational neuroscience, brain health and College initiatives.
- Parents attended the Gen 'Long Tables, Long Dinner' event early in Term Two.
- The Genazzano Mother's Association organised a beautiful Mother's Day Eucharist, followed by supper to celebrate Mother's Day.



## Parent Satisfaction

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

The survey was completed by parents from Prep to Year 12. This is a voluntary survey and was completed by 86 parents.

Items that were highlighted as areas of success included:

- Positive School Climate
- Quality of Communication
- School Fit

Items with potential for improvement were:

- Engagement with Families
- Identifying Barriers to Engagement

which was understandable during lockdown.

Each week during lockdown the principal would post a few words of inspiration, a memo or a prayer or link to a song. Some comments received on GenConnect throughout the year were:

*Thanks for everything you guys are doing to support the girls. I know it isn't easy, but everyone is doing the best they can. We very much appreciate it.*

*I just wanted to say well done on a terrific back to school communication to the Students, Staff and Parents. Excellent and very clear in some very challenging times for all.*

*There were many who contributed to the recent Sports Awards event and I wanted to thank one and all for a wonderful evening watching the celebration of the vast range of sports offered at Genazzano. I would like to express gratitude to teachers, coaches, administrators and mentors and others who encourage and facilitate the sporting opportunities presented to the students.*

*I wished to pass on that our daughter's teacher has been an outstanding model for her this year. Our daughter had a particularly challenging year last year and has rebounded very well. The care and attention of her teacher has been outstanding. In fact, she also had an amazing teacher in Year 5. She also provided excellent and compassionate care. Her experience since being a foundation student of ELC, throughout Grange Hill and the remainder of the Junior School has been very positive throughout and we are very pleased with the school's genuine care and concern for her wellbeing.*

*Thank you to you and the staff for the great job you are all doing in these trying times. Stay well and safe.*





## Future Directions

In 2021 the College's Strategic Plan commenced. Our Strategic Intent for the next four years includes that we will:

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





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