



Annual Report to the College Community 2023



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Minimum Standards Attestation

I, Loretta Wholley, attest that Genazzano FCJ College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 03 Jun 2024

NOTE: The School's financial performance information which includes the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

About this report

Genazzano FCJ College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the College Community (ARC), provides parents and the wider community with information about the College's activities and achievements throughout the year including information about various aspects of college performance.

The ARCC is supplementary to other forms of regular communication to the community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this report may be obtained by contacting the College directly or by visiting our website. www.genazzano.vic.edu.au



Financial Performance

The College's financial performance information and a report of the financial activities of the College's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.genazzano.vic.edu.au



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, 2023 was the 134th year of education at Genazzano.

Genazzano FCJ College has an exciting mix of historic and contemporary buildings on 17 acres of landscaped gardens and ovals. The College is well-resourced to meet contemporary education needs 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 6 girls. Our Year 7 to Year 9 girls have their core subjects in the d'Houët building, and our Year 10 to Year 12 students have their core subjects in the Wardell building. Our modern Physical Performance Centre, Swim Centre, a Learning Hub, specialist Science and Art rooms, and the Madeleine Centre for Music and the Performing Arts are used by all year levels.

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

Boarding is an integral part of our College. Our boarders live in Hopetoun Hall, an off-site, 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, and provides a great sense of community for up to 40 secondary students while they study at the College. Our boarders come from within Australia and overseas, mostly 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 life's challenges.

Genazzano FCJ College provides a comprehensive and challenging curriculum to develop the student's potential for their own personal fulfilment and 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 allows them 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 that they join.

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

We encourage parents to acknowledge their role as their children's primary educators, especially in their education in faith, and to work in partnership with professional educators to achieve the school's educational goals.



Governing Authority Report

Throughout 2023, the Council and its subcommittees maintained close collaboration with our Principal, Mrs. Wholley, and the College Leadership Team, steadfastly supporting the College Mission while striving to enhance the overall experience for our students, staff, and community. Together, we achieved significant milestones as a College community.

As one of Victoria's premier private girls' schools, the Council remains steadfast in its commitment to uphold and elevate Genazzano's academic standards. This commitment serves as the cornerstone of our decision-making processes and strategic planning.

In May and June 2023, the Victorian Registration and Qualification Authority, the State Government school regulator, conducted a comprehensive review of the College. I am delighted to report that we received an overwhelmingly positive evaluation of our policies, structures, and governance practices, laying a solid foundation for our forthcoming five-year plan.

To guide the Council in making informed strategic decisions aimed at advancing the College's growth, we engaged the services of an external education communication and marketing consultant. The consultant provided an independent report to the Council regarding Genazzano's positioning within the inner Melbourne private school market.

Recognizing the importance of providing modern and inclusive learning environments for our students and staff, the Council commenced construction of the new Student Services Building on Mont Victor Road. This marks the College's first new building project since the completion of the Madeleine Centre in 2010, following the earlier refurbishment of our Physical Performance Centre in 2022.

The forthcoming Student Services Building, along with associated enhancements, will serve as a vibrant and inclusive space for our entire College community. Moreover, it will incorporate disability access and facilitate seamless connectivity between the d'Houët and Wardell buildings, fostering an environment where every student feels valued and supported. The transformation of the courtyard between the d'Houët and Wardell buildings into a garden courtyard will create a versatile teaching and learning space, emphasizing community engagement and celebrating our FCJ identity.

In addition to these developments, 2023 saw various improvements across the College, including the refurbishment of classrooms in the Wardell building, repairs to Grange Hill balconies, and significant maintenance efforts to preserve our picturesque grounds and historic buildings.

Moreover, 2023 witnessed the establishment of a Foundation Committee tasked with overseeing the College's philanthropic initiatives, aimed at supporting future scholarships and infrastructure projects. The College also reconnected with numerous alumnae through a series of uplifting events, fostering a sense of community and continuity following the disruptions caused by the COVID-19 pandemic.

As we approach the celebration of our 135th anniversary since the founding of Genazzano in 1889, the Council eagerly anticipates the opportunities and achievements that lie ahead in 2024. We remain committed to advancing the legacy of the FCJ Sisters, Mrs. Wholley, and our esteemed College executives and teachers, as we continue our journey toward excellence.

Mr Robert Maclsaac

Chair of the College Council



Vision and Mission

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

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

We achieve this by:

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

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

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

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



Principal's Report

Genazzano FCJ College aims to shape the lives of all students who 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.

2023 was another busy year for the entire College community. Our theme for 2023 was "A Heart for Justice". It was a call to action, a commitment, and a compass that guided our thoughts, actions, and initiatives throughout the year. This year, I've witnessed a community that has come together with a heart that beats passionately for justice – in our classrooms, our local community, and the broader world.

Each student, teacher, staff member, and parent has somehow embodied this spirit of justice. Whether it was through class discussions, fundraising for FCJ initiatives and Caritas Australia, collecting for St Vincent de Paul, volunteering in our Companionship Program, or simply standing up for what's right in everyday situations, I have seen countless acts that underscore our collective commitment to a more equitable and just world.

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

Mrs Loretta Wholley

Principal



Catholic Identity and Mission

Goals & Intended Outcomes

Our year began with the launch of the College theme 'A Heart for Justice'. Our girls deeply explored what this theme means to them, as an individual and as a class within the broader College and Genazzano FCJ Community. The girls have continued to deepen their understanding of Marie Madeleine d'Houët and the formative role she played in establishing this wonderful community of whom we all support and benefit, the FCJ Sisters, Faithful Companions of Jesus.

We have continued to reflect and grow in our faith by supporting College social justice activities through the Dress for a Cause program, as well as participating in daily prayer, reflection days and the Sacramental Program for Years 3 and 4. Our girls have regularly attended our beautiful College Chapel for class liturgies and moments of quiet reflection.

Friendship and companionship are so evident in the life of Genazzano FCJ College. The love of friendship was to exist in the communities of Marie Madeleine's Society. Companionship referred primarily to companionship with Jesus and with the biblical women, but it also referred to the relationships within each FCJ community. Her emphasis on the quality of gentleness is well known. This is not just the female stereotype, but a deeper, more radical and biblical gentleness that was to pervade every aspect of the Sisters' lives. This gentleness was a stance before a world of injustice and power, and in this matter, she knew of what she spoke. It was a gentleness that would constitute counter-cultural biblical witness to a world burdened by unjust social, political and economic structures. And this did not overwhelm Marie Madeleine's heart. As can be read in the quote that prefaces this article, "Though it is a face marked by suffering, there is a hint of a smile in the eyes and on her lips. It is the face of a Faithful Companion of Jesus." May we continue to grow as Faithful Companions of Jesus just as Marie Madeleine did, and in our daily living be FCJ people who are companions to all whom we meet, that we be gentle, joyful, purposeful and act with a Heart for Justice.

Charles Watt

Deputy Principal Faith and Mission

Achievements

These brief excerpts reflect a year filled with initiatives focused on fostering and supporting student and staff wellbeing and encouraging personal growth within the Genazzano community. It captures the essence of embracing change and building connections.

Each year I continue to be encouraged, and often humbled, by the faith and justice response of staff and students on so many levels: in formal and informal conversations, in celebrating prayer and liturgies, in the music of our choirs, in the many faith and mission events scattered over the year. This year the focus of Gen's reflections and actions has been guided by our College theme of 'A Heart for Justice'. This has been shown in simple and profound ways. Building on the success of last year, the Year 12 prefect team generously gave their time and creative talents by staging the Fairy Painting Stall at Xavier's Maytime Fair. This year a very professional team was created by Prefects who ran makeup sessions for the girls. All for the benefit of the Jesuit missions. As our prefects gently spoke with little boys and girls when they painted their faces, I was again struck by the smiling faces of loving parents watching on as their child enjoyed the moment. A heart for justice is often characterised by joy.

There have been many highlights in the Faith and Mission Calendar this year. I would like to thank the Social Justice Prefect 2022-2023, and her team for organising the 2023 International Women's Day Breakfast.



Value Added

The interconnection between faith, ethics, and tradition is held firmly at Genazzano, and all change requires considerable discernment. The shift from demerits to reminders sparked meaningful discourse across the community as we established the foundation for the restorative practices framework. It is a new way to deal with relationships across the College community with a strong focus on the individual taking responsibility for their actions. The restorative practices framework aligned with the Student Wellbeing Team's vision to create an engaging and purposeful learning environment for every student. As a team, we reviewed our Student Behaviour and Engagement Policy and took the first steps to further cultivate a learning community based on respect, inclusion, and co-operation.

We invited staff to bring an open heart and a curious mind to the professional learning program that supported this initiative, emphasising the theme of Belonging, Learning, and Wellbeing. Enhancing staff wellbeing and promoting positive relationships through agreed shared restorative practices was a thread that connected all the activities on the day.

Our keynote speaker Meg Durham, an expert in staff wellbeing and a Genazzano Alumnae, shared the significance of wellbeing in the educational setting for all educators and provided practical strategies to implement meaningful change. There were also workshop sessions led by Restorative Practices expert Dave Vinegrad and various Genazzano staff and community members, offering diverse learning opportunities.

Student Voice continued to be active and alive as the student leaders reviewed and updated the Student Code of Conduct, emphasising the importance of each student being confident to articulate their opinions respectfully and continue to promote an inclusive learning environment for all.



Learning and Teaching

Goals & Intended Outcomes

Reflecting on the past year at Genazzano FCJ College, I am filled with immense pride in the significant achievements and strides in educational innovation. For 134 years, Genazzano FCJ College has been at the forefront of educating young women. Our foundress, Marie Madeleine d'Houët, cherished the unique talents and dignity of each individual and our College today continues the commitment to create the conditions for each student to thrive. Excellence and equity have always been cornerstones for Genazzano since its inception. This year, Genazzano also extended its Pathway Options as we attained Registration to deliver the VCE, VCE Vocational Major (VCE VM) and the Victorian Pathway Certificate (VPC), ensuring all our students have a path to follow and the choice to pursue both in terms of excellence and equity.

At Genazzano, we encourage students to leverage their strengths and talents and excel in new and diverse ways. Our inclusive, non-selective, unique environment allows girls to grow personally and academically and develop the life skills they need to succeed in life beyond school.

Our aim is to create a learning environment where every student is metacognitively aware, capable of selecting the most effective learning strategies, and confident in their abilities. Through meticulous evaluation and refinement of these strategies, we are seeking to enhance learner confidence and self-belief, propelling our students towards unparalleled success.

This year, we implemented 'A Learner's Toolkit' within our GenAchieve wellbeing program, starting with Years 7 and 8. By infusing these strategies into our curriculum, we are fostering a holistic approach that nurtures the mind and soul, promoting well-being alongside academic achievement.

Our commitment to neurodiversity, peak performance, science of learning, and brain health is the driving force behind our passion for 'A Learner's Toolkit.' We explored its potential at our Professional Learning Day; our staff's excitement was palpable.

With a breadth of student needs to address and support, the processes of observing, recognising, assessing, monitoring, collaborating, intervention and review was undertaken by the team of Learning Support Officers and teachers, ensuring all students build their learning skills and unearth their individual potential and passion for learning, regardless of stage or current ability.

Lorna Beegan

Deputy Principal Innovation and Strategy



Achievements

We began the year on a high note, earning recognition as an Excellence Awardee by The Educator for leading Professional Learning. A testament to our collective efforts and the progressive ethos we have nurtured. This strong start set the tone for a year of continued success, culminating magnificently with our fourth Innovative School Award in five years. This accolade not only celebrates our unwavering commitment to excellence and innovation in education but also underscores the significant impact of our work on the broader educational landscape.

In the ever-evolving landscape of education, 2023 saw the introduction of new electives and learning opportunities, a transition to NAPLAN online assessments and the adaptation of teaching and learning practices in response to the ubiquitous rise of generative artificial intelligence (AI.)

2023 provided our students with the opportunity for a recalibration back to in-person learning. In addition to scheduled classes, students were encouraged to avail themselves of the many on-campus programs, including Maths Assist and GenTute, designed to foster a sense of confidence and proficiency in all subject areas.

The Junior School has now completed the Candidacy phase of the International Baccalaureate Primary Years Program (PYP) and is awaiting Accreditation. Inquiry learning aims to strengthen and deepen the quality teaching and learning of Inquiry providing professional enrichment to the staff and a way of learning for the students that develops agency, international mindedness, empathy, stewardship, inclusivity and a lifelong love of learning. Building on the foundations of the IB Primary Years Program's transdisciplinary approach, throughout the year, the Senior School expanded opportunities for cross-curricular engagement.

Students engaged in learning beyond the classroom, connecting their learning between subjects and deepening their knowledge through linking it to current world events and trends.

To equip our students to courageously face unfamiliar contexts and the changing global landscapes, the teaching and development of competencies and capabilities was also emphasised through explicit teaching.

This holistic approach to learning not only deepens understanding but also cultivates critical thinking and encourages a broader perspective on knowledge, equipping our students with the skills to thrive in the dynamic and changing world.

Student Learning Outcomes

Our Studio Beyond® program came to life in 2023 emphasising student agency and personalised learning pathways.

This digital platform will empower students to take control of their learning, set goals, and showcase their achievements, promising to enhance their educational journey significantly in the years to come. Our role as a collaborative research partner with the University of Melbourne on its New Metrics for Success partnership, underscores our dedication to being at the forefront of educational innovation and research and ensuring all our initiatives are informed by the World's Best Practice and robust research.

Genazzano FCL College sets itself apart through our Genazzano Institute and Centres of Excellence. The Centres of Excellence extend learning opportunities in innovative and diverse directions. The recent inauguration of new spaces such as Coach House, The O Space, and Studio Supersonic - a special centre for our Music Microcredentials - reflects our commitment to providing state-of-the-art facilities and diverse learning environments. They are hubs of innovation, creativity and collaboration.

All 109 students in the Class of 2023 have successfully earned their Victorian Certificate of Education. Among them, 108 students from Genazzano's graduating class had received their ATAR results. Congratulations to every student for exemplifying the College's values of courage and confidence throughout their senior secondary education.

Overall, the median ATAR was 87.4. Seven students were in the top 1% of the State, and 41 students achieved an ATAR above 90. Our Class of 2023 attained four perfect study scores as part of their outstanding commitment during their VCE journey.

Senior Secondary Outcomes	
VCE Median Score	34
VCE Completion Rate (includes VCE VM completions)	99.1%
VCAL Completion Rate (VCAL Intermediate)	Not reported due to insufficient data < 4 student enrolments for VCE/VCAL

Post-School Destinations as at 2023	
Tertiary Study	93%
TAFE/VET	6%
Apprenticeship/Traineeship	*
Deferred	*
Employment	1%
Other- The category of Other includes both students looking for work or those classed as other	*



NAPLAN 2023

In 2023, the reporting of student achievement in NAPLAN transitioned to four proficiency levels, replacing the former numerical bands and national minimum standards. The NAPLAN measurement scale and its historical data were reset in 2023, making it impossible to directly compare results from 2023 with those from 2008 to 2022. Starting in 2024, NAPLAN results will once again be comparable year-over-year, forming a new time series.

We are proud of the achievements of our students at or above the benchmark and are working closely with our students below who are developing the skills they need to progress and perform to their personal best.

Numeracy- Student outcomes from NAPLAN testing

Year	Numeracy	Year 3	Year 5	Year 7	Year 9
2023	No. of students below benchmark	2	4	7	8
	% of students at/above benchmark	88.80	90.00	91.95	93.18

Year	Numeracy	Year 3	Year 5	Year 7	Year 9
2022	No. of students below benchmark	0	0	0	0
	% of students at/above benchmark	100	100	100	100
2021	No. of students below benchmark	0	0	0	0
	% of students at/above benchmark	100	100	100	100

Reading - Student outcomes from NAPLAN testing

Year	Reading	Year 3	Year 5	Year 7	Year 9
2023	No. of students below benchmark	2	3	8	9
	% of students at/above benchmark	88.89	92.50	90.70	96.70

Year	Reading	Year 3	Year 5	Year 7	Year 9
2022	No. of students below benchmark	0	0	1	0
	% of students at/above benchmark	100	100	99	100
2021	No. of students below benchmark	1	0	0	2
	% of students at/above benchmark	95	100	100	98

Writing- Student outcomes from NAPLAN testing

Year	Writing	Year 3	Year 5	Year 7	Year 9
2023	No. of students below benchmark	1	3	11	8
	% of students at/above benchmark	94.44	92.50	87.36	91.21

Year	Writing	Year 3	Year 5	Year 7	Year 9
2022	No. of students below benchmark	0	0	0	1
	% of students at/above benchmark	100	100	100	99
2021	No. of students below benchmark	0	0	0	1
	% of students at/above benchmark	100	100	100	99

Grammar and Punctuation - Student outcomes from NAPLAN testing

Year	Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
2023	No. of students below benchmark	7	4	10	8
	% of students at/above benchmark	61.11	89.74	88.51	90.91

Year	Grammar and Punctuation	Year 3	Year 5	Year 7	Year 9
2022	No. of students below benchmark	0	0	0	1
	% of students at/above benchmark	100	100	100	99
2021	No. of students below benchmark	0	1	0	0
	% of students at/above benchmark	100	97	100	100



NAPLAN- Proportion of students meeting the proficient standards			
Domain	Year Level	Mean Scale Score	Proficient
Grammar and Punctuation	Year 3	420	61%
	Year 5	550	90%
	Year 7	591	89%
	Year 9	636	91%
Numeracy	Year 3	446	89%
	Year 5	543	90%
	Year 7	599	92%
	Year 9	622	93%
Reading	Year 3	436	89%
	Year 5	562	93z%
	Year 7	595	91%
	Year 9	632	97%
Spelling	Year 3	394	61%
	Year 5	522	87%
	Year 7	586	90%
	Year 9	620	95%
Writing	Year 3	423	94%
	Year 5	535	93%
	Year 7	605	87%
	Year 9	640	91%

Student Wellbeing

Goals & Intended Outcomes

There are many things to love about teaching and working at Genazzano: the tradition, the history, the beautiful gardens, but most of all, it is the students. There is a drive and energy at Genazzano, as students are curious and confident to ask complex and topical questions.

In her final speech, one of the College Captains in 2023, appealed to all students to embrace new experiences, have fun, and lean into the strength and support within the Genazzano community.

In the same speech, the other College Captain for 2023, shared a poignant insight reflecting on the depth of values and resilience that is the cornerstone of Genazzano while also making a powerful analogy with nature, particularly trees. I was sure she was referring to the beautiful conifers on Circular Drive that stand guard all year, listening to the comings and goings of the Genazzano community.

She reminded us that solid foundations like faith and tradition can withstand the test of time. The deeper our values, principles, and ethics are rooted, we will be able to weather the winters of life and bloom again and again, season after season.

Connection and relationships have been a cornerstone of our College culture and a key focus of our College leaders, and this year has been no exception. Our students and staff worked to create an environment where every student feels valued, respected, and included. The Prefect team, led by our incredible College Captains, embraced the importance of building a community that thrives on each individual's unique strengths. I thank them for their work and for being outstanding role models for our community.

Eryn O'Mahony

Deputy Principal Community and Connection

Achievements

The level of engagement displayed by our students this year has been exceptional. Their passion and enthusiasm have been contagious in the classroom, in the sports arena, and on the stage. This engagement not only contributes to individual growth but also enhances the overall vibrancy of our College community.

In the midst of academic and co-curricular pursuits, students have also found joy in their shared experiences and companionship. The relationships formed within our College community have created lasting memories that will be cherished for a lifetime. Laughter, support, and a sense of belonging have been the pillars of companionship that celebrate our community spirit. I want to express my gratitude to our students for their exemplary leadership, resilience, and commitment to College life. The importance of relationships has been a driving force in creating a positive and supportive environment within our College community.

Value Added

Early Learning Centre (ELC)

The ELC children began the year with an inquiry unit centred on understanding themselves and their community. The children inquired into who they were as individuals, as an ELC group, as members of the Genazzano community, and as citizens of the world. The ELC children explored how people are both the same and different. They examined different perspectives, cultures, and lifestyles and discovered the importance of their identity as agentic learners. Sharing the planet and our responsibilities as the school's youngest citizens, was the next learning focus for the ELC children in Term Three. The ELC children began to build their knowledge of how actions have consequences and focused on why it is crucial to rethink, reduce, and reuse, before we rely on the recycling process.

Junior School

Our girls have enjoyed celebrating Mother's Day, Grandparents Day, Father's Day, STEM Day, Dress for a Cause Days and Book Week, as opportunities to connect with our wider community. They have participated in the Junior School Athletics Carnival held here on our beautiful grounds and Junior School Swimming event that was an opportunity for each student to showcase their swimming development through the class Physical Education program. Our regular assemblies have also allowed opportunities for our students to grow in confidence as they present their learning to the community.

The artistic gifts and talents of our girls and the teachers who so patiently work alongside them, have been showcased in the Les Jeunes Artistes Art Show, the Prep - Year 6 production of Seussical The Musical, participation in the Annual Music Concert held at Hamer Hall. Through the regular Concerts showcasing the Instrumental class program, Speech and Drama, Instrumental music and Junior Soloist Concerts, our girls have been able to exhibit the work and dedication to developing their musicality. Our Junior students are given so many opportunities to grow and flourish to truly explore their artistic expression through the breadth of opportunities at Genazzano.

In 2023 we returned to the full suite of camping experiences. Year 2 experienced CampGen on campus, Year 3 and 4 attended an overnight camp at Ferngully Lodge. Year 5 attended a Costumed Camp at Sovereign Hill with Year 6 travelling to Canberra. Excursions that gave real life connections to classroom learning are always a highlight and the girls enjoyed excursions to Chinese Museum, Melbourne Museum, Queenscliff Environment Centre and St Patrick's Cathedral. They also enjoyed incursions that supported our understanding in a variety of areas.



Our students experienced full participation in the many and varied activities offered through the Physical Education (PE) program, with weekly PE and Swimming lessons, as well as participating in School Sport Victoria (SSV), tournaments such as Hoop Time, Athletics, Swimming, and the broad offerings of the co-curricular program that include Dance, Morning Fitness and Running Club.

Student Satisfaction

The College has used a variety of processes to gain information about the level of satisfaction of students, including the Melbourne Archdiocesan Catholic School Improvement Survey (MACSSIS). The survey was completed by students in Year 4 to Year 12. This is a voluntary survey and was completed by 566 students. Items that were highlighted as areas of success included:

- Enabling safety: Students’ perceptions of access to and quality of staff support in order to feel connected, safe, and respected while at school.
- Student voice: The extent to which students feel they have opportunities to have an impact on their school.
- There was a slight decrease and, therefore potential for improvement in the following areas:
 - Teacher-student relationships: The strength of the social connection between teachers and students, within and beyond the College..
 - College engagement: How attentive and invested students are in the College.

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.

Student Attendance

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

Attendance records are completed on GenConnect in Homeroom each morning and then in every class in the Senior School, and at least twice a day in the Junior School.

Absences of a student from school, including classes, are identified and reasons for each student’s absence are provided and recorded in writing on the College database Synergetic in accordance with applicable record keeping standards.

Explanations for absences that are provided by parents/guardians are added to a student is absent and the College has not been advised, an SMS message is sent to every parent/guardian/ carer asking for an explanation. Follow-up of any unexplained absences of a student by contacting the parent/guardian/carer of the student occurs from 12.00 pm on the same day.

Parents/guardians/carers are notified promptly regarding a student’s unsatisfactory school or class attendance.

Year 9 - 12 Student Retention Rate	
Year 9 - 12 Retention Rate	89.8%

Average Student Attendance Rate by Year Level	
Year 01	93.4%
Year 02	91.9%
Year 03	91.0%
Year 04	92.0%
Year 05	93.1%
Year 06	93.7%
Year 07	93.1%
Year 08	91.2%
Year 09	91.1%
Year 10	86.8%
Overall average attendance	91.7%

Leadership

Goals & Intended Outcomes

The following goals and intentions meet the overarching statement of providing an innovative learning environment for our students:

- Enabling teachers to access regular and supportive peer feedback to continuously improve their practice;
- Supporting capacity building of existing, new and aspiring leaders;
- Strengthening understanding of formative assessment and enhancing data; discussions to support staff in analysing and employing student learning data to guide differentiated instruction;
- Continue to create a learning ecosystem that nurtures and supports the wellbeing and flourishing of every student;
- Deepens teacher and student agency in learning and wellbeing.

Achievements

The Genazzano Institute.

The Genazzano Institute, our cornerstone, has always been the commitment to building educator expertise. This year, we continued to immerse our staff in professional development programs, grounded in the latest educational research.

We have translated cutting-edge theories into practical classroom applications, empowering our educators to enhance their instructional strategies. This commitment to educator growth not only enriches our teaching methods but profoundly impacts our students' learning experiences and opportunities. We are delighted to have our efforts recognised nationally at the 2023 Australian Educator Awards.

Microcredential Program

The Genazzano Institute Microcredential Program offers personalised learning opportunities through unique, tailored, and quality-assured courses. Our Microcredentials allow students and staff to gain professional or industry skills to enhance their employability and explore new experiences. This year we reached the milestone of 100 Microcredentials issued since the program's inception in 2020, and we are still growing.

Academic in Residence

The Genazzano Institute has been immensely enriched this year by the presence of Dr. Judith Paphazy as our Academic in Residence. A distinguished Genazzano FCJ College alumna, has seen her transition from a dedicated teacher and School Principal to a leading Australian expert on child resilience is a source of profound inspiration.

Her significant contributions in education have deeply influenced our educational practices and discourse on child development, resilience, and neurodiversity. Dr. Paphazy's current academic pursuits in Learning, Brain Science, and Neurodiversity have significantly enhanced our curriculum, promoting an inclusive learning environment that addresses diverse student needs. In her role, Dr. Paphazy has actively engaged with small teams, leading insightful sessions at our Professional Learning conference, and serving as a dynamic member of the plenary panel.

The Genazzano Institute Newsletter

This year saw the relaunch of the Genazzano Institute Newsletter, which aims to promote progressive teaching and optimal learning underpinned by the latest research. The newsletter is distributed to our staff and College community but is also published to a wider audience of educators and explores an assortment of topics related to brain science and the future of education.

Collaborative Partnerships

2023 has seen The Genazzano Institute continue to spearhead innovative projects and forge new pathways. Our engagement in collaborative projects with esteemed universities and industry partners has been a highlight. Projects like 'New Metrics for Success' with the University of Melbourne is testament to our dedication to staying ahead in educational thinking and practice. Presenting our work on transforming the narrative of schooling with our Studio Beyond® and Microcredential program was a highlight, showcasing our commitment to leading the charge in educational innovation. Our membership in the Research-Invested Schools network (RISn) has provided a valuable platform for sharing best practices and learning from other pioneering institutions.



Leadership continued

Expenditure and Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Staff participated in: Whole school faith formation Whole school staff based sharing International Baccalaureate Primary Years Program training Certificate IV in Workplace Training and Assessment VCE writing workshops Disability and inclusion strategies Creating a Restorative Practice Community First Aid A variety of conferences led by teacher associations.	
Number of teachers who participated in PL in 2023	105
Average expenditure per teacher for PL	\$1500

Teacher Satisfaction

The College has used a variety of processes to gain information about the level of satisfaction from teachers, including the Melbourne Archdiocesan Catholic School Improvement Survey (MACSSIS). The survey was completed by staff. This is a voluntary survey and was completed by 52 teaching and non-teaching staff.

The College improvement from last year in the following areas:

- Instructional leadership: The extent to which the school leaders set the conditions for improving teaching and learning at the College.

- Feedback: Perceptions of the amount and quality of feedback staff receive.

Items with potential for improvement were:

- Collective Efficacy: Teachers' perceptions that staff at the school have what it takes to improve instruction.

- Collaboration around an improvement strategy: Perceptions of the coherence of the school's improvement strategy.

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.

Teacher Qualifications	
Doctorate	0.0%
Masters	13.4%
Graduate	14.9%
Graduate Certificate	4.5%
Bachelor Degree	42.5%
Advanced Diploma	11.2%
No Qualification Listed	13.4%

Staff Composition	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	130
Teaching Staff (FTE)	112.4
Non-Teaching Staff (Headcount)	85
Non- Teaching Staff (FTE)	70.0
Indigenous Teaching Staff (Headcount)	0



Community Engagement

Goals & Intended Outcomes

Our Annual Action Plan's major goal is to deliver high-quality education in partnership with the community. This occurs when we align our strategic priorities with effective, responsible and sustainable use of resources. We are a school of choice.

Achievements

GFA - Genazzano Fathers' Association

In 2023 the Genazzano Fathers' Association focused on building upon work done in 2022 to improve engagement with parents and re-establishing a full program of events following the impacts that arose from the COVID pandemic. The GFA Executive Committee comprised a broad representation of fathers from across the Junior, Middle and Senior School cohorts and this helped build engagement and participation in the events.

The GFA has been in continuous operation for the past 31 years and over that time has facilitated so many friendships between parents that has helped build that great sense of the "Genazzano Community" that we value so much. With this in mind, and in pursuit of our motto: "love, laugh and make a difference" the GFA created and organised 15 different activities for fathers, for fathers and daughters or for the whole community.

GMA - Genazzano Mothers' Association

The Genazzano Mothers' Association continued to evolve in 2023, listened to community feedback and adjusted to the prevailing times with some positive new initiatives. We continued to focus on our core aims of:

- Reaching out to build a friendly and welcoming community
- Providing a parental perspective to assist with College decision making
- Raising funds to provide resources for enriching the learning environment

We were dedicated to bringing the Genazzano community together by running all of our traditional and well-loved events and organising year level catch-ups and gettogethers.

The GMA increased its presence and educated the community by speaking at various parent information evenings, developing an information flyer, hosting functions and attending College events. The flyer aimed to introduce new parents and remind existing families of who the GMA are and to warmly welcome and encourage participation in their association.

Boarding House – Hopetoun Hall

In 2023 Genazzano's Boarding House, Hopetoun Hall was home to boarders from Australia, China, Hong Kong and Japan, 8 of whom were new this year. Our boarder's year levels ranged from Year 9 to 12.

Boarding is an incredible experience for young people and it's not for everyone. It takes courage and a willingness to try new experiences. The benefits of boarding are immense and include the development of a range of life skills. Living away from your family in a community setting is a quite a journey with various ups and downs for our boarders and their families.

Boarders quickly learn to balance their responsibilities including managing their studies, personal routines, and community life. Boarding staff and fellow boarders are always there for support offering practical help especially to our new boarders.

Parent Satisfaction

The school has used a variety of processes to gain information about the level of satisfaction from parents, including the Melbourne Archdiocesan Catholic Schools School Improvement Survey (MACSSIS). The survey was completed by parents from Prep to Year 12. This is a voluntary survey and was completed by only 36 parents (which we would like to grow and increase).

Items that were highlighted as areas of success included:

- School climate: Families' perceptions of the social and learning climate of the school.
- School fit: Families' perceptions of how well a school matches their child's developmental needs.

Items with a continued need for potential improvement were:

- Barriers to engagement: Factors that can hinder a family's interaction or involvement with their child's school.
- Catholic identity: Families' perceptions of and engagement with the overall Catholic identity of the school.

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.



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