

**ANNUAL  
REPORT**  
TO THE SCHOOL  
COMMUNITY

2016



**AVILA COLLEGE, MOUNT WAVERLEY**



## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our College Vision .....	3
College Overview .....	4
Principal’s Report .....	5
College Board Report .....	6
Education in Faith .....	7
Learning & Teaching .....	8
Student Wellbeing.....	10
Leadership & Management .....	12
College Community .....	14
Future Directions .....	16
VRQA Compliance Data .....	17



## Contact Details

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## Minimum Standards Attestation

I, **Madeleine Franken**, attest that **Avila 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 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017



## Our College Vision

### Mission

We offer Avila girls the best Catholic education and inspire successful futures.  
We give our students options and opportunities to explore and understand what a great future looks like and what it takes to get there.  
We teach, guide and support our girls to achieve that vision for themselves.  
We challenge them to always strive to be their best...both today while they're students and tomorrow, long after they have left the college.

### Vision

We inspire our girls today to become successful women tomorrow.



## College Overview

*Inspiring today for tomorrow*

As a leading Catholic secondary school for girls, Avila College offers an extensive and balanced range of academic choices and educational pathways accompanied by a broad co-curricular program designed to enrich, engage and empower students. Established in 1965 under the guidance of the Presentation Sisters, Avila College provides a contemporary learning environment with excellent modern facilities, passionate, highly qualified staff and a rigorous academic program.

Each student is challenged to develop spiritually, socially and academically in order to achieve her best and experience success, both whilst at the College and into the future. Avila College offers opportunities for accelerated learning at senior levels with more than 40 VCE subjects available along with VET and VCAL programs.

Avila College enjoys an enviable reputation, not only for academic results, but also in diverse fields including visual and performing arts, public speaking, debating and social justice initiatives. Languages offered include Indonesian, French and Italian, and are complemented with international study tours and immersion programs. The Discovery Learning program actively promotes initiative, independence and analytical thinking skills through outdoor education programs and urban experiential learning experiences. A state of the art Agriculture and Horticulture Centre provides the opportunity to interact with environmental and sustainability subject matters firsthand.

Avila College students are provided with a personal Macbook, have access to online resources, a technology-rich resource centre and learn in classrooms fitted with interactive whiteboards.

Avila College's unique pastoral care program ensures the whole student is acknowledged, nurtured and celebrated. The Living and Values Program is taught at all year levels and provides students with learning activities and opportunities designed to enhance their wellbeing.

As a Catholic school, Gospel values of faith, hope, love and justice are central to the educational experience for all students.



## Principal's Report

The 2016 academic year was once again characterised by its diversity of opportunities and achievements. Students from years 7 through to 12 were challenged and partnered in their learning journeys with the motivation to achieve their own personal excellence.

Our whole school commitment to every student exploring her potential was captured in the re-launched vision statement: "Inspiring today for tomorrow". With this catch cry ringing in the ears of students and staff, the adventure of learning together was embarked upon with enthusiasm.

A significant feature of home-school partnership, just-in-time communication and continuous feedback, was the introduction of continuous online reporting.

Avila College also continued to provide modern state-of-the-art learning environments with the completion of a new outdoor learning space with tiered and shaded seating. A beautifully landscaped memorial rose garden provides a new haven for quiet reflection when needed. Concept designs for Stage 2 of the Master Plan for buildings and development at Avila College were drafted in 2016, including the relocation of administration and student services spaces and a Discovery Learning Centre in the future.

The new Child Safe legislation led to much work being done at both staff and Board level to ensure Avila College was compliant. New Code of Conduct, Child Safety, Occupational Health and Safety, Anti-Bullying, Social Media, Mandatory Reporting Procedure and Workplace and Equality Opportunity policies were developed by staff, informed by government and Catholic Education Melbourne advice, then ratified by the College Board.

Madeleine Franken  
Acting Principal Avila College



## College Board Report

Whilst 2016 was a year of change, the Principal and school leadership kept the Avila College Board well informed of the activities, initiatives and achievements of the Avila College community. Reports consistently highlighted the outstanding opportunities for faith development and academic education that are offered at Avila, by confirming the comprehensive curriculum available to meet the needs of students, within a well maintained Catholic learning environment.

Formation in the Presentation charism continued in 2016 for Board Members. Following the outstanding success of the Nagle Education Alliance of Australia Student Leadership Conference, hosted by Avila, the Avila College Board was delighted to listen to the reports from students at its November meeting.

### Achievements

- During 2016, improving Board visibility in the community by increased participation in Avila College daytime and evening calendared events remained a focus
- The review of the Board's Constitution led to the set up of a Board Development Working Party. Several tasks for this working party were identified by the Board, including the need for a Board Handbook to support the Board Constitution. The Board agreed to put any further review of the Constitution on hold until this supporting document is drafted
- The Board Development Working Party also identified the school policies related to governance, with a plan to bring additional relevant policies to the Board for ratification in 2017
- Board Representatives were involved in the selection panel, facilitated by Catholic Education Melbourne (CEM) late in 2016, to interview and select a new Principal for Avila College, leading to ratification of the successful applicant by Archbishop Dennis Hart.

Sally-Anne Petrie  
Chair Avila College Board



## Education in Faith

### Goal

- To build the Catholic identity of the College

### Intended Outcome

- That staff, students and parents will appreciate more deeply what it means to belong to a Catholic community and participate more actively

### Achievements

Avila College students and staff share a strong sense of Catholic community, which is underpinned by the core values of respect, honesty, support, forgiveness, trust and justice. These values are part of the everyday fabric of Avila. They are fundamental to the way members of the community relate to one another, and build relationships with the wider community through service to others.

### VALUE ADDED

**Nagle Education Alliance Australia (NEAA) Student Conference:** Avila College hosted the biennial NEAA Student Conference in August with approximately 100 students, accompanied by principals and senior staff from Presentation heritage schools across Australia attending. The theme of the four-day conference was “You’re the Voice”.

**Faith and Mission Leaders:** Student Faith and Mission Leaders worked to develop a College Prayer to be used regularly by the whole school community. The prayer was introduced to the College community on Avila Day when each student and staff received a bookmark copy of the prayer.

**The Reconciliation Group** continued to work to fulfil their goals of drawing awareness to the cultural issues as well as issues of the disadvantage faced by Aboriginal communities in Australia through flying the Aboriginal flag in the school grounds, displaying the message stick in liturgies and Masses, and acknowledging the land at all school gatherings. Proud Race Day, Sorry Day and Close the Gap Day were acknowledged and accompanied by celebrations and awareness raising activities to promote a positive attitude to Aboriginal culture among student body.

**St Vincent de Paul: The Young Vinnies** group worked enthusiastically to bring social justice to our immediate community and the broader community including Oznam House and Wellsprings in Dandenong. The girls continually informed the school community of the need for their support through the various fundraising events.

**Santa Teresa Immersion:** Avila students and staff continued in their tradition of supporting the Santa Teresa Mission in Central Australia. Staff donated clothing and bedding which were then taken to Santa Teresa on the student immersion trip.

**Project Compassion** was extremely well supported by both staff and students with money collected throughout the Lenten period

**Reflection Days** were held across the year for all year levels with special emphasis on developing students’ personal faith. Each Reflection Day was tailored to the needs of the year level.



## Learning & Teaching

### Goal

- To enable all students to be actively engaged in meaningful learning

### Intended Outcomes

- That student learning will improve in Mathematics and numeracy
- That student learning will improve English and literacy
- That there is a range of meaningful feedback mechanisms for students and staff to improve learning and teaching
- That senior school results will improve

### Achievements

#### 2016 VCE and VCAL Results

The top students undertook VCE studies across a range of subjects from the arts, health, humanities, languages, maths and science areas. Avila College is proud of the 100% successful completion rate for VCE and VCAL. 263 students successfully completed at least one sequence of unit 3 & 4 VCE subject sequence across 5 different studies. The College dux achieved an ATAR of 99.7

Three students earned perfect study scores of 50 in: English EAL, Physics, Product Design and Technology.

22 students earned the relatively new VCE Baccalaureate in recognition of their strong academic achievement across a broad range of at least 5 VCE subjects including Mathematical Methods and a Language Other Than English.

#### Individualised Learning

Avila College offers a number of specific programs to both extend students and address the learning needs of students who may benefit from additional targeted teaching in numeracy or literacy. Specific teaching to address gaps in core knowledge and skills is offered through voluntary participation in classes such as:

- Maths Catch Up Corner
- Extra English
- Literacy and Vocational Skills
- Our Australia History program
- VCE, VET and VCAL programs

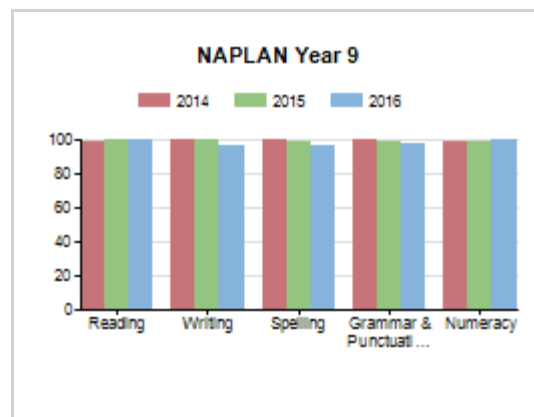
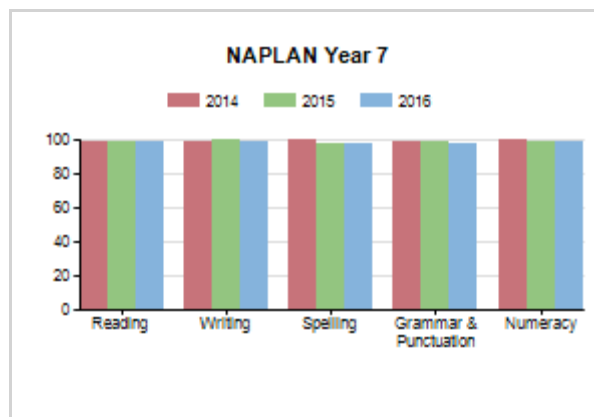


Programs to extend talented and highly able students included:

- ACMI Hothouse programs
- AMCF Song Writing Competition
- Gentech 2016 Program
- Growing Tall Poppies Program
- ICAS Science Competition
- Maths Olympiad
- Monash Murder Mystery
- National Geography Competition
- NCSS Programming Competition
- Robotics Workshop
- Shared Stories Writing Competition
- Wool4School Textiles Competition
- Amazing Spaghetti Machine Competition
- Australian Maths Competition
- Gifted and Talented Conference
- Hands-on Engineering Day
- Kwong Lee Dow Scholars Program
- Maths Talent Quest
- Monash Scholars Program
- National Youth Science Forum
- Programming Challenge for Girls Competition
- Science Talent Quest
- Tournament of Minds
- Young Inventors Group

## STUDENT LEARNING OUTCOMES

The trend in the performance of Avila College students over the three year period reveals only minor fluctuations. Of note is the fact that NAPLAN median results continued to provide evidence of Avila College students performing above the state in every area and value adding to students' knowledge and skills at a higher rate than other schools with either a similar socio economic status or starting point.



## POST-SCHOOL DESTINATIONS

TERTIARY STUDY	72%
TAFE / VET	13%
APPRENTICESHIP / TRAINEESHIP	2%
DEFERRED	5%
EMPLOYMENT	8%

## Student Wellbeing

### Goal

- To further develop a whole school approach to student wellbeing that encourages in students compassion and respect for themselves and others

### Intended Outcome

- That student morale will improve

### Achievements

The work of the Pastoral Care Team is always hallmarked by a desire to work in partnership with all staff and parents. Our focus is to ensure that we provide excellent learning opportunities for our young people to prepare them to be effective members of the community and to build optimistic young women of faith who can enrich and contribute to the world around them. Examples of some of the multitude of initiatives include:

- Consolidation of resources and teaching material used in student wellbeing programs
- Engagement in activities to build vertical connectedness within the College (House activities)
- Development of staff skills and awareness of Safety Plans for at risk students
- Parent Forum for feedback
- Development of an early contact culture for absent students through text messages to parents each morning for an unexplained absence and letters alerting parents to concern when attendance drops below 90% in a semester
- Embedding opportunities for student voice
- Implementation of student leadership restructure
- Further development of programs to address 'at risk' students
- Further development of parent education partnerships
- Further development of activities and school structures that build students' connectedness to the school

## STUDENT SATISFACTION

Students' sense of connectedness to each other and to their school community can be characterised as strong. Students consistently recognise and display high levels of motivation and a sense of safety at school. They experience good relationships with their teachers and demonstrate commitment to living out Gospel values.

## VALUE ADDED

- Living and Values Program
- Peer Helper Program
- Red Cross Door Knock Appeal
- Avila Day Celebration
- RUOK Day
- House Athletics and Swimming Carnival
- Creative Arts Festival
- Music Festival



## Child Safe Standards

### Implementation

Avila College has studiously undertaken review and renewal of ensuring child safety at the College. The Child Safe Standards have been complied with and are evidenced in the work undertaken to make visible a whole Avila community commitment to Child Safe Standards as indicated below:

- Being a child-safe environment which has zero tolerance for child abuse
- Actively engaging, listening to and empowering all our students
- Open communication with our families and supporting them to promote the wellbeing and safety of their children
- Establishing child-safe relationships within our community
- Developing an organisational culture marked by collaborative, vigilant and proactive approaches across policies, procedures, curriculum and practices
- Supporting and developing all our staff in their roles to educate, care for and protect our students

### Achievements

Avila College supports the Ministerial Order 870 and Child Safe Standards to ensure protection of all children, believing all young people have the right to be protected from all forms of abuse and neglect. The College's current policies can be accessed via the links on the College Website:

- Avila College Child Safety Policy
- Code of Conduct – Child Safety
- Mandatory Reporting Procedure – Child Safety
- Parents/Guardians Code of Belonging
- Staff Disclosure of Personal Relationship with Student



## Leadership & Management

### Goal

- Further develop a shared vision, educational leadership and a professional culture that reflects Gospel values

### Intended Outcome

- That appropriate levels of distributed leadership are evident in school operations

### Achievements

An extensive process of research, consultation and review was undertaken throughout the year leading to a major restructure of Avila College's organisational structure. The Consultative Committee worked with an external consultant to solicit feedback from staff, examine models from other schools and to develop a set of principles to guide the subsequent organisational restructuring of positions of leadership. New middle leadership positions were created to provide opportunities for staff aspiring to senior educational leadership to develop enhanced knowledge and skills. With the increasing demands on schools to document, comply and respond to multiple stakeholders, the new structure distributes leadership thus enabling students' needs to be met in a timely manner. The new positions were advertised and generated much interest, both externally as well as internally, leading to a rigorous process of short listing, interviewing and selecting suitable applicants for the new roles. To support the new positions of leadership, a realignment of roles and responsibilities of some administration support staff was necessary also.

### Avila College Positions of Leadership

- Principal
- Deputy Principal Learning and Teaching
- Deputy Principal Students
- Business Manager
- Director of Faith and Mission
- Head of Innovation
- Director of Studies Years 7-9
- Director of Studies Years 10-12
- Head of Operations
- Director of Pastoral Care Years 7-9
- Director of Pastoral Care Years 10-12
- Curriculum Leaders
- Pathways Co-ordinator
- Learning Enrichment & Enhancement Co-ordinator
- Timetabler
- Daily Organiser
- Year Level Co-ordinators
- Director of Marketing, Communications & Events
- Sport / Music / Drama / Discovery Learning

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2016

During 2016 Avila staff undertook just over 3000 hours of externally provided professional development. Of the external Professional Learning, 5.36% (169 hours) was undertaken outside of business hours such as after school, on weekends or on non-working days. External PL included learning in the following areas: faculty specific, integration of digital technologies, cross-curricular programs, student wellbeing, administration, catering for students with disabilities and individual learning needs, first aid and development of an understanding of the mission and purpose of a Catholic school. The main focus for internal PL was the development of “Professional Learning Communities.” Staff had the choice of a focus and spent dedicated meeting and planning time throughout the year in this area. A student-free day was devoted to staff professional learning in the faith area. Avila also held two professional learning sessions with Dr Penny Round from the Education Faculty at Monash University. Dr Round’s first presentation focused on the Disability Discrimination Act and how teachers can and must cater for all students in a mixed ability classroom. In the second session, Dr Round focused on Catering for Gifted and Talented students through differentiation in the mainstream classroom.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	106
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$390.00

## TEACHER SATISFACTION

Teacher satisfaction with their core work of learning and teaching took many forms in 2016. Staff responses to the School Improvement Surveys showed strong regard for the students of the College and a sense of collegiality and hope for the College acting on School Improvement feedback.



## College Community

### Goal

- Avila College encourages students, staff, parents and alumnae and the wider community to work in partnership to build connectedness and mutual respect

### Intended Outcome

- That parental and student connectedness to the school will increase

### Achievements

Once again in 2016 the Avila College learning community had much to celebrate together.

- **Open Morning:** There was excellent attendance at each of the four Open Mornings held in 2016. Students signed up to be student ambassadors in record numbers *and* attended lunchtime training sessions and briefing prior to each Open Morning.
- **Website:** All photos on the website were refreshed to feature current students. The website was redesigned to incorporate the new Avila statement '*inspiring today for tomorrow.*' Facebook and Twitter logos were added to the top tool bar of the website linking visitors to the website directly through to the College's social media platforms.
- **Parents and Friends Association:** During the year the PFA:
  - Presented at the year level Parent Information Evenings at the start of the year
  - Co-hosted the Year 7 Welcome Picnic on Friday 12 February, which was a successful social event for new families
  - Held Mother's Day and Father's Day Breakfasts
  - Organised a lunch for the College staff to celebrate World Teachers' Day
  - Published a regular column in each of the College's newsletters.
- **Avila Connect:** Two issues of the Avila Connect magazine containing a range of articles were distributed to all students as well as over 5,000 alumnae.
- **Advertising and Editorial:** The May Open Morning was promoted via a radio campaign on Gold FM, a Facebook advertising campaign and an advertisement on mobile phone app for The Age. The College increased its presence on social media with an average of three posts/ tweets a day to Facebook and Twitter. An article was submitted for the next 'Being Presentation' publication.
- **Yearbook:** The format of the 2016 yearbook was uploaded to the Fusion online system. A Year 12 student designed the yearbook cover.

## VALUE ADDED

### Discovery Learning Program

This included camps for Years 7 and 9 to Marysville and Lake Eildon. The Year 8 City Experience was a week-long highlight for our Year 8 students.

Study Tours provided a rich learning opportunity enabling our students to gain greater understanding of culture and language.

### Performing Arts

Avila College has a rich tradition of developing students' talents in the performing arts area. In 2016 Avila College students displayed their performance skills through public performances including:

- Creative Arts Festival
- Avila/Mazenod Production of *Hairspray*
- Drama Festival
- Orchestra Camp
- Avila/Mazenod combined Orchestra workshop
- Music Festival

### Public Speaking and Debating

Avila College students were involved in numerous Public Speaking and Debating competitions including:

- Lunchtime debates
- DAV debating competitions
- Years 11 & 12 Ainger Public Speaking Competition
- Aboriginal Catholic Ministry Public Speaking Competition
- British Parliamentary Debating Competition
- Rostrum National Voice of Youth Public Speaking Competition
- Rotary United Nations Assembly
- Legacy Public Speaking Competition
- VCAA Plain English Speaking
- Lions Youth of the Year Competition

### Sports

Avila Sports department was kept busy with fifteen interschool competitions. Eleven of these were the SCSA tournaments. Other competitions included Gymnastics, Aerobics, Waverley International Netball Tournament and All Schools Netball.

The Avila College Sports Awards Night in September celebrated the sporting achievements of students, recognising both those who had excelled in each sport, and those who had shown admirable commitment to their sporting endeavours.

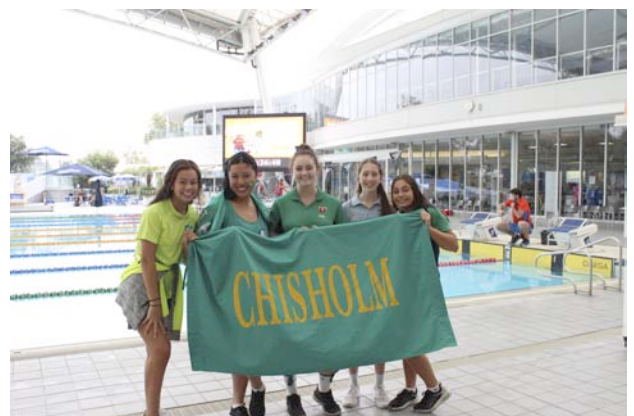


## PARENT SATISFACTION

Parents of Avila students frequently comment that the College offers “all types” of students opportunities. This hallmark of an Avila education continued in 2016 with a rich tapestry of offerings within and beyond the school community and usual school day. Parental feedback indicates that a Catholic education is important to them and that their daughters have a plethora of opportunities in which to flourish.

## Future Directions

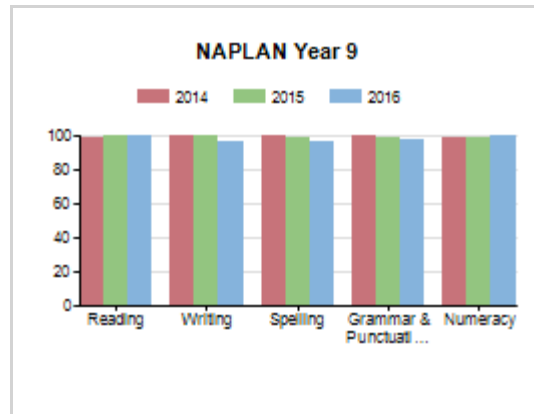
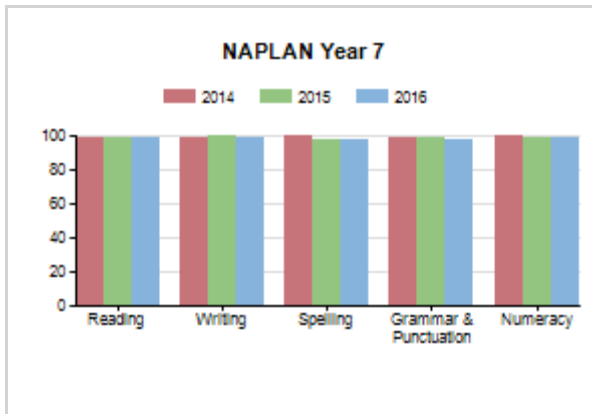
The immediate future for Avila College sees the appointment of a new principal. Dr Michelle Cotter (Exec. MBA, M.Ed. Leadership, M.Ed. RE, Post Grad. Dip. IT, Post Grad. Dip. Adult Ed., Grad. Dip. RE, B.Ed) who will embark on leading the College community on a new path in 2017. With a renewed focus on personalised and divergent learning, challenge and critical attention to wellbeing, students at Avila have much to experience and explore going forward.



## VRQA Compliance Data

<b>E1247</b> <b>Avila College, Mount Waverley</b>
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<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2014</b>	<b>2015</b>	<b>2014–2015</b>	<b>2016</b>	<b>2015–2016</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 07 Reading	99.5	99.5	0.0	99.4	-0.1
YR 07 Writing	99.0	100.0	1.0	99.4	-0.6
YR 07 Spelling	100.0	97.9	-2.1	97.8	-0.1
YR 07 Grammar & Punctuation	99.5	99.5	0.0	98.3	-1.2
YR 07 Numeracy	100.0	99.5	-0.5	99.4	-0.1
YR 09 Reading	99.5	100.0	0.5	100.0	0.0
YR 09 Writing	100.0	100.0	0.0	97.1	-2.9
YR 09 Spelling	100.0	98.9	-1.1	97.1	-1.8
YR 09 Grammar & Punctuation	100.0	98.9	-1.1	97.7	-1.2
YR 09 Numeracy	99.5	98.9	-0.6	100.0	1.1



<b>YEARS 9–12 STUDENT RETENTION RATE</b>	
Years 9–12 Student Retention Rate	93.48%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y07	95.29
Y08	92.80
Y10	92.29
Y09	92.93
Overall average attendance	93.33

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	90.25%

STAFF RETENTION RATE	
Staff Retention Rate	82.69%

TEACHER QUALIFICATIONS	
Doctorate	1.01%
Masters	22.22%
Graduate	46.46%
Certificate Graduate	10.10%
Degree Bachelor	91.92%
Diploma Advanced	25.25%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	99
FTE Teaching Staff	83.443
Non-Teaching Staff (Head Count)	47
FTE Non-Teaching Staff	35.819
Indigenous Teaching Staff	0

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	605.20
Year 9 Writing	620.30
Year 9 Spelling	611.10
Year 9 Grammar & Punctuation	604.40
Year 9 Numeracy	605.30

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	32
VCE Completion Rate	100%
VCAL Completion Rate	100%

<b>POST-SCHOOL DESTINATIONS AT AS 2016</b>	
Tertiary Study	72.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	2.0%
Deferred	5.0%
Employment	8.0%