



2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

Avila College Mount Waverley

REGISTERED SCHOOL NUMBER: 1651



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Our College Vision

The vision of Avila College is to encourage each student to grow toward a womanhood of faith, hope and love.

Our mission is to be a Christian community where there is an environment of faith, trust and concern for each other.

Based on the realisation that each individual is unique and made in the image and likeness of God, Avila aims to:

- encourage the love of God through prayer and scripture;
- create a sense of belonging to the community of the Catholic Church through participation in Sacramental life;
- bring people to a knowledge and understanding of the Church's teachings;
- promote an awareness of contemporary, social issues;
- encourage practical, Christian responses, which reflect the teachings of Christ as contained in the Gospels.

As a place of learning, Avila provides a comprehensive and balanced curriculum, which aims to:

- foster a climate where learning is valued;
- develop critical thinking;
- encourage imaginative and creative talents;
- promote life long learning skills;
- enable students to become active and responsible members of society.

College Overview

Avila College enjoys an excellent reputation in the local and broader community. Whilst relatively young in terms of our history, over the last 46 years we have built up a rich tradition, culture and ethos, and our school is highly regarded as an educational institution, one where students are both nurtured and challenged. We are very proud of our Catholicity, we proclaim this publicly, and we ensure that our Catholic ethos and traditions are part of everyday life at the College. In bringing our young people to a knowledge and understanding of the Church's teachings, we promote an awareness of contemporary, social issues and provide an opportunity for a response, be that response in the form of community service in the local community, working nationally to support disadvantaged groups (Santa Teresa trip) or responding to immediate crises internationally.

GOVERNANCE

The governing body of the College is the Avila College Board, which comprises a representative of the Parish Priests of member parishes, the Principal and Deputy Principals (Wellbeing, Curriculum and Administration) of the College, one lay representative of each member parish, one teacher elected by the College staff, one member elected by and from the Year 12 student body, one member elected by and from the Year 11 student body, and up to three members appointed from time to time by the Board.

HISTORICAL CONTEXT

Avila College was established in 1965 by the parishes of Mount Waverley, Glen Waverley, Syndal, Mulgrave and Jordanville. The Presentation Sisters accepted an invitation to administer a Catholic College committed to the education of girls. Central to this commitment is the belief that students learn when they are valued and respected. Avila's policies are based on Christian values, which uphold the dignity of the human person.



EDUCATIONAL CONTEXT

Avila College offers a broad curriculum that endeavors to meet the needs of each individual, within a setting of small class sizes, a strong pastoral program and student choice. The curriculum at Yrs. 7 & 8 offers numerous new subjects to incoming students but with a focus on building on the solid foundations of numeracy and literacy.

At Yrs. 9 & 10, an electives program is offered to allow some directed student choice, but with a view to ensuring that students do not minimize their options at this still relatively early stage of their secondary schooling.

In Yrs. 11 & 12, the choice of subjects on offer is broad, and a VCAL/VET program is run to cater for students for whom the traditional VCE is not an option. Enrichment programs are offered in class and as additional activities to targeted students at all year levels.

Acceleration opportunities are offered from Yr. 9 upwards, with the school targeting the top 10% of students at each year level. The College welcomes students of all abilities and has a very supportive program for students with special needs. The College's outstanding VCE results each year are a testament to the commitment and dedication of the highly qualified staff.

CULTURAL CONTEXT

Avila College draws its students from a wide cross-section of the region and local community. The College is a non-selective entry school and has a broad multi-cultural population. Families of the College have a similarly broad socio-economic background hence the efforts to ensure that the tuition fees remain at an affordable level. Each year the number of past students who send their daughters to Avila College has increased. Enrolments at the College are very healthy – the College takes in 200 Yr. 7 students at the start of the year, but many more apply. The College is able to cater for all Catholic families who wish to attend, should they meet the enrolment criteria.



Principal's Report

The theme of “Let’s Go – Learn More, Do More, Be More,” as chosen by the school leaders for 2010 was a focus for every aspect of school life reflected in numerous events and activities throughout the year. The academic achievements and excellence of our students is at the focus of our core business and an underlying notion of ‘raising the bar’ amongst students, linked very well with the theme chosen by the school leaders. Staff and students showed a commitment to a wide range of subject based competitions, gifted and talented forums and numerous successes on the sporting field as well as music, drama, debating and public speaking performances. Reconciliation and Social Justice forums, student leadership workshops and whole school community fundraising events continued to be highlights of our dynamic Avila community.

Some individual highlights included:

Georgia Delaney perfect study score in History Revolutions

Margaret Hezkial perfect study score in Religion and Society

Kiara Goldsmith represented Avila at the canonisation of Mary MacKillop in Rome

Talisa Trantino (Yr 12 2009) received a Premier’s Award for Design and Technology

Phoebe Tapley was awarded a Kwong Lee Dow scholarship from Melbourne University

Stephanie Barcham was honoured with a Father James Wall Bursary for 2010.

Our 200 new Year 7s, three new staff and a small number of new students throughout other year levels, adding to our existing cohort of staff and students provided an abundance of energy and enthusiasm for the start of the year. With a newly created role of Transition Coordinator alongside the Year 7 coordinator, our new Year 7s were ensured of a smooth transition into ‘life at Avila College.’ The construction of the new junior school building finally began in earnest with numerous large vehicles and cement trucks being escorted through the school grounds with many excited eyes welcoming these movements.

As a MAC school the future planning for the implementation of the 1:1 model for students in Years 9-12 over the next few years was a key focus of much discussion and careful planning during 2010. Towards the end of 2010, a class of Year 8 students spent four weeks immersed in an Apple learning experience – and with such positive reports from both staff and students this paved the way for the implementation of MacBook’s for all year 10’s at the beginning of 2011.

The school community was shocked and saddened by the sudden death of long time Avila colleagues Mrs Rita Sampson and Mrs Chris Dalwood during 2010. Both women were such wonderful role models for both staff and students and whilst we are richer for their presence and contribution to our college and to our lives, they leave an empty place in our hearts.

It has been a privilege to be part of the Avila community for the past nine years and the last five as principal.

Ms. Liz Gleeson - Principal

College Board Report

With powers delegated from the Association of Canonical administrators the Board is responsible for ensuring that the principal and staff are supported adequately in providing a sound Catholic education for students of Avila College. During 2010 the Board met seven times with the format of the meetings alternating from reporting or discussion mode to receiving input from sub committees, such as the Curriculum Committee, the Finance Committee and the Christian Education and pastoral Committees.

Avila continues to strive for excellence, continually reviewing and updating its practices and policies to meet the ever-changing landscape in education. Using DER funding 48 Interactive Whiteboards (IWBs) were installed throughout the school and further Mac computers were purchased for staff and student use. A new sixteen-classroom building commenced later in term three which is due for completion by the end of 2011.

Ms. Liz Gleeson announced her resignation as Principal of Avila College effective 31 January 2011. She took up a position as a Secondary Principal Consultant with the CEOM in the Western Region commencing in February 2011. During her nine years at Avila College, firstly as Deputy Principal Well Being and then her appointment as Principal in 2006, Liz built a formidable leadership team at Avila. Her guidance and direction of the team has led the college not only to considerable academic success for its students but also through the first phase of the School Improvement Framework. Ms. Louise Gunther, former Deputy Principal Administration was appointed as the new principal of Avila commencing in February 2011.

Mrs Caryl Finnegan – Chairperson, Avila College Board



Education in Faith

Goals & Intended Outcomes

Three specific goals that provided direction for Avila College throughout 2010 were:

- To develop in staff and students an appreciation of their own spirituality, informed by their Catholic belief and practices,
- To foster in students a strong sense of belonging to the school community as Church, and
- To develop in students an understanding of the link between gospel and action, resulting in an authentic call to respond.

The subsequent liturgical celebrations, Christian living days and community service and social justice events and activities were conducted with the above-mentioned goals in mind. The Opening of the Year School Mass was marked by the welcome to all new members of the Avila community especially our 200 new Year 7s, the blessing of the Year 12 leaders in their ministry of leadership and a very moving Fire Carrier ceremony, where Vicky Walker from the Aboriginal Catholic Ministry appointed Avila College's first Fire Carrier. Level masses and Christian Living Days for most year levels were held throughout the year and a very meaningful Advent Liturgy was held towards the end of the year for Year 7-9 students. A very moving farewell liturgy was held for outgoing Principal, Ms. Liz Gleeson where over 900 people gathered in the school gym that had been transformed into a beautiful sacred space.

Achievements

- Establish two specific leadership positions: Faith Development Coordinator and Religious Education Coordinator
- Friendship Day – Year 7
- Christian Living Days – Years 8-12
- Year Level Masses – Years 7, 10 and 12
- Reconciliation for Years 7, 9 and 10

Community service activities: distributing food at Collingwood Cottages, fundraising for the following groups; Asylum Seeker Centre, Project Compassion, the Presentation Sisters in the Philippines, Children's Mission in Botswana and Mellica's Mission. The Reconciliation Group and Climate Change groups continue to be well supported by students and are very active in the life of the school.

Learning & Teaching

Goals & Intended Outcomes

- Plan and implement effective programs to support staff in teaching VCE studies, this included extending the Head Start program for Year 11 → 12 and Year 10 → 11
- Enhance the use of ICT in all classrooms, 48 Interactive Whiteboards were installed throughout the school
- Introduction of a staff laptop program

Achievements

- Increase the number of students with excellence VCE results – 47% of students of VCE students with ATAR scores above 80
- 100% VCE and VCAL completion
- ‘Keys Please’ driver education program, Careers night, curriculum information evenings, DAV debating, enrichment and enhancement programs, faculty weeks, individual pathway planning meetings, learning support programs, overseas study tour to Italy, parent – teacher student conferences, study support for staff completing Masters degrees, subject selection information evenings for parents and daytime sessions for students, tertiary information sessions, tournament of the minds, UMAT information evening, Year 7 Philip Island Camp and Year 9 Outdoor Education Camp.



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9

NAPLAN TESTS	2008	2009	2008–2009 Changes	2010	2009–2010 Changes
YEAR 7 READING	100%	100%	0 %	99%	-1 %
YEAR 7 WRITING	100%	100%	0%	100%	0%
YEAR 7 SPELLING	99%	99.5%	0.5%	99.5%	0.0 %
YEAR 7 GRAMMAR & PUNCTUATION	97.9%	100%	2.1 %	95.9%	-4.1 %
YEAR 7 NUMERACY	100%	100%	0%	99.5%	-0.5 %
YEAR 9 READING	98.9%	100%	1.1 %	99.5%	-0.5 %
YEAR 9 WRITING	99.5%	99.5%	0.0%	98.5%	-1.0 %
YEAR 9 SPELLING	98.4%	98.9%	0.5%	96.5%	-2.4 %
YEAR 9 GRAMMAR & PUNCTUATION	98.9%	99.5%	0.6%	98%	-1.5 %
YEAR 9 NUMERACY	99.5%	99.4%	-0.1 %	97.9%	-1.5 %

YEARS 9-12 STUDENT RETENTION RATE

88.89 %



MEDIAN NAPLAN RESULTS FOR YEAR 9	
YEAR 9 READING	5.6
YEAR 9 WRITING	4.6
YEAR 9 SPELLING	5.4
YEAR 9 GRAMMAR & PUNCTUATION	5.0
YEAR 9 NUMERACY	4.9

SENIOR SECONDARY OUTCOMES	
VCE MEDIAN SCORE	33
VCE COMPLETION RATE	99 %
VCAL COMPLETION RATE	100%
POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	75 %
TAFE / VET	14 %
APPRENTICESHIP / TRAINEESHIP	3 %
DEFERRED	4 %
EMPLOYMENT	1%



Student Wellbeing

Goals & Intended Outcomes

- To continue to provide an environment where students feel connected, safe, and thus, one that is conducive to effective and enriched learning
- To foster in students a sense of resilience, developed from a strong sense of self-worth and the students place in her world
- To continue to provide opportunities for students to develop individual responsibility, as well as a sense of community and cross-cultural understanding

Achievements / Value Added

- Development of a pastoral Care page in the college newsletter covering current issues and connecting parents with external support agencies
- Cyber-safety presentations to staff, parents and all year levels of students
- Continued home visits by the college chaplain
- Staff well-being week and access to staff counselling via the agency – Access

STUDENT ATTENDANCE RATE

95 %

STUDENT SATISFACTION

According to the School Improvement Survey results, Avila students' attitudes to school scored well above Victorian Secondary School benchmarks in the areas of student safety, classroom behaviour, connectedness to peers, learning confidence and student motivation.

Leadership & Management

Goals & Intended Outcomes

- To further develop a work environment that is characterised by shared vision, a strong sense of team work and a focus on continuous improvement
- Formalise Annual Review Meetings for all staff
- To provide opportunities for staff to experience leadership mentoring at various levels, both within and outside the school
- To continue to acknowledge and affirm staff performance and leadership at all levels

Achievements

- Introduction of an Annual Review Meeting procedure for all staff
- Refurbishment of the lecture theatre, including new carpet and seating, refurbishment of year 10 and 11 classrooms, including the removal of platforms, better sound insulation, new internal blinds and re-painting all these classrooms
- Installation of synthetic turf at the front entrance to the school
- Commencement of a new two story, 16 classroom building

TEACHING STAFF ATTENDANCE RATE	93.69%
STAFF RETENTION RATE	91.94%

TEACHER QUALIFICATIONS	
DOCTORATE	1 %
MASTERS	15.4 %
GRADUATE	28.3 %
CERTIFICATE GRADUATE	6.3 %
DEGREE BACHELOR	82.7 %
DIPLOMA ADVANCED	28.2 %
NO QUALIFICATIONS LISTED	0 %

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2010

Attendance at the following annual conferences: ACHPER, Careers Education, Commerce teachers', History teachers', Home Economics Victoria conference, Maths Association, Science Teachers Association, Religious Education Coordinators conference, SLAV, Victorian Association for teaching of English Australian Curriculum – consultation forums for English, Maths, Science and History, creative strategies for the LOTE classroom, engaging all students in Maths, How Girls learn, Legal Issues for schools, Models of Contemporary learning, school improvement surveys – advanced data analysis, senior first aid, understanding the needs of ESL students, assessment for learning, one to one learning, strategic planning for contemporary learning.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

128

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$380.00

TEACHER SATISFACTION

According to the School Improvement survey on staff climate the scores were well above the Victoria Secondary School benchmarks on every indicator. Staff reported being particularly satisfied with curriculum processes, student discipline policy, student orientation, motivation, learning and teaching.

College Community

Goals & Intended Outcomes

- To continue to develop a community of faith, trust, openness, and concern for each other
- To continue to develop a school culture where parents will feel welcome to offer their input, support and expertise

Achievements

- Establishment of the Avila Parents Social Network (APSN)
- Continued support from parent volunteers to assist in canteen and library

VALUE ADDED

Parenting course conducted by college counsellor for Avila parents

Parent information evenings – curriculum and 1:1 laptop information night, cyber safety advice

Performance evenings including; Creative Arts Festival, Music Festival, VCE Drama ensembles, Yr. 10 drama festival, student art show and VCE Graduate Art exhibition



PARENT SATISFACTION

Avila parents reported exceptional high feedback from parents on the School Improvement Survey – well above the Victorian Secondary School benchmarks particularly with opportunities for extra curricular activities, homework, student safety, classroom behaviour and student motivation and the learning focus.

Financial Performance

REPORTING FRAMEWORK	ACCURAL \$
Recurrent income	Tuition
School fees	2,990,013
Other fee income	358,182
Private income	602,633
State government recurrent grants	1,810,656
Australian government recurrent grants	6,466,301
Total recurrent income	12,227,785
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	9,963,171
Non salary expenses	2,631,252
Total recurrent expenditure	12,594,423
Capital income and expenditure	Tuition
Government capital grants	161,088
Capital fees and levies	1,338,109
Other capital income	83,200
Total capital income	1,582,397
Total capital expenditure	1,582,397
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	554,170
Total closing balance	366,125

*Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the My School website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*

Future Directions

To successfully implement a 1:1 laptop program for our students

To enhance student learning

To create contemporary learning environments

To increase the rigiourus use of data to enhance teaching and learning

To continue to develop and implement policies that ensure students take responsibility for independent learning

