

CHAIRPERSON'S REPORT

New Principal

The 2011 College Year began with Ms Louise Gunther officially commencing in the position as Avila's eighth principal. The ceremonial commissioning of Ms Gunther to the position of Principal took place as part of the Avila Opening Mass celebration accentuating the identity of Avila as a Catholic College.

Leadership team

Prior to this public acknowledgement of her new role, much groundwork in preparation for the academic year had already been completed by Ms Gunther and her leadership team.

The 2011 Leadership team welcomed three new members with the appointment of Ms Rebecca Cetrola as Deputy Principal (Administration), the position previously occupied by Ms Gunther; Mr John Rhynehart as Faith Development Co-ordinator; and Ms Chris Nichols acting in the position of Daily Organiser/Timetabler. Under Ms Gunther's inspiring direction these leaders have melded into a creative, cohesive and energetic team of the highest professional standards.

Building Project

Term 2 of 2012 will see the Year 7 & 8 cohort occupy the new 16 classroom building. The design of the building has learning spaces that can be adapted to contemporary teaching styles by the use of movable walls.

Contemporary teaching and learning has necessitated revisiting the building master plan to ensure our future plans can provide us with buildings and areas that are conducive to optimal educational outcomes; a position which the Board considers in all its deliberations. The master plan will be a significant area of Board focus in 2013.

Technology

Given the positive impact on the learning process at Year 10 level, the Board has approved the extension of the 1:1 Macbook program to Year 7 in 2012. The program is parent funded. To assist parents, the College is spreading the cost across three years. In addition, Mrs Madeleine Franken, Deputy Principal (Curriculum), worked tirelessly with staff and book publishers and sellers to reduce the number of hard copy texts that are required on the booklists, thereby lessening costs to parents.

With the appointment of Mr Jason Isma, commencing in 2012, to the newly created position of elearning Leader, students and staff will be able to maximise the application of new technologies to assist and advance their learning.

Connection with the Presentation Sisters

Throughout the year, a concerted effort was made to further strengthen our ties with other schools either established or owned by the Presentation sisters. Ms Gunther and Mr Rhynehart attended the Presentation Schools Conference early in 2011, and students and staff from some metropolitan Melbourne schools with links to the Presentation Sisters were welcomed to our Avila Day Mass and celebrations. This connection benefits both staff and students from schools who share a similar charism, and provides opportunities for exchanges of views and ideas.

Another wonderful link has been established with the appointment, commencing at the 2012 school year, of Sr. Maria Lazzaro, pbvm as College Chaplain.

Valued Added

As a non-select entry College, it was wonderful to see that 3 of our Year 12 students attained ATAR scores of 99 and above with 17% receiving an ATAR score of above 90. In addition 5 students received a perfect score of 50. This measure of course is only part of an indication of a student's learning.

As a place of learning Avila provides

- a comprehensive and balanced curriculum where learning is valued
- critical thinking is developed
- imaginative and creative talents are encouraged
- lifelong learning skills are promoted
- and our students are enabled to become active and responsible members of society.

With policies that are based on Christian values which uphold the dignity of the human person, the culture Avila fosters is one of respect of self and others.

Acknowledgments

On behalf of the Board I thank the following Board members who retired at the end of 2011 and thank them for their service to the Avila community: Georgia Harris, Year 12 representative, completed her term and Mrs Maryann Hamilton, who has served as the representative for Jordanville Parish since 2009.

Sincere thanks also to Father Brendan Dillon, Representative of the Canonical Administrators, Mr Norm Phillips, Business Manager, and to my fellow board members for their wonderful contribution to the administration of the college.

Caryl Finnegan – Chairperson, Avila College Board

ANNUAL SCHOOL REPORT

PRINCIPAL'S REPORT 2011 -2012 – MS LOUISE GUNTHER

Please note that as the next meeting is not until term two (beginning of May), I have combined my report as a review of 2011 and the beginning of 2012.

My first twelve months as the eighth Principal of Avila College has indeed been a journey and experience that has been most rewarding both personally and professionally. I am most grateful to the members of my leadership team who have supported me and passionately plan not only for the future of our College but dedicate their professionalism and skills to the daily management of our College. To Caryl Finnegan, Chair of the Board, Norm Phillips, Business Manager and Maria Nankervis, Registrar and my PA – I thank each one of you in your support and patience with me and some new directions our College is heading. What has not changed is the Catholic identity of our College as a place of learning and empowerment for young women. Indeed this is something we aim to enhance and build upon in coming years.

2011 the Year in review:

'One day is never the same as the next' – an honest review of a school day. Staffing, enrolments, compliance reports, building meetings, master planning, staff, attending year level pastorals, meetings with parents, student leaders, information evenings, student performances, meetings – the list goes on. A rich list of day-to-day goings on in a school – always at the forefront is planning for the continued education of young women in a Catholic school environment.

1. Beginning of the Year:

Once again the Leadership team spent two days away reviewing 2011 and planning for 2012 and beyond. The team has grown in strength, support and compassion for each other and their roles in the school. One of the main tasks for this time away was to review the Annual Action Plan (AAP) for 2011 and writing the 2012 AAP (Please see separate attachment).

We held our only Open Day Saturday session on Saturday 18 February that was attended by over 400 people. This was backed up by our first "Avila in action" Open morning on Thursday 23 February, with about 100 visitors taking tours through the school and seeing live-learning and engagement. Once again our student tour guides ably led these tours as our school ambassadors.

We celebrated our Opening School Eucharist on 16 February and this year had four Presentation sisters in attendance: Michele Kennan, Patricia Carroll, Patricia Foley and Maria Lazzaro – our new College chaplain. Fr Michael Twigg was our celebrant and student and staff leaders from Mazenod were also in attendance. Once again John Rhynehart was instrumental in planning a memorable Eucharist and we were delighted to have many parents in attendance, many of whom then joined us for morning tea.

2. Staffing:

We welcomed a number of new and returning staff to Avila this year:

- Jason Isma - eLearning Leader, IT & VET Media
- Felicity Maxwell - English, Literature & GS
- Bree Kitt - English, Literature & RE
- Lavinia Vasundran - IT Help Desk
- Sr Maria Lazzaro pvbm - College Chaplain (Wed & Thurs)
- Catherine Angus - School Nurse (F/T)
- Marie O'Brien - Teacher Librarian (P/T)
- George Steele - VET Hospitality & Food Tech (Term 1)

3. Students:

200 Year 7 students began on 3 February and we have added 16 new students throughout Years 8-12 to our College.

4. 2011 Academic Successes:

Avila can be very proud of the academic successes of our graduating class of 2011. Some notable highlights include:

- Fiona Canny - ATAR 99.75 (DUX)
- Georgia Delaney - ATAR 99.45
- Lauren Pecora - ATAR 99.00

Perfect Study scores:

- Fiona Canny x 2 - English (Pauline Catrice) & Revolutions (Clare Baker)
- Laura De Rango - Health & Human Development (Anna Marvelli)
- Emily Rebbechi - Visual Communication & Design (Anne Graham)
- Lauren Pecora - Business Management (Emilio Bernardo)
- Marina Izman - Design & Technology (Lisa Walsh)
- Other highlights:
- Alana Constance & Ashleigh McGregor - Photography success
- Alex Height, Ayesha Commerford & Meera Fernandes - Drama success

VTAC Offers 2011 Graduates:

173 first round offers to our Year 12 students of 2011 (190 in total)

- ✦ 105 of these first preferences, 31 second preference and 18 third preference.
- ✦ 117 Different courses: Arts 29, Science/Biotechnology 27, Commerce/Business 23, Health Science (including nursing) 21, Teacher education 12, Fashion/Design 10, Psychology 8
- ✦ Institution preferences: Monash University 46, Deakin 34, ACU 16, Melbourne Uni 15, RMIT Uni 15, Swinburne Uni 13 & La Trobe 10

4. Enrolments:

As of 5 March 2012 we have the following student enrolments:

Year 7 – 200
Year 8 – 196
Year 9 – 182
Year 10 – 188
Year 11 – 186
Year 12 – 166

Enrolments for 2013 closed last Friday – at this stage we have approx. 300 applications for places at Year 7 in 2013

5. ICT:

A most successful launch again this year of the 1:1 laptop program with our Year 10 students receiving their laptops on Wednesday, 8 February, followed by the parent-funded Macbooks being distributed to Year 7 parents on Thursday 9 February. Boot camps were held the following days for each year level with our Avila IT staff, so ably led by Russell Curr – systems manager and Jason Isma – elearning leader, conducting these sessions.

6. Building Update:

Very excited to be handed the key to the new building on 1 March (2 ½ weeks later than original completion date). The builders are still working through some defects and we hope to have all contract builders off site in next 2/3 weeks. Landscaping around the outside of the building has begun, which Tony Del Mastro is coordinating. Internal fit out and relocation of lockers will be finished over the term one holidays in readiness for the Year 7 and 8s, Year Level coordinators and learning support staff to move into at the start of term two. We will have an official opening once the outside areas have been completed. The new building will be a feature of our next Open Morning on Tuesday 8 May.

PROMOTIONS AND PUBLICATIONS - MS SANDRA BUCOVAZ

INFORMATION SESSIONS AND COLLEGE TOURS

Our 2011 Saturday information sessions continued to be very successful with 'full houses' at each of the four sessions across the February and October dates.

Our student-led tours of the campus continued to be a highlight. Our student guides continue to be our greatest ambassadors, impressing our visitors with their confidence, enthusiasm, maturity and the general way in which they present themselves. The girls are to be commended on their efforts, as well as the obvious pride they have in their school.

Our meet-the-Principal sessions in 2011 were well attended with up to 30 people per session.

IN 2012 we are moving to weekday information sessions and tours and the last of our Saturday sessions was held on February 18.

Our first weekday session on Thursday, February 23, attracted approximately 100 people.

PUBLICATIONS

Avila Matters (approx \$3,400 for 1800 copies, also available on our website), our flagship term publication, has increased in size to 28 to 32 pages, reflecting the breadth of what is on offer at the College, as well as student and staff achievements.

The Old Collegians (approx \$4000 for printing and posting, also available on our website) publication is posted to about 4000 past students twice a year, to encourage their ongoing connection with the College. Past students and their career paths are regularly featured in both the *Old Cols* and *Avila Matters*. I have a growing 'bank' of past students and their details, a ready source of inspirational guest speakers/contacts for our girls. I have incorporated this information into the Past Student section in the SAS system so a list of past students can be drawn down according to profession/employment. In the mid 2012 issue of the *Old Collegians* I will invite past students to advise of their professions/employment and indicate if they are willing to speak with/address current students.

College Yearbook (approx \$21,400). The Yearbook provides the student editorial team with excellent hands-on (work) experience in terms of desktop publishing, people skills, time management and working to deadlines. Our Yearbook is quite unique in that it is all done in-house drawing on the skills/ideas of students.

Curriculum Guide. The 2012 Curriculum Guide was our last hard copy version. The 2013 will be available on-line only.

ADVERTISING – print/ internet

PRINT

Our main paid advertising was through local papers, the *Waverley* and *Knox Leader* and *Monash* and *Knox Weekly* (formerly known as *the Journal*) – promoting upcoming Information Sessions. A new vehicle was the *Catholic Schools Guide*, a glossy publication, which was distributed at the start of this year.

INTERNET

The *Good Schools Guide* now has a web presence and our information has been updated. We have a Wikipedia listing and at time of writing I am trying to have this improved.

In addition to our paid advertising, we also gain invaluable exposure through news articles that are published in our local papers throughout the year.

SURVEYS CONDUCTED BY BUSINESS MANAGEMENT STUDENTS

For the past several years, I have worked with Year 11 Business Management students who do 'live' projects/work experience to satisfy a practical component in a public relations unit they undertake as part of their course. One of the most valuable outcomes has been surveys of prospective parents at the October Open Day; entry surveys for new Year 7s and their parents, and 'exit' surveys for the Year 12s and their parents.

The BM students worked extremely well on their surveys.

I have attached a copy of the survey results that are available, to be tabled. The following is a very brief summary of the findings available:

October 2011 Information Day survey:

Single sex (67%) and Catholic (58%) were the main reasons parents were considering Avila. Respondents considered Avila's 'stand out' features to be reputation, sense of community and curriculum.

Year 7 parent survey: Respondents were unanimous that Avila had provided their daughters with a happy start to secondary education and the majority considered the College had met their expectations – 18% considered Avila had more than fulfilled their expectations. Girls only (47%), reputation (45%) and Catholic (41%) were the main reasons for choosing Avila.

Year 7 student survey: The Year 7 student responses were very positive, reflecting an excellent transition from primary to secondary school and that the relevant programs/support structures at Avila were effective. The majority found Orientation Day, year level co-ordinator and homeroom teachers, peer programs and Year 7 specific activities to be very helpful.

Year 12 parent exit survey: A vast majority believed Avila had met their expectations and had prepared their daughters for the next phase of their lives. They considered the main benefits of sending their daughters to Avila were education (17.95%), and catholic and teachers (both %15.38%).

Year 12 student exit survey: Of the outgoing cohort 76.68% would recommend the College to others, the vast majority were happy with the variety of subjects offered and 74.47% felt well prepared for the next phase of their lives. The majority felt offered valuable leadership/training opportunities and valued the friendships they had made during their time at Avila.

OTHER PROJECTS:

Many of the areas/projects for which I am responsible can provide excellent hands-on work experience for senior students. Wherever possible and practical, and in conjunction with the respective teachers and heads of department, I try to involve students and/or feature their work.

- ❖ **Year 11 Business Management Students.**
- ❖ **Art students.** Cover design for the Yearbook, Curriculum Guide; and cover and Easter/Christmas designs for the Calendar.

Promotional website: I obtained some quotes for someone to design/create a new promotional website and also discussed other options with Russell Curr. At time of writing I understand that we are proceeding with Fraynetworks.

CURRICULUM & PROFESSIONAL DEVELOPMENT – Mrs Madeleine Franken Deputy Principal (Curriculum)

1:1 Laptop Program

The most significant curriculum change in 2011 was the introduction of the 1:1 laptop program at year 10. Thanks to some wonderful support from the College Board, parents, students and staff, the roll-out of this initiative has gone well. Staff have come a long way over the past twelve months from some initial anxieties about how the technology would work to the normalising of it where appropriate in their programs. IT support staff were also pleasantly surprised at the low level of demand on their services for breakages, malfunctions or misuse issues. Strategies such as the introduction of the IT Help Desk, Tech Angels and Techie Brekkies, in conjunction with specific professional learning sessions as required, have contributed to the successful introduction of this initiative. Throughout 2011, Avila hosted visits from a number of other Catholic schools interested in Avila's 1:1 program and a few of these schools have rolled out similar programs in 2012. Some of the ways that it is used to enhance learning can be seen in teachers' comments to Avila's eLearning Leader, Jason Isma when he commenced in January.

NAPLAN & VCE Results

Avila students performed very well in all areas of the NAPLAN tests. As can be seen from looking at the tables and graphs available on the My School website, Avila was above schools with a similar demographic in all areas and significantly above all schools in most areas in the year 9 tests. The year 9 results also showed that Avila added more value to students with the degree of improvement from years 7 to 9 being higher than other schools. Avila also continued to have a very high participation rate (98-99%) for these tests.

Some excellent results were achieved by Avila's 2011 graduating students. Six perfect study scores of 50 and three students with ATARs of 99 or above are testament not only to the individual students but also to the staff who have worked with the students for the past six years. 12% of students received study scores of 40 or more and 74% of all assessment grades for VCE studies were B or above. Such results reflect a genuine commitment to a culture of learning in the Avila community.

Review of Year 7 Curriculum

A review of the year 7 program was undertaken throughout 2011 leading to a decision to change the way Languages are delivered to incoming students. From 2013, students will study only two out of the three languages offered. Parents will select one language that their daughters will definitely undertake with students being allocated to one of the remaining two to balance classes. The review also provided feedback on the need to change some other areas of the year 7 program such as the time allocation to the various subjects. In preparation for the introduction of the Australian Curriculum, the GS program will be reviewed and rewritten this year, with Oral English to be incorporated into it from 2013 onwards.

Review of Timetable structure

Another subcommittee of the Curriculum Committee conducted six months of research into timetable structures. They concluded that the four period (80 minutes per lesson) day was the preferred model at Avila but suggested that some flexibility for shorter, more frequent lessons in some subjects at the junior level be considered. Other recommendations were that year 9 electives in Arts and Technology become semester length subjects in order to allow for deeper learning and skill consolidation and that a strategy to align the year 10 grid with year 11 to facilitate genuine acceleration be considered.

Learning Management System (LMS)- Simon

Throughout 2011 there was increased use of the Simon LMS to streamline a number of operations at the College. Staff and students have different levels of access to Simon. It can be accessed both within the College and remotely for information such as daily messages, timetables, roll marking, student reports, class resources, resource bookings etc. The introduction of a parent access module will be the next phase of the use of Simon.

Subject Selection

An online process for subject selection was introduced in 2011. It provided instant access to the data on student preferences and enabled earlier development of the timetable that was helpful for both students and staff. Booklists were finalised earlier which meant that students were able to undertake HeadStart with the required materials.

Professional Learning

Staff at Avila College are highly committed to ongoing professional learning. Throughout 2011 some of this learning occurred through participation in research projects.

Teachers from the Languages department investigated some innovations through the Languages Other than English Highly Accomplished Teachers (LOTE HAT) project. Their research involved trialling and reflecting on a “textless classroom” and the value of iPads in the teaching of Indonesian. Federal government and CEOM support covered not only the costs of attending external professional learning but also replacement teacher costs and the purchase of 10 iPads. This research project is overseen by Monash University and will contribute 12 points towards study at Masters level. Two Avila Food Tech teachers also benefitted from receiving NALSPP sponsorship to attend a two day Asian Foods conference designed to increase awareness and understanding of how to incorporate Asian perspectives across the curriculum.

The Maths faculty commenced a University of Melbourne/Catholic Education Office Melbourne jointly sponsored two year project on “Purposeful Teaching of Maths”. This has already led to some changes in the ways the Maths program operates at year 7. Teachers have been reviewing common misconceptions of students in Maths in order to target their teaching more strategically. Pre-tests and post-teaching tests are now being used with year 7 students. It is envisaged that the changes in teacher practice will follow on to year 8 and so forth in subsequent years.

Five of Avila’s school officers undertook studies in Certificate IV in Business Administration which has up-skilled them in a number of areas related to their daily work.

Individual study achievements of teachers in 2011 included the awarding a PhD to Margaret Kelleher (Religious Education) and an overseas study scholarship to Marina Kelly (Indonesian).

Using data for improvement was a key focus for all teachers’ professional learning in 2011 and this was led by consultant Philip Holmes-Smith over four separate occasions throughout the year. Although Philip referred to VCE data, he worked mostly closely with the English and Maths teachers to increase their understanding of how to drill down into the NAPLAN data to identify areas to target for improvements in teaching practice. Philip suggested that a significant improvement in the 2011 Year 9 writing result was the outcome of such explicit teaching.

Other staff professional learning occurred in the areas of indigenous perspectives, student wellbeing, ICT, Australian Curriculum, and subject specific initiatives.

DEPUTY PRINCIPAL (ADMINISTRATION) REPORT - Rebecca Cetrola

Calendar Events

The calendared events for the year provide great insight into the varied and many opportunities and experiences on offer by our College. In 2011 these included: students' privileged attendance at the Anzac Service at Villers-Bretonneux, the collaboration of the arts in travelling through time at the Creative Arts Festival, the competitive spirit at both House Swimming and Athletic competitions, and so much more. The opportunities that are provided for our students both curricula and extra-curricula allow students to develop life skills and allows their learning to come to life.

In 2011 the introduction of a whole school orientation day on the first day of the school year proved successful and was repeated at the start of the 2012 school year.

On the final day of the 2011 school year, a House Activities Day was planned for students from Years 7 -9. Activities on this day included a whole school Advent liturgy, shared homeroom morning tea, followed by zumba, scattergories and games sessions. Students and staff actively involved themselves in all aspects of the day.

VCE/VCAL

The College was audited by the Victorian Curriculum Assessment Authority for the following in 2011:

- VCE Examination Centre Audit
- VCE Studies Audit: Music Performance, Classical Studies & English
- Small Group Partnership Audits

VCE Results were pleasing with three students receiving scores of 99 or above and six perfect study scores of 50.

VCE result analysis reports have been shared with staff to help develop coursework, focus areas, and teaching and learning strategies. Staff have responded well to this and are analyzing specific data to guide their teaching.

An action plan is currently being devised to ensure that all students agree to media approval for scores above 40, etc. As well as an action plan that is agreed upon by our students that allows the sharing of results amongst our College community and broader community.

In 2011, Avila developed a partnership with the Inner Melbourne VET cluster to provide student workplace learning placements for our VCAL students. They provide a database of placements for our students to access to undertake workplace learning.

Operated a senior Headstart program for students in Years 10 and 11 for the second year. Each subject received three 80 minute lesson times over a week. Staff teaching VCE in 2012 were scheduled to take the lesson. Staff were invited to undertake a HeadStart survey. 40 staff responded, and generally the results indicate that a majority favour the three lessons, most had good attendance and most students were prepared with required materials. The range of teaching and learning strategies in the HeadStart program was exhaustive.

Examinations

In developing student's resilience to and performance in VCE examinations, in 2011 we developed a model for examination planning, organization and procedure that was consistent from Years 9 -11 and mirrors that of the VCE Unit 3 & 4 examinations.

Simon & Systems

Simon program use was extended across the year to centralise information, improve access to information, and improve communication amongst staff and students. In 2011 utilising Simon:

- the College moved towards online attendance records by most staff
- centralized forms and documentation access for staff and students
- the staff and student bulletins were accessible to all staff and students through Simon. In 2011 we ceased printing the staff bulletin.
- a SMS sent to parents alerting them of their daughter's absence from school.

In collaboration with the Daily Organiser and VASS administrator we synced all subject codes and student names in a range of college databases. This allows for much more flexibility and efficient practice in importing and exporting data across VASS, Firstclass and Simon systems. It also ensures that student names are consistent on all records in the school.

Trialled and experimented with a range of calendars to share information with staff and students. In term 4 it was decided that the Google Calendars was the easiest to access, use, and sync. 2012 Google College calendars were created and have been shared with all staff.

The use of Google Documents as an organization tool was also promoted. For example, the sharing of meeting agendas and minutes by staff.

Emergency Management Plans & Procedures

The College employed the services of *EMQ Crisis and Emergency Management Organisation* to develop an effective emergency management system tailored for our college. The College has now set emergency procedures and emergency management plans that guide us with the procedures to respond to emergency situations. Our staff have been involved in various training activities in the last 3 months to ensure that they are informed of procedures and ready to act in the event of an emergency. We were able to put into practice the evacuation plan on Friday 3rd February when we had a whole-school evacuation drill. New charts have been created and placed in each room, and emergency management pocket cards have been issued to all staff.

Study Tours/Immersion

In 2011 the following College tours took place:

- French Immersion Tour
- Santa Teresa Cultural Immersion; this tour was slightly different in 2011 with chartered services used for travel in Alice Springs and Uluru. The tour party also visited the Alice Springs Healing centre, where an ex-Avila student works, for the first time, and relationships were formed for continued interaction and support. Over 200kgs of donated clothing was taken up with the group.

Planning for the 2012 Italy Study Tour commenced and negotiations with Trekset tours were finalized and a new tour itinerary was formed that included Language school classes in Florence, and an overnight farm stay.

Excursion Planning

In 2011 the College excursion procedures were reviewed and new procedures were devised for implementation in 2012. A staff to student ratio for excursions and camps was devised, taking into account CEO and Avila requirements. This was published in the 2012 staff handbook.

Newsletter

Improving communication with parents and the broader community was a common theme in leadership team meetings and the SIF data. In 2011 we reviewed the newsletter format and discussed improvements for the newsletter in preparation for a new 2012 e-newsletter format.

Recycling Bins

The College provided for cardboard recycling bins to be placed in each classroom. A Year 8 science class was involved in the promotion of this cause.

RELIGIOUS EDUCATION CURRICULUM – Mr John Beekhof, Religious Education Co-ordinator

As a core subject from Year 7 to Year 12, the classroom Religious Education program at Avila College is an essential component of the overall faith formation of students. To ensure that the program is rigorous and engaging, students from Years 7-10 utilise and own their own copy of *To Know Worship and Love*, which is complemented by the use of 'The Catholic Youth Bible' (Years 7&8) and the *Good News Bible* (Years 9-12). The Year 7-10 courses cover each of the five content strands equally, as mandated by the Catholic Education Office Melbourne. These content strands are: 'Scripture and Jesus', 'Church and Community', 'God, Religion and Life', 'Prayer, Liturgy and the Sacraments', 'Morality and Justice'. These courses are assessed and reported on using the Progression Points and Standards prepared by the Catholic Education Office Melbourne. These Standards and Progression Points fall under three dimensions: 'Religious Knowledge and Understanding', 'Reasoning and Responding', and 'Personal and Communal Engagement'. Using the Standards and Progression Points ensures that the Religious Education program at Avila is rigorous, comprehensive and covers a diverse range of topics.

In 2011, VCE students study a combination of Religion and Society Unit One, Religion and Society Units 3&4, and a School Based Year 12 RE program. This year, the Religious Education Department and Curriculum Committee agreed to introduce 'Texts and Traditions Unit One' as another option that students may study in their Year 11 course in 2012. The school based Year 12 program received excellent feedback from students, particularly notable was the students' appreciation of the passion and knowledge of their teachers and the diversity and relevance of the lecture topics provided. The topics for 2011 included Social Justice, Christology, Decision Making, Jesus in Art, Philosophy, and Medical and Environmental ethics. In 2011, Christine Valladares achieved excellent results in her Religion and Society Unit 3&4 class. Much attention was given to the promotion of Religion and Society Units 3&4 which resulted in enough students selecting the subject for study in 2012 to make two classes, the extra class to be taught by John Rhynehart.

In 2011 the Religious Education Department consisted of 33 staff who work collegially and conduct their assessment and reports based on common assessment tasks and CEO standards. Members of the Religious Education Department meet regularly both as a department and in small teams to review the curriculum, discuss new approaches to courses and decide how to best meet college goals. In 2011 these meetings were facilitated by the Head of Department (Years 8, 10, 11 and 12) and by two volunteer convenors: Andrea McCann (Year 9) and Amy Foster (Year 7).

In 2011, key priorities continued to be the use of Interactive White Boards in the course work and experimenting with pedagogy as part of the Year 10 1:1 laptop program. The 1:1 laptop program has made a tangible difference to the level of achievement for Year 10 students in Religious Education. Specifically, their use resulted in the capacity of students to use and compare multiple biblical commentaries to maximise their understanding when studying the gospel of Mark. Additionally, it has been noted that students used their laptop as a resource to answer more knowledge-based lower order tasks, which then promoted analysis and higher order thinking in class discussion and in questions directed to teachers.

The classroom Religious Education program is complemented by the Year 10 Community Service program, in which all students volunteer for an organisation of their choice for five days. It was noted that in 2011 there was excellent commitment and initiative from students, possibly as a result of the extra formation that occurs before students complete their Community Service. At the end of 2011, Year 12 students were involved in a trial program in which they participated in the Rosies Youth Mission, an initiative of the Oblates of Mary Immaculate. The trial was successful and Year 12 students will be given an opportunity to participate in the Rosies program in 2012 as part of their optional Community Service program.

PASTORAL CARE COMMITTEE

The Pastoral Care team has worked with empathy, enthusiasm and dedication as they plan and implement a range of programs at the school to improve the wellbeing of both staff and students.

The Pastoral Care team for 2011:-

Year 7 Coordinator: Tanya Induni

Year 8 Coordinator: Ingrid O'Sullivan & Acting Year 8 Coordinator: Anna Cornell

Year 9 Coordinator: Anne Stephens & Acting Year 9 Coordinator: Karis Dalton

Year 10 Coordinator: Amanda Flynn

Year 11 Coordinator: Anna Marvelli

Year 12 Coordinator: Louise Swift

Deputy Principal – Wellbeing: Christine Kralj

Counsellor: Helen Tillinh

Counsellor: Rachael Janssen

Counsellor: Donna Teekens

Faith Development Coordinator: John Ryhnehart

Learning Support Coordinator: Maureen Adams

The Pastoral Care team was delighted to welcome Mr John Ryhnehart as Faith Development coordinator and Ms Amanda Flynn as Year 10 coordinator to the Pastoral Care team. They are wonderful assets to the team and their contributions to the decision-making of the student wellbeing program are greatly appreciated.

In 2011, the Pastoral Team addressed a number of areas.

With the growth of ICT based learning in the College the Pastoral Care team thought that it was important that we continued our pro-active approach by taking advantage of the Cyber-Safety presentation offered by Australian Media and Communication Authority (AMCA). The program was so popular with schools that we have been assigned a date in 2012 for the delivery of the program. One of the strengths of this program is that it is delivered to students, staff and parents in a short timeframe. This results in everyone in the College community having the same information at the same time and incorporating advice into school and home life. AMCA will be presenting to students on 29 & 30 May, 2012, while staff and parents will access the program after school on 30 May, 2012.

An integral part of educating and guiding our students is building strong partnerships with parents. Teacher contact with parents takes a variety of forms but often, when difficult circumstances arise; the initial contact is by telephone. Year 11 Coordinator, Anna Marvelli and Amanda Flynn, Year 10 Coordinator, lead the staff through the process of contacting parents in a way that is positive, constructive and supportive but ensures that issues are addressed. Staff were given helpful scripts to use and lots of useful tips including checking with the Year Coordinator to see if there are family circumstances that one needs to be mindful of before calling.

Another aspect of parent communication is the array of Newsletter items written by the Pastoral care team. These articles aim to raise awareness of current issues for adolescent girls and those who care and support them. Articles have focused on: Keeping bullying at Bay, Facing up to Facebook, Tips for a Great Start to a New School Year, Early

Intervention for School Refusal and Managing Adolescent Relationships. The articles have been well received and it is heartening to know that some parents have found the advice useful food for thought.

Once again the Pastoral Care team reviewed the Participation Registers. This has now become an annual event that reflects the ever-developing co-curricular offerings the College provides for students. Given that the school has had extremely healthy numbers at co-curricular events, groups and clubs, the open invitation to get involved in the life of the College and the value of Christian service to others seems to be being taken up by the majority of students.

The Pastoral Care team also reviewed a number of procedures/policies in the College during the year, including those pertaining to lateness, uniform, behaviour and detention. Minor changes, such as, detentions returning to every Tuesday and a change in the confiscation time of mobile phone that have been used inappropriately have occurred. Student wellbeing procedures were also refined with implementation of common Pastoral Care Meeting and Safety Plan procedures; also introduced were forms to record concerns, outcome reached and follow up actions. This has enabled a more consistent approach amongst the Pastoral Care team with clear documentation of agreed actions for school, student and parent. Overall, the Pastoral Care team agreed that the policies are working well in the College and only need minor amendments on a yearly basis. We also looked at ways of streamlining some processes utilising ICT. To this end, the Pastoral team undertook a professional learning afternoon with Kevin Brody from Simon to explore the databases student profile system.

In 2011, homeroom teacher Wednesday morning meetings were introduced in Semester Two as a trial. These meeting enabled Year Level Coordinators to meet with homeroom teachers to briefly share year level specific information. This has been valuable in the organisation of major events and discussing concerns pertaining to a single year level, therefore these meeting have been retained for 2012.

Principal, Louise Gunther, suggested a trial in 2012 of an Assistant Year level Coordinator with a one period time allotment. The Pastoral Care team, under discussion, formulated a role description and staff were encouraged to apply. This role offers invaluable support to YLC, continuity of care, especially when YLCs are absent and provides aspiring YLCs 'on the spot' training.

Assistant Year Level Coordinator appointments for 2012 are:

| | |
|--------------------|-----------------------|
| Catherine Spurrirt | - Assistant YLC at 7 |
| Sophie Clapperton | - Assistant YLC at 8 |
| Karis Dalton | - Assistant YLC at 9 |
| Clare Manning | - Assistant YLC at 10 |
| Emilio Bernardo | - Assistant YLC at 11 |
| Fiona Wright | - Assistant YLC at 12 |

In 2011, Year 8 students undertook an information session run by the Physical Education and Health staff about alcohol and its effects on young people. To compliment this learning, the team decided to focus on this issue at the Year 8 & 9 Parent Evening on February 21, 2012. We engaged Sonya Karas to speak to parents about the current research into young people and alcohol, challenges and advice for parents, and new laws governing adults and supplying alcohol to under 18s. Several parents took time after the night to say how much they valued the evening and appreciated the engaging way Sonya

addressed the topic. Another Pastoral Care initiative is the Year 9 Xpect Respect program flagged to run in Semester 2, 2012. A steering group containing students, teaching and counselling staff, and parents was formed and continued to work throughout 2011 of shaping the program.

Much of the work of the Pastoral Care team is in the day to day contact they have with the College young people. Each day the College counselling team lend a listening ear and patient support to students and families. Year Level Coordinators are the hub of their corridor ensuring that student are well connected with their school and that issues, often relating to peer relationships, are address. They also put in countless hours into preparing year level assemblies so that prayer is shared, achievements are acknowledged and talents are showcased, in doing this they carefully knit their cohort together.

At Avila College all students are valued for the contributions to the learning environment of the class. Under care and support of the Learning Support Department, students with learning difficulties and special needs are allowed to feel like 'one of the gang' and achieve their best. The success of the College's Learning Support Department is due to the hard work of our committed team of teachers and aides, and the ever practical and inclusive leadership of Maureen Adams.

In educating our girls, the Pastoral Care team is mindful of the vital role of liturgy, community service and Christian leadership in their development. Many thanks must go to John Rhynehart, especially in his work with the College's senior student leaders over 2011, as he guided the faith development of the College community.

Mrs Christine Kralj, Deputy Principal – Wellbeing

STUDENT REPORT

2011 was a year of exciting change, with new leadership staff, additional school infrastructure, and many outstanding achievements that have shaped and developed our school community.

Lead by our 2011 leaders who set up the theme “The Avila Effect”, which was inspired by the organisation ‘The Girl Effect’, Avila students were motivated to invest in themselves and their education, which would then in turn help to encourage and inspire their peers, their school community, their wider community, and so on.

The determination and motivation of the Class of 2011 was evident in their fantastic results, where three of our students obtained ATAR scores above 99, 17% obtained above 90, and 27% obtained scores between 80 and 90. Their group have spanned across more than 10 different tertiary institutions, covering all possible courses available, signifying a crowd of diverse and talented students. Their great sense of school spirit and enthusiasm was always present in the daily life of the College. From randomly dressing up as pirates, to displaying strong house spirit at school events, the Year 12s of 2011 have left a lasting mark at Avila.

Year 11s were newly introduced to the VCE system, undertaking the many challenges offered to them and reaping the rewards, with their first time of having ‘study periods’ to fully optimise their work ethic. As seniors of the school, they were allowed to take part in roles that required greater responsibility, and given chances to become leaders only offered at the senior end, such as Reconciliation and Liturgy captains. They also got to taste their first-ever formal, a privilege that didn’t go to waste as girls came dressed in their best, and were able to connect with peers and teachers on the dance floor. Year 11s were also introduced to their blue jumpers earlier than expected! With periods of intense examination, and a Head Start program, Year 11 is catered to prepare students for their final year of schooling and mimic Year 12, giving them the best possible chance of achievement.

Year 10s were opened to a variety of thrilling opportunities, from work experience to new technology. As the first year at Avila to approach their studies through the use of their own personal Mac, Year 10 students were exposed to fresh and exciting ways to learn, and deal with their learning. Year 10 is also a year that centres itself around social justice, providing the girls with plethora of opportunities to discover the world around them, and help fight injustice. A week of compulsory community service is offered to the Year 10s, in which students go and provide their services to those who need it, from aged-care centres, to primary schools, to neighbourhood houses. A trip to Santa Teresa is also offered to those who wish to apply and are selected, where students assist the small village in many tasks. Often described as a life-changing journey, students here have to chance to commit themselves to reconciliation. The Canberra Study Tour is also offered to Year 10s undertaking ‘Australian Civics’ as a subject. Ski Trip was also a thrilling camp at Mount Hotham, where Year 10 students got to enjoy the escape over the weekend to the snow.

Year 9s had a taste of their first exams, as they continue to mature and specialise in their studies, allowing for their development into the senior years of school. They also participated in the Year 9 camp program, a week that is always looked forward too by many as it is a chance to explore one’s abilities outside the school environment and make new friends. From Bush Camp to Surf Camp, skills were obtained and memories were made by the Year 9s. Community service opportunities such as the Halcyon Centre

Program were also offered to the year level as a chance to help the wider community. Their first exposure to careers and the world after school also occurs as a subject unit 'My Future, My Career', where girls build resumes and have career interviews with our Career Counsellors to identify their paths.

Year 8s, not being the juniors of the school anymore, are encouraged to be more independent, as is seen through the choosing of a language, and more specialised approach to studies, with History and Geography instead of General Studies. They are also opened to the technologies: Design Tech. and Food Tech. Year 8s also participate in a variety of excursions, such as a trip to Point Leo and Werribee Zoo. Medieval Day is always a highlight for the Year 8s as they get to dress up and taste the culture of the medieval times.

Welcoming the latest additions to our school, the Year 7s embarked on a fascinating journey into high school, with the help of friendly staff, Peer Support, and Peer Helper leaders, assisting them in the transition. Meeting at pastorals, and going on various excursions such as Friendship Day, gave them a chance to know their year level more. Homeroom based activities allowed for close and tight homerooms, with their homeroom teachers acting as their greatest source of guidance. A major highlight of the year, Year 7 camp, as usual proved to be fun, exciting and challenging, giving them opportunities to step outside their comfort zone and build friendships. Being involved in Junior Drama Club, the Year 7 reading program the library offers, and having their own personal lane at the tuckshop, made them feel special and welcomed in the Avila community.

In 2011, students undertaking French had the opportunity to go on a study tour to France, a insightful chance to improve the language and further understand the culture. It was a very successful and smooth trip. The musical for 2011 was "Bye Bye Birdie", another great success and a testimony to the strong and continuing relationship with our brother school, Mazenod College.

Whole school events, such as Opening School Mass, House Athletics, House Swimming, Avila Day and Presentation Evening were highly successful in all senses, as students displayed their sporting talents, their faith, their academic aptitudes and extraordinary school spirit. None of it would have been achievable without the staff's support and guidance, and the dedication of staff and students in making Avila a better community to be in.

School activities and festivals such as Creative Arts, Year 10 Drama Fest, Music Fest, Christian Living Days across all year levels, SRC Expo and Open Days were all major triumphs, with the assistance and skills of both staff and students being a major contributor to the outcome.

Overall, 2011 was a packed and memorable year, where Avila students were able to continue to foster their passions and education. The variety of opportunities to showcase talents and build relationships between peers and staff allowed for our school to become more tight-knit and more known throughout the wider community, for our talented young women.

Here's hoping that 2012, under the theme of 'Passion. Imagine. Pursue.', is an even more enlightening and exciting year!

Sashika Harasgama, SRCB and Vice-College Captain
Sarah Genovese, College Captain

STAFF REPORT

2011 was another successful and harmonious year for staff at Avila College.

Staff warmly welcomed the appointment of Louise Gunther as Principal and continue to have great confidence in her leadership abilities. Along with her, of course, was the Leadership Team of Christine Kralj, Madeleine Franken, and new members, Rebecca Cetrola, John Rhynehart and Chris Nichols – again with the full support of the staff. Whilst change can sometimes bring upheaval, this transition was very smooth giving staff confidence in the Leadership Team and their decisions.

Technology continued to play a major role in the life of the school and thus, the staff. The introduction of the Laptop 1:1 at Year 10 was very exciting, although initially daunting for some staff. Madeleine and Russell offered opportunities for PL for staff and these opportunities, along with the collegial sharing both at Techy-Breckies and incidentally, has helped develop more confidence for staff in the use of Technology.

Staff were also involved in creating challenging learning at all levels. This engagement, from Year 7 is our core business and all staff are justifiably proud of the excellent results – including 6 50's – that our girls achieved last year. Good teaching and learning springs out of good relationships with our students, and staff work hard to make learning meaningful and worthwhile at all times. They also create extra opportunities for the girls by offering a plethora of extra-curricular activities – Peer Support, Public Speaking, Debating, Art Club, Drama Clubs, Book Club, Early Mastery of Maths aimed at Year 7s, Anime Group, App group, Environment Club, Reconciliation, as well a broad range of orchestral and sport groups. Other activities that staff were involved in were Camps, Building Bridges Program, Tournament of the Minds, Aerobics, Art Shows, Drama Productions, and the Santa Teresa Immersion to name a few.

The year progressed with the usual activities and commitments for staff, with busy times towards the end of Term 2 and Term 4. Staff particularly felt the busyness of the end of last year and looked forward to the enjoyable Christmas Party! We said farewell to the following staff members:

- Kathy Evans (retired)
- Sarah MacDonald (left to pursue out of teaching interests)
- Catherine Ohlsen (took up a position at St Columba's Essendon)
- Julie Crawford (left for travel reasons)
- Kelly Heinz (a year's leave)
- Russell Green (retired to travel).

The Avila staff also gathered together socially at Trivia nights to raise money for Charity and would look forward to our special morning teas to celebrate significant birthdays of staff members. These social occasions and the general camaraderie within the staffroom contribute to the strong collegiality that exists within the staff. We continue to be an intelligent, dynamic group of people who are truly committed to teaching and helping our students learn to the best of their ability. This continues to enhance the education process at our school.

Thank you to the Leadership Team and the Board for their continued support.

Marie Stuart, Staff Representative 2011.