

**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

2017



**Avila
College**

AVILA COLLEGE, MOUNT WAVERLEY





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Minimum Standards Attestation

I, Dr Michelle Cotter, 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2018



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

Avila College, Mt Waverley, established in 1965 is a Regional Catholic Secondary College for girls, originally founded by the Presentation Sisters at the request of the local parishes, the Archbishop of the time and the foundation parishes of the local area. Avila College was established as a Catholic Education Melbourne Regional school seeking to ensure girls from Catholic families had educational opportunities in the secondary years of schooling in their local area. The College has maintained a strong reputation as a school of first choice with diverse academic, co-curricular and faith opportunities. Leadership of the College has been through lay ministry since 1980 and in Term 2 of 2017 the ninth Principal of Avila commenced at the College.

The current school improvement and school review cycle was extended by one year in anticipation of the appointment and commencement of the new Principal. A renewal of leadership and management at the College has provided an opportunity to emphasise a culture of continuous school improvement. In 2018 the College will undertake review in Term 2 and set its sights on developing a four-year plan for continuing to build on the firm foundations of a learning community for the 21st century.

The College serves students whose families live in the surrounding eastern suburban area from as far away as the eastern boundary of Knox and Boronia through to Malvern and the immediate area and parishes of Mt Waverley. The College priority Parishes are Good Shepherd, Mulgrave, Holy Family, Mt Waverley, St Christopher's, Syndal, St Leonard's, Glen Waverley and St Mary Magdalen's, Jordanville.

With a student population of more than 1,000, the College enrolment is strong. The Year 7 enrolment has been consistently in excess of 175 over the past five years. The percentage of Catholic students has been consistently around 70% over the past 5 years. Continuing to build the Catholic and Presentation identity of the College is an important factor in student and staff faith formation and the Religious Education program and opportunities across the College.

With an SES of 109 one of the challenges for the leadership and management of the College is to sustain programs and facilities for students whilst accounting for fluctuating government funding. The College remains committed to ensuring that a Catholic education is financially accessible for students and their families who desire a Catholic education.

Principal's Report

Avila College is a thriving learning community that seeks to provide a diverse range of learning experiences and opportunities in daily school life for all students. Learning and teaching is at the centre of our core work and Avila students have a breadth and depth of learning pathways in the junior and senior years of schooling. At the heart of our endeavours as a learning community are our shared values as a Catholic community in the tradition of the Presentation Sisters. Continuing to deepen and strengthen our Catholic Identity is both a daily endeavour and a holistic motivation of our decisions for continuous school improvement.

As a learning community our 2017 journey took us along many highways and byways as we have pursued educational excellence. Sometimes we have taken the 'road less travelled' and other times the straight and narrow path of routines that we know hold us in good stead. Students, staff and families have walked with each other; learning about our individuality and our community identity, about how the wider world influences us and how we shape it. This 2017 journey has indeed shaped my leadership in a profound way and I feel blessed to have embarked on it with the generous spirit of our student leaders issuing me a boarding pass at the time of my commissioning. It is often said that it is "the journey that is more important than the destination" and for me in my first year as Principal of Avila College this certainly rings true.

Three powerful features of our school have characterized my Avila journey. A passion for learning in all of its richness and diversity - inside and outside the classroom; a deep commitment to pastoral care for each other and a firm belief in the Gospel messages of faith, hope and love guiding us. As 'Presentation People' the light of Nano Nagle has indeed shone in our relationships and actions, in our joys and in our sorrow.

Our students have inspired me in many ways; through their academic pursuits and daring, in their sporting, artistic, social justice and creative expression, in their welcoming of the 'stranger' and in their sense of adventure and fun. Our Avila young people are filled with a spirit of hope that is energizing for all of us who work with them.

I have been fortunate to be supported by the College Executive Team, Canonical Administrators, Advisory Board, School Captain and Vice Captains and the staff and students of Avila. Our community has shown confidence in our vision for continuous school improvement of Avila as an inspiring learning community for the twenty first century. 2017 proved to be a year of renewal and energy for the current school community, her students, staff and parents. The future looks bright as we continue to "inspire today for tomorrow".

College Board Report

The beautifully chosen theme for the 2017 school year, 'Journey With Us' invited the whole College community into an opportunity to think, act and engage actively as Avila community members. For Avila leaders, staff and parents, there is no question that the Avila students have been the central focus of our journey together.

As with every school year, in 2017, there were joys, successes, challenges and some sadness. Our companionship and support of each other, through these experiences, has helped us grow as students, staff, leaders, parents and as a community. We have been changed by the shared experience of travelling together, perhaps for some, a little reminiscent of the transformation the disciples experienced journeying along the road to Emmaus, in the company of the risen Jesus, as recorded in Luke's Gospel.

Since her arrival, Avila Principal, Dr Cotter, has joyfully connected with students, staff, parents and alumnae, listening attentively and thoughtfully to experiences, eager to identify ways to continuously improve the educational opportunities and experiences of students at Avila. I am sure, many families will have heard of Year 7's enthusiasm for their fun 'cookies and chat' morning teas with Dr Cotter, while Year 12's have also shared similar times, over delicious 'jelly cups'.

Dr Cotter and Avila College Leadership have celebrated and acknowledged the dedicated contributions of all staff to the development of a safe, stimulating and pastoral learning and faith environment at Avila. During 2017, this leadership has simultaneously challenged staff to identify and focus on new opportunities for supporting the Overall School Improvement Plan Goals across the five spheres of the school: Learning and Teaching, Student Wellbeing, Education in Faith, School Community and Leadership and Management.

Avila parents deeply value quality education. This has again been demonstrated through the support parents offered their daughters, encouraging their unique gifts and passions and helping the discernment of possible future pathways, but also through the way parents gathered so significantly with the Avila community at celebrations and events across the year.

The commitment and generosity of all community members, shape the significant opportunities for growth and learning an Avila journey offers each student. For this we remain genuinely grateful.

Education in Faith

Goals & Intended Outcomes

To build the Catholic identity of the College.

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

Achievements

The Catholic identity of Avila College continued to deepen throughout 2017. Continuing to renew the understanding of students, staff and community members about what it means to be a Catholic and Presentation school community continued to evolve through a number of initiatives, priorities and day to day practices.

- **Reflection Days** – provided students at each year level with opportunities for creative and inclusive spiritual experiences that continued to build on the college Charism with St Teresa and Nano Nagle at the forefront.
 - Students in Year 8, 10 and 11 developed a better understanding of Pope Francis’s letter to the Youth and the role they play in the future. The reflection days gave students an opportunity to ask questions and focus on their own individual role in making a difference in the world.
 - The Year 9 Avila – Mazenod Day provided students with the opportunity to work in small groups and learn about each other’s schools with a particular focus on developing communication skills and respectful relationships.
- **Staff Education in Faith Professional Learning** – Staff Faith Professional Learning focused on understanding the connection between the Catholic Identity of the College and the Presentation Charism. Staff were also encouraged to reflect on their own personal faith formation with a focus on how they are Christ like in their own lives, in their relationships, in their work and in the communities.
- **Forming a partnership with Holy Family Parish** enabled a strengthening of the school and parish relationship. Joining in celebrating First Holy Communion and Confirmation of the Primary School children expanded this further.
- **CAPSA Week** – students were involved in a week’s activities to draw awareness to the asylum seeker situation in Australia, including fundraising and being part of the Circle of Silence to join in solidarity with those seeking asylum. This important issue saw students across all year levels unite to “stand up” for their values and for justice.
- Caritas Fund-raising – **Project Compassion** continued to be an important dimension of our Catholic identity as a school community. By engaging with the Australia wide and then global enterprise of bringing the works of Christ to life in the world through contributions to Caritas Avila students again saw that their efforts make a tangible difference in the world.
- **Conversation with Archbishop**: opportunity for Faith & Mission leaders to meet with students from other catholic schools and to discuss a range of issues. They were provided with the opportunity to ask questions of the Archbishop and discuss issues concerning young people today.



VALUE ADDED

St Vincent de Paul

The Young Vinnies Group researched the needs of our community and developed two main projects for fundraising and education awareness – Project 1 involved fundraising for the homeless in our society by collecting gloves, scarves, beanie's and non-perishable food items which were then distributed by the St Francis Xavier Secondary School Soup Van over a period of time. Project 2 involved students collecting stationery items for St Vincent de Paul Education Program (Dandenong). The girls spent time researching the best options for fundraising and how best to inform the girls in their year levels.

Avila Day Fundraising

This year in celebrating Avila Day we have made links with the Carmelite Order by fundraising for children in Zumalai. (Timor-Leste) to help them gain an education. This will now become a regular fund-raising project for Avila Day into the future.

Rededication of the Filomena Salvatore Memorial Garden

Past and present staff members as well as Year 12 students were involved in a prayer service which provided the opportunity to rededicate the Memorial Garden and creating a space for prayer and reflection for both staff and students at the College.

Learning & Teaching

Goals & Intended Outcomes

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

That student learning will improve in Mathematics and numeracy

1. That student learning will improve in English and literacy
2. That there is a range of meaningful feedback mechanisms for students and staff to improve learning and teaching
3. That senior school results will be improved

Achievements

The learning and teaching foci of the College continued to strengthen throughout 2017. Broadening opportunities for students to explore diverse learning experiences and challenge themselves were particular priorities. The following are a range of achievements experienced in 2017:

- **STEM initiatives - STEM Collective** – 104 Grade 4 students - Good Shepherd (36), St. Leonards (12), St. Christopher's (11) and Holy Family (45) with 72 Year 8 Avila students. 6 Avila teachers have worked closely with the 4 primary schools' teachers to improve student (Gr4 and Yr8) Science inquiry skills and numeracy skills. This initiative provided opportunities for Yr 8 students to consolidate their learning by acting as teacher/mentor and improved metacognitive, thinking and communication skills.
- **Cuberider Science program-** a team of 20 students from Years 9-11 worked on this program that involved sending a device up to the International Space Station to conduct real Space experiments.
- **Targetted Teaching in Secondary Maths (TTiSM) Project**– 4 Maths teachers commenced professional learning for this project supported by a \$10,000 grant from CEM to enable exploration of pedagogy to enhance mathematics learning and teaching.
- **Learning Enhancement** - a change of name for this area of the curriculum has been partnered with a new subject, Literacy Enhancement at Years 8 and 9.
- A regular **Learning and Teaching Newsletter**, with professional reading and information about professional learning opportunities, has been introduced by the Head of Innovation.
- **External invigilators** were introduced for all years 9-11 exams to give students an authentic experience of the formality of external supervision and to create time for teachers to meet to moderate and mark exams in a timely manner.
- Semester Reports were revised as per introduction of the Victorian Curriculum, including **reporting on the Capabilities** and the new **CEM Religious Education curriculum**.
- An **accelerated Year 9 Mathematics program** has been offered to selected students. The new accelerated program will condense the Years 9 and 10 Mathematics curriculum into one year so that highly able students can undertake VCE Mathematics in Year 10 the following year.

- **Senior School Examination Preparation:** the following strategies have been employed to assist students to prepare well for their exams:
 - Optional study guidance sessions at lunchtime on dealing with exam stress and anxiety conducted by staff from the school counselling team
 - Formal practice exams during the September break using external invigilators to allow teachers planning time and to assist students to become accustomed to authentic examination conditions
 - Expert guest speakers from VCAA conducting subject specific lectures for Year 12 students
 - VCE teachers Professional Learning session focused on exam revision techniques

STUDENT LEARNING OUTCOMES

Year 7:

- Avila College median and mean were above state median and mean for all tests: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.
- Average scaled scores for Reading and Writing Tests were significantly higher in 2017 than 2016
- Average scaled scores for Numeracy were also higher in 2017 than 2016.

Year 9:

- Avila College median and mean were above state median and mean for all tests: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.
- Average scaled scores for Reading, Writing, Spelling, and Numeracy Tests were higher in 2017 than 2016.
- Over 80% of students experienced medium to high growth from Year 7 – Year 9 in reading, over 85% in writing, 75% in spelling, 75% in Grammar and Punctuation, 85% in Numeracy.
- Grammar and Punctuation has been identified by our staff as an area for growth in the future. Some strategies to address this have been developed, including increased explicit teaching of Spelling and Grammar, with the introduction of a new textbook on the 2018 book list for years 7, 8 and 9 students.

Over the past three years

- the variation in student performance has been minimal
- the most positive variation has been 2.3% in Year 9 Spelling and Writing
- the most negative variation has been -2.2% in Year 9 Grammar and punctuation
- the Year 7 performance over the 3 years of 2015 to 2017 has seen at its lowest 97.8% of students achieving the minimum standard in the area of Spelling and the highest performance being 100% in Writing.
- the Year 9 performance over the 3 years of 2015 to 2017 has seen at its lowest 95.5% of students achieving the minimum standard in the area of Grammar and Punctuation and the highest performing being 100% in Numeracy and Reading
- Overall performance has been consistent and strong
- Literacy and numeracy have continued to be particular priority areas in planning for continuous improvement and capacity building for all students



POST-SCHOOL DESTINATIONS

TERTIARY STUDY	80%
TAFE / VET	9%
APPRENTICESHIP / TRAINEESHIP	0%
DEFERRED	4%
EMPLOYMENT	6%

Student Wellbeing

Goals & Intended Outcomes

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

That student morale will improve

That students will feel more connected to school

That staff's awareness, skill and knowledge regarding student wellbeing issues and protective approaches will improve

That improved attendance and outcomes for 'at risk; students improve.

Achievements

Student wellbeing has continued to be integral to the learning experiences of Avila students. An explicit connection between student wellbeing and learning and teaching has been articulated in the wellbeing programs and the approaches to supporting students holistically to both overcome challenges and strive for personal excellence. In 2017 the achievements in Student Wellbeing have included:

- **Creation of the Pastoral Care Team:** the formation of this team in 2017 was designed and developed to work in partnership with the Studies Team and was intended to provide expert guidance and support to students on their learning journeys. Directors of Pastoral Care 7 to 9 and 10 to 12 are directly reported to by the Year Level Coordinators and they report to the Deputy Principal Students. The Pastoral Hub as a place for students to touch base with Directors has been established and acts as a resource, consultation and support space.
- **Student Safety and Management Plans** have been developed for 'at risk' students. A register of students 'at risk' because of low attendance in the junior school has been established and monitored via via Pastoral and Curriculum chains.
- **Parent Information Evenings:** a series of Parent Information evenings were conducted to promote the importance of the home-school partnership. Relevant topics were the foci at each year level with internal and external speakers and presentations aimed at informing and raising awareness. Informal opportunities for interactions between homeroom teachers and parents was also possible before and after each session with hospitality offered.
- **New Students to Avila:** Students new to the College in years 8 to 12 were supported by their teachers and fellow students as well through the formal Peer Support Program. The year 12 Student Leadership Team offered a warm welcome and each family was personally contacted to check in on how each student has settled into the College.
- **Living and Values Program (LAVP):** the LAVP was designed specifically to meet the needs of students at each year level whilst also being responsive to emerging needs.
- Improved attendance and outcomes for **at risk students** has been achieved through a number of specific strategies:
 - Gathering attendance data and continuing to work with students who have low attendance and exhibit school refusal

- Letters to families who have attendance concerns and return to school plans
- Information in the newsletter around 'everyday counts' – best practice
- Holistic approach to improving student engagement through support from internal pastoral team and connecting families to external agencies
- **Student Leadership in Action:** Using an appreciative inquiry process Year 12 Leaders were given time to reflect on how they have the potential to be the change makers of our school. They were asked to consider how they could motivate and inspire others to get on board.
 - The student leadership team developed Action Plans at the start of the year. Directors of Pastoral Care have reported that many of their 'dreams' for the year have come true, due to their determination and planning.
 - Student leaders are working more with younger leaders - to build capacity through mentoring.
- **Resilient Youth Survey:** Data was shared with all staff and overview presented at PL day by Resilient Youth Australia that has enhanced the capacity of staff to utilise the Building Resilience E-book. This resource has been developed to assist intentional wellbeing discussions for all staff. It provides a set of practical tips, tools and suggestions for actions to help staff make meaningful gains in the resilience and wellbeing of our students.
- Year Level Coordinators, amongst others, participated in **Mental Health First Aid** resulting in a 3-year accreditation certificate.

Student non-attendance is managed on a daily basis via the Homeroom roll marking process using the Learning Management System (LMS) Simon. In addition to daily roll marking, if a student is absent from homeroom they sign-in via the General Office and Simon is updated to record a late arrival. An early departure is also managed through signing-out via the front office and this too is recorded in the LMS. Each period of the day (4 in total) also has the roll marked by the teacher and attendance is reported to parents via the Parent Access Module (PAM) of SIMON. In the event that a full day absence for a student is not advised by parents / guardians via the absence phone line then the office generates a text message contact with the listed contact for the student. Prolonged unexplained absence results in phone contact and if appropriate a meeting with school leaders.

VALUE ADDED

- Student empowerment has been significantly enhanced through the student voice video series. Themes covered were: peer group and friendships, young people's perception of what feeling safe at school and in the community is and the digital world that young people live in.
- Reintroduction of House Days and cross age extra-curricular activities-built student and school morale
- Peer Helper Program
- Avila Day Celebration
- R U OK Day
- Red Cross Door Knock Appeal
- The Pastoral Hub has been developed, with the intent to be a 'one stop shop' of

resources, current news and wellbeing information for parents, students and staff.

- Registration with the “Good Life Farm”: opportunity provided to ‘at risk PLP’ learners to attend.
- Student of the Term Principal’s Award established for one student at each year level, nominated by students and staff and preferred recipients short listed by the Deputy Principal Students and College Captains.
- A diverse range of co-curricular activities have been available to students once again, including SCSA sports, Performing Arts, Creative and Visual Arts, Debating and Public Speaking, Languages competitions and Science, Mathematics and Coding activities, experiments and competitions.

STUDENT SATISFACTION

Student satisfaction as measured by the School Improvement Surveys (SIS) show a mainly positive trend line. In 2016 296 students completed the survey with a sample from each year level invited to complete the survey, in 2017 an attempt to have all students complete the survey was the ideal (more than 1000 students) and 770 students were able to complete the survey.

The greatest positive increase from 2016 to 2017 is in the Emotional Wellbeing area and specifically in the Student Morale indicator where the raw score change was from 54 to 60. Perception of Teacher Relationships have remained the same with Purposeful Teaching remaining at 60. Teacher Empathy and Stimulating Learning increased by 1 raw score point each, 61 to 60 and 50 to 51 respectively.

The indicators in the Engagement in Learning area all increased: Learning Confidence, Student Motivation and Connectedness to Peers. In the Student Behaviour area a slight downward perception in Student Safety is indicated but an identical 2 point raw score upward trend is evident in student perceptions of Classroom Behaviour.

The student experience of school SIS survey data is a positive story of Avila young people engaged in their school community and viewing school life optimistically. They see themselves as self-motivated and wanting to further improve their experience of schooling. Staff have identified aspects of learning, teaching and relationships with students to further develop as part of the College annual action plan for continuous school improvement. What motivates staff is a desire to enable and facilitate the best learning and school community membership experiences for all students.

Child Safe Standards

Goals and Intended Outcomes

At Avila College we continue to review our practices within the realm of child safety to ensure that we are compliant with all Child Safe Standards. We aim to ensure that our commitment to Child Safe Standards is evidenced in the work that we do and that it is visible to the whole Avila community. We continue to be purposeful and directed in this approach as indicated below:

- Being a child safe environment, which has zero tolerance for all forms of child abuse
- Actively listening to, engaging with and empowering all our students through 'student voice'
- Developing an organisational culture marked by collaborative, vigilant and proactive approaches across policies, procedures, curriculum and practices
- Raising staff awareness, skills and knowledge regarding student wellbeing issues and protective approaches, and their role to educate and care for our students
- Open communication with our families and supporting them to promote the wellbeing and safety of the children in their care
- Establishing child-safe relationships within our community



Achievements

Avila College supports the Ministerial Order 870 and Child Safe Standards to ensure protection of all children, believing all have the right to be protected from all forms of abuse and neglect. The College's current policies include:

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

Avila's commitment to the development of policies and commitments to Child Safety has been extensive in 2017. Each of the Child Safety Standards have been addressed and consistently worked towards in terms of awareness raising for all members of the school community. Reflecting on our current and past practices to ensure all students are safe, feel safe, know what their rights are and know how to act if they feel vulnerable.

Training and awareness raising strategies have been a consistent feature of staff professional learning both formally during staff meetings and via online resources. Child Safety is a consistent feature of the Advisory Board Meeting Agenda, Executive Team meetings and as appropriate it features in staff meetings (professional learning gatherings) with a clear connection made between Child Safe Standards and the College Annual Action Plan (AAP). The Reportable Conduct scheme was extensively explained and discussed with staff in order to deepen and broaden understanding and appreciation of community standards and expectations.

Consultation with the community has taken place in a number of forums including via the College Advisory Board, through requirements of volunteers to sign-up to the Child Safety Code of Conduct and via the College newsletter and digital platforms. A particular feature of the newsletter as a mode of engagement with the community has been digital videos produced in-house to highlight safety at school from the perspective of students. Hosting the Child Safe Cluster Meeting (with other Catholic Schools) to share resources and discuss child safe initiatives and look at best practice has also broadened the perspectives and discussion around Child Safety in a secondary setting.

As a means of informing the student leaders about Standard 7 and giving them a voice in its implementation, students were introduced to the Website: Student Wellbeing Hub.

Each group was given a section of the website to investigate and discuss. They were then required to create a blurb that would appear on the student bulletin for students to access.

To build on our existing data and Standard 7, Student Voice and Empowerment, students across all year levels undertook the Monash Waverley Schools Network Resilience Survey.

The purpose of the resilience survey was to undertake an evidence-based youth survey that analyses and measures resilience amongst 10-18 year olds (Year 4 – Year 12). The result will be that individual schools, the City of Monash and Gateway LLEN have measurable data that can be compared over time to monitor and improve resilience as identified by our young people. Avila has made a 3-year commitment to this initiative (subject to ongoing School Focussed Youth Service funding).

This project provided our school with:

1. A statistically validated measure of the resilience, hopefulness and the incidence of depressive symptoms of young people in our school; and
2. A baseline of wellbeing that we can use to show the impact of possible interventions.

New People and Culture (P&C) practices have built upon already established P&C practices put in place at the College. Proformas for recording interview notes as well as referee checks with both explicitly addressing child safety has made the area of Child Safety transparently important to all potential employees.

Leadership & Management

Goals & Intended Outcomes

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

That appropriate levels of distributed leadership are evident in school operations

Achievements

Continuing to develop leadership capacity and role clarity has been an important focus for the leadership and management of the College throughout 2017. The appointment and commencement in term two of a new Principal has provided an opportunity for review and renewal of the leadership culture of the College.

- The College Executive Team has continued to develop its identity as a newly formed team in 2017, Term 2. This has included reviewing and renewing operational processes for meetings to better enable a consistent “whole of school” leadership perspective being evident at all meetings.
- The Leadership Team has continued to seek to optimize its identity as a team of leaders with diverse areas of responsibility. The development of the Leadership Team as a team and how individual team members can best work with specific expertise in conjunction with each other is still evolving.
- The new leadership structure developed in 2016 began in 2017 and saw a large number of teachers new to leadership taking up positions of leadership (POL).
- Occupational Health and Safety (OHS) is an important focus for the Executive Team and the OHS and compliance factors across the College are managed consistently. The OHS committee has met and continues to explore ways of improving safety where concerns exist, advising of CECV directions for health and safety and ensuring an optimal workplace for all staff.
- All staff have also been briefed on the Reportable Conduct Scheme as part of ongoing education around Child Safety.
- The area of People and Culture (P&C) management has been reviewed with a view to channelling more of the people and culture management through the Principal’s office. Subsequently re-allocation of administration support staff has occurred.
- Renovations and Maintenance have been undertaken to renew and refresh facilities for learning and teaching as well as ensuring occupational health and safety standards are maintained and administration, leadership and management is made efficient and effective. This work has included:
 - Year 9 toilets full renovation
 - Years 7 & 8 block major plumbing repairs
 - Offices spaces constructed or renovated
 - Shade and ventilation: New blinds on old junior school, shade sails over cafe and orchestra veranda and air conditioning in the Music School
 - Windows in all office doors to enhance Child Safety

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Ongoing development of the capacity of teachers to be the best educators they can be continued to be a professional learning priority for the College in 2017. The following priorities and externally provided programs, aligned with the College school improvement Annual Action Plan (AAP) saw the largest time investment:

- (i) Youth Mental Health First Aid
- (ii) First Aid and CPR training
- (iii) “Respectful Relationships” program
- (iv) Implementation of new VCE study designs
- (v) Edrolo onboarding,
- (vi) Faith formation and CEM Accreditation
- (vii) NEAA Conference
- (viii) Teaching and supporting students with special needs.
- (ix) “Targeted Teaching in Secondary Mathematics” (CEM funded program)
- (x) A range of CEM network meetings and other professional network participation

There has been a significant increase in total hours of staff professional learning in 2017. Some of this may be attributed to:

1. PDTracker (new online program to apply and track PL against Victorian Institute of Teaching standards) encourages staff to record all of the PL done in their own time as well as that for which they require time release from normal duties
2. Increased participation in PL provided through VCAA (especially for Respectful Relationships program) and CEM
3. Use of in-house events including (i) guest speakers (ii) Peer learning (eg: TLiF events) and
4. Staff access to online learning resources, webinars, MOOCs, lectures including the Professional Certificate in Leadership units (three staff enrolled) through TLN.

In addition, Annual Review Meetings (ARMs) have been refined for teaching staff to ensure they are focused on goals aligning to the Australian Institute for Teaching, School Leadership (AITSL) standards and the College AAP. An internal of Professional Learning Communities (PLCs) saw teachers collaborate on aspects of their teaching and learning that were of greatest interest and importance to them. The PLC model saw teams research, present and where relevant, recommend changes to curriculum and structures. The average number of PL events attended per teacher was 4.57 events. 22% of teachers completed more than 30 hours of additional professional learning and 47% have completed at least 20 hours.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	95
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$411

TEACHER SATISFACTION

Our school climate, as measured by the School Improvement Surveys (SIS) has significantly changed between 2016 and 2017. In 2016 84 staff completed the survey and in 2017 this increased to 125. The survey areas of Staff Wellbeing, Empathy, Clarity, Engagement, Learning and Outcomes have all significantly increased and largely gone from the bottom 25th percentile of all secondary schools to the top 25th percentile. The data for indicators within each area largely follows a tracking trend line with the most significant improvement being in a raw score positive change from 23 to 70 in the Supportive Leadership indicator (Empathy). The areas of Student Behaviour, Team Based Practices, Teaching and Learning and Overall Quality have all trended, with most positively increased and the greatest negative variance being -3 raw score points. These 4 areas of the SIS show Avila staff perception ranking mainly in the top 25th percentile. A positive school climate that shows a staff group motivated to engage with continuous school improvement.



College Community

Goals & Intended Outcomes

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

That parental and student connectedness to the school will increase.

Achievements

As a learning community Avila College had much to celebrate in 2017. The community showed the strength of its Catholic and Presentation identity in its joys and in its sorrows. A spirit of support, compassion and encouragement was consistently enjoyed by students, staff and parents through a vast array of events and activities including:

The redeveloped Presentation Evening:

- with explicit alignment with celebrating the diversity of learning achievements of students from every homeroom
- ensuring that a broad range of learning achievements were celebrated so that students are inspired to strive for excellence and acknowledging all Year 7 and 12 students on stage during the course of the evening.
- acknowledging and celebrating the academic achievement of staff through the wearing of academic gowns.

Marketing and development profile further developed through a renewed approach to “Open Mornings and Twilight Tours” including Student Ambassador hosts, student MCs and video snapshots. Development of an Avila College Image and Video Library that are utilised across multiple channels as well as the creation of a digital advertising campaign enhanced the external profile of the College. Avila College manages and posts regular content to the Twitter platform and launched an Instagram page in March 2017.

Parents and Friends Association continued to develop its identity and its outreach to parents across all year levels.

Avila College Newsletter design and format was updated to increase engagement with the community and showcase College activities and people. Through a use of increased imagery and design techniques, the newsletter has been redesigned into a magazine style ebook.

The College commitment to providing diverse opportunities for students was realized through groups of staff and students undertaking language immersion study tours including travelling to Indonesia in the Term 1 holidays and to New Caledonia for a French language immersion in the Term 3 holidays.

The Annual College Art Show, Music Festival, Year 10 Drama Festival and Sports Awards night saw the talents and achievements of students in the visual arts, music, drama and sport recognised and celebrated. The cross-age group nature of each of these events was testament to the capacity of Avila students to form relationships and work in partnership with a wide range of peers.



VALUE ADDED

- Cookies and a Chat with each Year 7 with the Principal in the Principal's office to establish communication and connection between Principal, Students, Teachers and Support Staff and the youngest students in the College.
- Hon Julie Bishop MP (Foreign Minister) and Julia Banks MP (Member for Chisholm) Visited the College. With a focus on women and leadership these two members of the Federal parliament spoke with Year 9 and Year 12 students followed by Q and A and numerous photo opportunities and selfies. A short video of the event was created and distributed with great success via social media.
- College Captains, Sinead, Tamara and Maeve invited by Christine Campbell MP to meet the Prime Minister Malcolm Turnbull at the Box Hill RSL.
- Avila Day was again a highlight of the school year. Commencing with a whole school Mass enlivened by music we celebrated Christ in our lives and our continuing evolving identity as a Presentation community. The traditional homeroom trivia quiz, designed and hosted by Year 11 students and then the Spanish themed carnival saw an energetic celebration of Avila fun!
- The inaugural Spirit of Avila Award was developed to recognize a student who had lived out the spirit of Avila (based on our school values of Faith,

Vision, Community, Compassion, Action, Daring, Justice and Presentation).

- The classes of 1997 and 1992 returned to the College for their reunions on a Saturday afternoon in October and saw a strong spirit of reminiscence and recognition of the continuing development of the College.

PARENT SATISFACTION

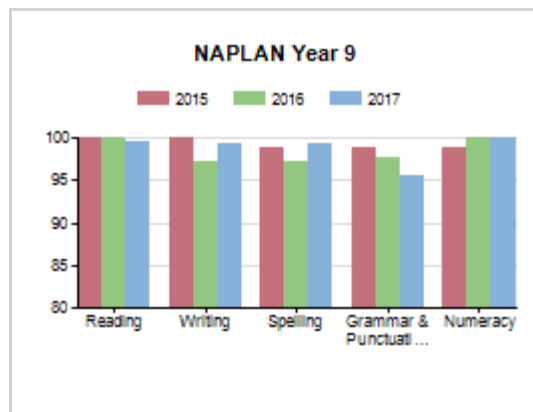
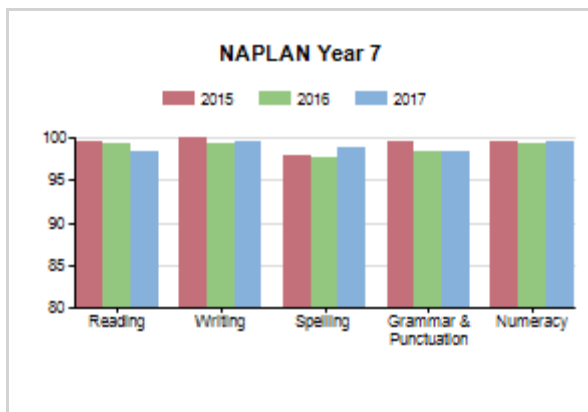
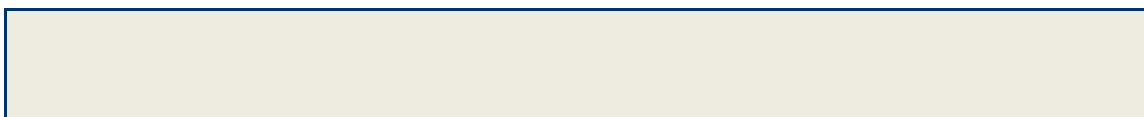
Parent perception of Avila College as measured by the School Improvement Surveys (SIS) has positively trended from 2016 to 2017, the number of parents completing the survey increased from 21 in 2016 to 45 in 2017 despite more than 100 surveys distributed to families through personal contact, newsletter invitation and e-contact. The survey results are interpreted in the light of the relatively low (but better than the previous year) sample group of parents who completed the survey. Parent perception across all indicators has trended and increased with the vast majority of areas and indicators being in the top 25th percentile. Learning Opportunities, Peer Relationships and Student Behaviour are all perceived particularly positively and suggests a high degree of confidence in the College as a learning community. The Community Engagement area has experienced the greatest indicator increases and also highlights the need to provide further opportunities for Parent Input. Overall parent opinion of the College providing valuable and high-quality education for Avila students.



School Data

E1247 Avila College, Mount Waverley
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015	2016	2015 - 2016	2017	2016 - 2017
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	99.5	98.3	-1.2	98.4	0.1
YR 07 Numeracy	99.5	99.4	-0.1	99.5	0.1
YR 07 Reading	99.5	99.4	-0.1	98.4	-1.0
YR 07 Spelling	97.9	97.8	-0.1	98.9	1.1
YR 07 Writing	100.0	99.4	-0.6	99.5	0.1
YR 09 Grammar & Punctuation	98.9	97.7	-1.2	95.5	-2.2
YR 09 Numeracy	98.9	100.0	1.1	100.0	0.0
YR 09 Reading	100.0	100.0	0.0	99.5	-0.5
YR 09 Spelling	98.9	97.1	-1.8	99.4	2.3
YR 09 Writing	100.0	97.1	-2.9	99.4	2.3



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	89.01%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	94.89
Y8	93.80
Y9	92.41
Y10	93.34
Overall average attendance	93.61

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.2%

STAFF RETENTION RATE	
Staff Retention Rate	86.00%

TEACHER QUALIFICATIONS	
Doctorate	3.41%
Masters	28.41%
Graduate	51.14%
Certificate Graduate	9.09%
Degree Bachelor	93.18%
Diploma Advanced	26.14%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	6
Teaching Staff (Head Count)	118
FTE Teaching Staff	99.178
Non-Teaching Staff (Head Count)	52
FTE Non-Teaching Staff	41.322
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	606.40

Year 9 Writing	606.20
Year 9 Spelling	611.90
Year 9 Grammar & Punctuation	608.40
Year 9 Numeracy	610.80

SENIOR SECONDARY OUTCOMES	
VCE Median Score	32
VCE Completion Rate	99%
VCAL Completion Rate	94%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	80.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	0.0%
Deferred	4.0%
Employment	6.0%

NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at <http://www.acnc.gov.au>