ANNUAL REPORT
TO THE SCHOOL COMMUNITY

2019

Avila College

AVILA COLLEGE, MT WAVERLEY

SCHOOL REGISTRATION NUMBER: 1651

Contents

Contact Details 2
Minimum Standards Attestation 2
Our College Vision 3
College Overview 4
Principal's Report 5
College Board Report 6
Education in Faith 7
Learning & Teaching 10
Student Wellbeing 13
Child Safe Standards 18
Leadership & Management 21
College Community 24
School Performance Data Summary 27

Contact Details

ADDRESS	35 Charles Street Mt Waverley VIC 3147
PRINCIPAL	Dr Michelle Cotter
PARISH PRIEST	Fr Nicholas Pearce
SCHOOL BOARD CHAIR	Sally-Anne Petrie
TELEPHONE	(03) 9831 9600
EMAIL	avila@avilacollege.vic.edu.au
WEBSITE	www.avilacollege.vic.edu.au
E NUMBER	1247

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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

17 June 2020

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

Nestled in the leafy green suburban streets of Mt Waverley, Avila College was established in 1965 as a Regional Catholic College for girls. With approximately 1000 students, Avila College is a positive, vibrant learning community which finds continuing inspiration in the charism of the Presentation Sisters and the teachings of St Teresa of Avila.

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's 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.

Avila offers an extensive and balanced range of academic choices and educational pathways with a broad co-curricular program designed to enrich, engage and empower students. Student wellbeing works in partnership with learning and teaching to promote resilience, nurture leadership and amplifying student voice.

The leadership and management of the College seeks to provide an opportunity to emphasise a culture of continuous and collaborative school improvement with all school community members. Of particular focus over the last year has been the strengthening of the Catholic and Presentation identity of the College, development of both student and staff leadership capacity, enhanced community engagement, cross-curriculum learning opportunities and differentiated approaches to learning.

The profile of the College within the local community has been growing steadily and the school has experienced an increase in applications and enrolments. As at the close of the 2019 academic year the enrolments for Year 7 for the following year are oversubscribed and a healthy waiting list exists.

Principal's Report

Our College theme for 2019 celebrated us being "Better Together" as a Catholic and Presentation learning community. This inspiration for a year of learning and aspiring to being our best individually and collectively saw us achieve much. We challenged ourselves to be our best for our own growth and for our collective development as a school of first choice and excellence. Our students have achieved in learning, wellbeing, leadership, faith and community engagement to a consistently high standard in a rich diversity of ways in 2019.

Our student leaders offered us a humble and passionate approach to leading each other and in serving the student body, working collaboratively with staff and connecting with the local and broader community. They embraced diversity and developed a distinct identity as students, leaders and young people, clearly growing in their faith and values for living life to the full. The College Co-Captains began a new tradition at the College as joint leaders of the Senior Student Leadership group sharing their leadership of the whole school community and in so doing building connections across all year levels. The democratic election process for these and other senior student leaders involved the entire student body listening and discerning based on individual speeches that outlined their vision and values. This experience served as a fine example of the authenticity of every individual student with diverse interests and skills to have a place to shine at Avila.

Student learning and wellbeing of course work hand in glove with each other to provide support, guide future directions and encourage a spirit of innovation. Our young people have demonstrated that they can achieve together and individually in their academic pursuits with great success. Their commitment to each other as energetic sports women, talented artists and performers, articulate public speakers and talented scientists and young women who hear and respond to the call to be socially just has been clearly evident throughout the year. Our Avila young people are filled with a strong spirit, a call to act and a hope for the future that is energizing for all of us who work with them.

As a Presentation and Catholic learning community, our journey in 2019 took us in many directions. We have celebrated who we are and we have set our aspirations high as we grow into the future. 2019 was an exciting time to be a Presentation person, the light of Nano Nagle was shining brightly for us as we aspired to be "Better Together". I wish to acknowledge the support and leadership of the Executive Team, Canonical Administrators, Advisory Board and the staff and students of Avila. We enjoyed a marvellous year of learning and growth that sets us to continue to build our capacity and achievements going forward.

College Board Report

Avila community members have embraced the rich and varied opportunities 2019 has offered; to learn, pray, support, grow and celebrate life together.

This year, as students, staff, parents and a wider community, we have used our unique gifts, skills and strengths to help achieve great outcomes for today and begin creating an even brighter future for tomorrow. As Helen Keller reflected 'Alone we can do so little, together we can do so much'.

This commitment to working together, inspired by the visionary leadership of Avila Principal, Dr Cotter and the Executive Leadership Team, has assisted Avila to continue its strong growth across the five School Improvement Spheres of Learning and Teaching, Student Wellbeing, Education in Faith, School Community and Leadership and Management.

Some of the significant highlights of 2019 include:

- Offering many diverse learning opportunities for students in and beyond the classroom
- Student consultation in the planning of effective learning spaces involved in the building redevelopment program
- Planning for a curriculum review and renewal process in 2020, to include input from Leadership and staff, students and College Board members
- Continued focus on student safety and wellbeing through engaging and informative programs across year levels, aimed to build student resilience, resourcefulness and self-esteem
- More varied and inclusive opportunities to gather as a prayerful community
- Deeper understandings of Nano Nagle's life story and connection to Avila as a Presentation inspired school
- An evolving calendar of community events celebrating student and staff effort, achievement and giftedness
- Further commitment to growing the leadership capacity of community members
- Significant refurbishments of Year 9 and Year 12 learning spaces currently in progress, with the strategic planning of future exciting redevelopment projects to begin in 2020

The experiences and value of working intentionally and collaboratively together as community members, so vital to the successes of 2019 described above, have also provided the framework and foundation for the Avila College Community, inspired by Dr Cotter's leadership, to adjust and respond pastorally with confidence and transparency to the unprecedented challenges which have emerged in 2020.

Education in Faith

Goals & Intended Outcomes

To embed our Catholic identity and ensure the charism of the Presentation Sisters and the teachings of St Teresa of Avila are lived in every aspect of college life.

- That students, staff and parents value active participation in our Catholic College community.

Achievements

'Better Together' for 2019 provided many opportunities for both staff and students to come together as a community of faith to celebrate and to share stories. As a faith community the opportunity to work together and create a new chapter in the life of the Avila College story was evident in many of the school-based events such as School Masses and House based activities, as well as in day to day activities as initiated by the Faith and Mission Leaders. Working together, new initiatives were introduced such as the Vinnies Sleepout and community programs such as Sacred Heart Missions (for Year 11 students) and visiting the residents at the Halcyon Centre (for Year 9 students). These initiatives not only put into action the 2019 theme but also provided students with the opportunity to develop their understanding of the issues and concerns as global citizens.

One of the core foci for 2019 has been to draw more awareness to the injustices faced by groups of people in our society and being proactive rather than reactive. This year the Faith and Mission Leaders have worked hard to raise the awareness and to advocate for those in our community that are in need. Students have been challenged to think, reflect and act. There has been a strong call to action, to work together to create a better society and to challenge each other into making a change. As part of the Young Vinnies team, students attended Conferences and initiated conversations with leaders from different organisations such as Fareshare and Eat Up Australia. At the heart of this call to change has been our 2019 scripture quote: Micah 6:8, To live justly, to love tenderly and to walk humbly with our God. By walking with those in our community most in need, the students reflected on the importance of their commitment to the Gospel message. Events such as Close the Gap, Reconciliation Week, Vinnies Winter Appeal, Refugee Week and CatholicCare Family Week were examples of events that allowed students to become activity participants.

Reflection Days at each year level aimed at motivating students to consider their own gifts and talents, the choices they make and their own faith formation as they journey through their secondary schooling. Each day was tailored to the needs of each year level and both staff and students were active members in the planning and execution of the day.

This year saw increased involvement in our Community Cooking program with families taking up the invitation to join us in the Food Technology kitchens to prepare meals for families in our community requiring support. This initiative has given us the opportunity to share our skills and talents, to come together as a community and to help one another. Parents and students worked alongside other staff to prepare meals that were then distributed to families in need of assistance. A great example of how our 2019 theme 'Better Together' has been put into action.

VALUE ADDED

Year 7-12 Reflection Days & Year 9 Avila/Mazenod Day

Reflection Days in 2019 focused on different aspects of student learning and development based on key topics relevant to each year level. These days aimed to introduce and motivate students to focus on who they are and who they want to be, sharing in their skills and talents. Each Year Level Reflection Day provided an opportunity to come together as a faith community in prayer and reflection.

Young Vinnies Sleepout

This year saw our first Vinnies Sleepout at the College. With over 50 students taking part, students slept in the College gym for one night. The Faith and Mission Captains with the Young Vinnies Team shared stories, statistics and encouraged discussion and conversation around drawing more awareness of the homelessness situation both here in Melbourne and throughout Australia. Families sponsored students to sleepout and the funds raised were donated to St Vincent de Paul to support the most vulnerable in our society.

Community Service Programs: Halcyon Centre, Sacred Heart Missions, Red Cross Door Knock, Service and Justice Program for Year 10s and Community Cooking

In keeping with the College theme 'Better Together' our community involvement this year has been varied and it has given staff and students from all year levels the opportunity to put into action our Gospel and Presentation Values, working together and for our community. The opportunity to be involved in the Red Cross Door Knock has been a long-standing tradition at the College and one that involves all year levels and staff. Year 9 students had the opportunity to work with the elderly in our community by visiting the Halcyon Centre and spending time talking and sharing stories with the residents. The Sacred Heart Missions is a new initiative and partnership that commenced this year, providing Year 11 students with the opportunity to work with the team at Sacred Heart in preparing and serving meals during the lunch session.

Once again, our Year 10 Service and Justice Program this year gave students the opportunity to hear from different organisations and to work with different groups in Melbourne that assist those in need. FareShare, Melbourne City Mission and Koori Heritage Centre were among some of the places that students visited during their four-day program.

Opportunities to celebrate Eucharist as a Community of Faith (Opening School Mass, Avila Day, Year 12 Graduation, Fortnightly Morning Mass)

As a faith community, sharing in the celebration of Eucharist and coming together is central to who we are at Avila College. These opportunities for prayer and coming together as a community throughout the school year enabled us to share our faith and celebrate these important events in the College. At each event the College theme 'Better Together' (To live justly, love tenderly and walk humbly with your God ~ Micah 6:8) was central to our service. Students and staff were encouraged to be active participants at each of these events, helping to create a strong sense of community and belonging.

Music Ministry RISE Festival and Australian Catholic Youth Festival

In 2018 we were very fortunate to be awarded a grant to start a Music Ministry initiative, enabling us to create a stronger connection to Liturgy through music. In 2019, this program has continued to flourish with more students joining the team and taking part more actively in our College Liturgies. This has created a richness to our experiences and has provided students the opportunity to explore their faith in different ways. Throughout the year the girls have been actively involved in events such as the RISE festival and the Australian Catholic Youth Festival in Perth.

Building Bridges Program

Throughout the year a group of Year 10 students were involved in an interfaith program, providing them with the opportunity to share stories and discuss issues with students from different faiths. This program provided students with a better understanding of how different faiths can work together, promote mutual understanding and respect and ethical behaviour across our cultural and religious diversity, and to help develop competent global leaders.

Santa Teresa Immersion and Reconciliation Group Activities

As a long-standing tradition, Avila students have visited Santa Teresa in the Northern Territory for over 15 years. The opportunity for Year 10 students to be immersed into the cultural experiences and to share in the stories of the indigenous communities has been a very important part of College life at Avila. The Reconciliation Group has a long-standing history over 20 years. The students that are part of this group have this year provided the College community with valuable information raising awareness of the indigenous concerns especially through events such as Close the Gap and Reconciliation Week.

Staff Faith PL Opportunities (Dr Carmody Grey, Tea with Nano, NEAA Staff Conference, Sr Joan Marshal pbvm)

Being part of the Avila Community, staff are given the opportunity to further develop their understanding of the Catholic ethos and what it means to be part of the Presentation family. This year as a staff community several opportunities to further develop our links to the Presentation heritage and our College story were provided. Sr Joan Marshall pbvm, past Avila Vice Principal and Presentation Sister, shared her insights and discussed the links to the Avila story past, present and future. The College theme was used to reflect, meditate and discuss as a means of creating community within the school. Staff professional learning opportunities such as ‘Tea with Nano’ gave staff an opportunity to better know Nano and her work and how this relates to us today. We have an ongoing commitment to developing our Catholic Identity and to nurture the charism and story of Avila College.

Learning & Teaching

Goals & Intended Outcomes

To improve student learning outcomes through personalised, effective and stimulating learning and teaching that builds student engagement and success in all areas of the curriculum.

- That there will be a clear improvement in student learning outcomes.

Achievements

The achievements of the Class of 2019 in their VCE and VCAL studies highlighted a diversity of experiences, individual accomplishments and personal learning journeys, that were duly celebrated by the whole Avila community at the High Achievers Assembly.

VCE and VCAL 2019 Results

- Avila VCE DUX 2019 - Mia Sinclair with ATAR of 98.3
- Over 19% of cohort achieved an ATAR above 90 (Top 10% of the state)
- 44% received ATAR above 80 (Top 20% of the state)
- 13 students were awarded the VCE Baccalaureate
  (must achieve above 30 in English or Literature, complete minimum of 5 subjects including Maths Methods and a Language other than English)
- A Median Study Score of 32
- Avila VCAL Dux - Sapphira Moriatis
- 91% VCAL successful completion

Tertiary Destinations for graduating students are an equally significant indicator of achievements possible through an Avila education. Avila students continued to receive relevant and timely careers advice customised to their personal learning stories. Subsequently 93.75% of students from the VCE and VCAL Class of 2019 received an offer for a tertiary place.

- 93.5% received a Higher Education offer
- 31 (22.30%) students received more than one offer
- 6.5% received a VET offer

Student Learning Initiatives that broadened the experiences of students in 2019 included the The Lions Club Youth of the Year competition, Melbourne University Spaghetti Machine Competition (STEM), Australian Brain Bee, Melbourne Writers Festival, live theatre experiences, StemWISE Women in STEM and Entrepreneurship program, fieldwork in Geography and Environmental Sciences classes, overseas study tours to France and NASA Houston USA, debating and public speaking, inter-school sport, book buddies, STEM4ALL, and City Experience program to name but a few of the opportunities available to students in 2019.

One focus for 2019 was to renew our shared vision for learning and to continue to build our collaborative approach to improving learning and teaching. Following consultation with students, parents and teachers, a framework was developed to undertake a Curriculum Review aligning with the College's Strategic Improvement Plan. A Working party was established with representatives from students, parents, teachers and the College Board. The team has established a vision and clear goals for learning at Avila. The process for review has begun with researching senior pathways and learning.

In preparing students for senior pathways a renewed approach was put in place to support Year 10 students with subject selections for 2020. All Year 10 students had interviews with the Careers Counsellors and participated in a subject taster program and information evening. Students also had a 1:1 follow up interview before lodging their subject choices which gave them the opportunity to further clarify their future learning pathway. The work experience program also provided opportunities for students to engage with learning in the workplace to help with subject selections.

The role of Learning Captains was new for 2019 and the Learning Captains embraced the opportunity to provide student voices in enhancing engagement and learning. The Learning Captains provided valuable input into the refurbishment of the Year 9 and 12 learning spaces. The group engaged with rapid design thinking protocols to share student voices about the final layout and furnishings of the new spaces. The Captains researched what helps students to engage in learning and how this can be enhanced through learning space design. Their insights have been invaluable and played a significant role in the final design of these new spaces.

The 2019 STEM-4-All program continued to build our relationship with many of our local Catholic primary schools. The program concluded with a presentation of scientific posters and certificates. Because of the large numbers of participants this year, formal presentations were staggered across separate ceremonies which were hosted in the evening. The posters and the feedback from all involved provided evidence of innovative research and excellent role modelling by Avila students of females enjoying and achieving in the STEM area.

Book Buddies was one of the many new initiatives that was launched in 2019. It also provided an additional connection with our Catholic primary school communities. Avila students worked with primary school students to improve literacy skills by providing 1:1 support with reading. The program provided good learning outcomes for all students involved in the program and will continue in 2020.

STUDENT LEARNING OUTCOMES

The 2019 NAPLAN results demonstrated that both Years 7 and 9 cohorts performed above the state mean for all tests; Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. This has generally followed the state trend over the past 3 years. A very small percentage of Avila students showed only low growth.

The 2019 Year 9 cohort showed strong relative growth in the areas of reading and writing and significant relative growth in spelling. Year 7 cohort demonstrated relative growth in all areas, consolidating their primary school learning. In Year 7 the biggest area of relative growth was in numeracy. This strong relative growth may reflect the impact of the numeracy intervention program that uses pre-testing to identify mathematical misconceptions which are then addressed with students. This numeracy intervention program began in 2018 and the impact on Year 9 relative growth in numeracy may be evident in the 2020 NAPLAN results.

Teachers triangulated the 2019 NAPLAN data with PAT testing, school-based assessments, student feedback and classroom observations to identify areas of the curriculum requiring a different emphasis or approach for improvement. This focus on using a wide range of data to improve student learning has been led by a dedicated data team who worked with teachers to identify the next steps in learning to achieve growth for students.

Overall the trend in the achievement of minimum standards is generally positive. The efforts and strategies of the school improvement plan spanning targeted teaching, effective use of student data, professional learning and differentiated curriculum offerings and pathways are well placed to have a positive impact over time.

Student Wellbeing

Goals & Intended Outcomes

To strengthen a culture where wellbeing is integral to learning and consciously connected to student growth.

- That student resilience, resourcefulness and self-esteem are strengthened, and students develop a clear sense of hope and purpose.

Achievements

Wellbeing is integral to being a successful and engaged learner. To strengthen this culture and promote an inclusive and positive learning community a number of wellbeing activities commenced from the start of term. The whole school orientation day set the tone for building a shared vision underpinned by the Presentation values. Homerooms developed a code of belonging and explored the concepts of gratitude and compassion within their community. Furthermore, as part of developing a growth mindset, students reviewed their 2018 school reports, set goals and targets for 2019 and undertook the VIA Character Strengths Survey.

Homeroom and the Living and Values Program continues to be based on:

- Living life fully and completely
- Being the best person one can be with and for others
- Being aware of one's decision making and accepting responsibilities
- Being aware of the consequences of our actions
- Being proactive in all of these areas

Homeroom Teachers as well as Year Level Coordinators continue to develop and deliver carefully researched pastoral modules/themes. Each program is contextual and is designed to enhance the wellbeing of students as they progress through their formative adolescent years, striving to become confident, compassionate, resilient, and hopeful young women of integrity.

Year 7 Transition 2018-2019: The Transition Program comprised a variety of sessions including getting-to-know-you activities, lessons on organisation, a tour around the school, ACER testing and sessions on using MacBooks.

Parent Information Evenings were held providing opportunities to build connections with families, meet Homeroom Teachers and develop a greater understanding of the holistic approach to learning and teaching.

Year 10 Peer Helpers undertook training on how to conduct 'Restorative Conversations' as part of their ongoing mentor roles with junior students. Furthermore, they continued to support Year 7 students with organisational skills, tutoring and mentoring.

As part of our commitment to student voice, agency and leadership, staff continued working as mentors for student leaders especially in the areas of Faith, Sustainability, Learning and Teaching and Wellbeing. Student voice and agency was also integral to developing options for the academic uniform resulting in 'mix and match' seasonal options across the year.

The student leadership program continues to develop. The team generated 'Action Plans' as part of their portfolio and worked on strengthening their understanding of leadership. Each portfolio was underpinned and inspired by the Presentation values, and the College theme 'Better Together'.

Student Ambassadors continue to play an integral role within the College community, notably at Open Mornings and Twilight Tours. The Students Create the Future Committee hosted and led 'The Conversation Hour' for parents. Topics included: 'Does my daughter spend too much time online', 'Stresses in high school: past, present and future', 'How to push your daughter without pushing her away' and 'Understanding the way we learn - high school today'.

Avila students and others from our network led 'The Respectful Relationships Series 2' parent evening. The theme was: 'Changing the Story for our Young People' and the topics covered online identity, health and wellbeing at home and at school and healthy relationships.

Students continue to collaborate on material and lead Year Level and College assemblies. They aim to acknowledge achievements, build student morale and connectedness to Year Level communities and develop student leadership.

Students were invited or nominated to participate in a number of leadership programs such as: Rotary Youth Leadership Award (RYLA), Monash All Schools Leadership Program, ACU Community Achievers Program and Rotary Youth Program of Enrichment (RYPEN).

House Days have developed a deeper understanding of the House Patron and a stronger sense of connectedness to the school Presentation values and peers.

Avila Reconnect was introduced as a model to restore and build positive relationships. The Restorative Practice framework was applied to this model. The basic premise of the framework is that young people understand the effect of their actions on others and set about repairing and compensating for the hurt caused.

Student of the Term Award continues to strengthen the recognition of Presentation values and service to others.

The Wellbeing Team continues to be future focussed, utilising CEM resources such as Horizons of Hope and 'eXcel' (enable + connect + engage + learn) to strengthen young people's wellbeing and learning outcomes in Catholic school communities. The framework articulates the importance of wellbeing to young people's spiritual, cognitive, physical, emotional and social growth.

VALUE ADDED

The school participated in a broad range of curricular and extracurricular activities through 2019. These included a Year 7 Camp at Marysville and Year 9 Camp at Lake Eildon which provided opportunities for students to be engaged and learn in an outdoor setting. Camp programs were designed to challenge students, build resourcefulness and resilience, and develop social/emotional capabilities.

Avila hosted Series 3 - Respectful Relationships Parent Forum in 2019 with co-hosts Sacred Heart Girls College, Salesian College and Mazenod College. In preparation for this event, Avila participated in the 'Respectful Relationships Community of Practice Student Group' facilitation training. Dr Helen Keleher from Monash University was the keynote presenter on the night with conversation at the forum driven by students focusing on building understanding, knowledge and action around creating harmonious families. The forum included exploring and understanding stereotypes, expectations and roles within families and the broader community.

Other whole school events included RUOK Day, a focus on mental health and wellbeing, with presentations by local agencies from the mental health sector. We acknowledged the National Day of Action Against Violence and Bullying, which featured activities to raise awareness and stand in solidarity. Similar activities were undertaken to celebrate Harmony and Cultural Diversity Day.

Other co-curricular offerings designed to build connectedness and a sense of belonging included lunchtime activities and clubs for junior students, House based netball and basketball, and 'Just Dance' sessions.

STUDENT SATISFACTION

Avila participated in the 2019 Catholic Education Melbourne School Improvement Survey (CEMSIS) and had an excellent student response rate with 91% coverage (959 students). Student satisfaction as measured by the below key survey domains were all above the benchmark (CEM) average with key insights associated with our Annual Action Plan (AAP) summarised below:

School Engagement

- 53% of students indicated that they were interested in their classes compared to the CEM average of 47%.
- 64% of students stated that when they don't succeed, that they would try again, suggesting perseverance and resilience.

Teacher-Student Relationships

- 53% of students state that there are favourable social connections between teachers and students, within and beyond the school. This is above the CEM average of 46%.
- 82% of students reported that many of their teachers are respectful towards them, above the CEM average of 74%.

School Belonging

- 62% of students feel they are valued members of the community and belong compared to the CEM average of 54%. This strong sense of belonging is also reflected in 73% of students acknowledging that they enjoy being together with other students in their classes, compared to the CEM average of 69%. Furthermore, 71% of students stated that classmates are kind and helpful, significantly higher than the CEM average of 57%.

Student Safety

- Student perception of their physical and psychological safety while at school was rated at 59%, above the CEM average of 51%.
- 84% of students stated that the likelihood of students being bullied online from someone from our school was significantly low, again below the CEM average of 77%.
- Similarly, 86% of students indicated that it was unlikely that they would be bullied by someone from school, compared to the CEM average of 76%.

Student Voice

- 92% of students recognise that there are student leadership structures in place at our school.
- 49% of students compared to the CEM average of 41% feel they have opportunities to have an impact on our school.

STUDENT ATTENDANCE

Student attendance at Avila has been exceptionally high with all year levels having an average student attendance of more than 92% in 2019.

Student attendance is monitored daily and on multiple occasions. Morning Homeroom sees the student attendance taken for the start of the school day. The school contacts parents/guardians about any unexplained absences, on the same day, as soon as practicable via SMS, including for post-compulsory aged students. Attendance record for the students is also updated to reflect communication from parents/guardians after confirmation of SMS has been received.

Students identified as being vulnerable, high risk or on 'Safety Plans' or 'Return to School Plans' have their attendance closely monitored. This monitoring is done for Homeroom and each scheduled period. If a student from within this category has an unexplained absence and the parent/guardian has not contacted the College an alert is sent to the 'Safety Plan Response Team'. Communication is made to the parent/guardian in the event the student cannot be located on campus.

Every period of the day (or activity if an alternative or co-curricular program is operating) has the roll marked for the class and student absence is recorded electronically and followed up if absence is "unexplained".

In the event a student has to leave early during a school day, an early leave pass is issued upon receipt of a written note from a parent/guardian.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

Child Safe Standards

Goals and Intended Outcomes

The College Child Safety Policy commits the College to upholding the safety of all students. It is integrated into all spheres of school life, but managed within the Student Wellbeing sphere of the School Improvement Plan. The Goals and Intended Outcomes for Child Safety are then embedded in the Student Wellbeing sphere.

To strengthen a culture where wellbeing is integral to learning and consciously connected to student growth.

- That student resilience, resourcefulness and self-esteem are strengthened, and students develop a clear sense of hope and purpose.

Achievements

At Avila we continue to demonstrate a strong commitment to the care, safety and wellbeing of all students by seeking to regularly update our policies, procedures and strategies to promote child protection and partnerships. The successful implementation of these initiatives help create a child safe culture with the ultimate goal of keeping students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

Our school staff members play a critical role in protecting children in our care and are key in promoting inclusion and community engagement. Avila provides an environment to celebrate diversity and promote inclusion by participating in significant cultural events. In 2019 this included NAIDOC week, Diversity week, Harmony Day, Marngrook 'Footy Day' and the National Day of Action Against Bullying and Violence.

Avila has continued to engage families and communities in promoting child safety by linking them to support agencies such as Child First and Monash Youth Services. Student Safety and Management Plans are developed for 'at risk' students (for example due to low attendance or school refusal) and those students are individually managed by the Wellbeing team. Further, Avila students continue to be part of the Respectful Relationships Student Network.

The implementation of mandatory Child Safety risk management practices is an important and clear focus at Avila as we drive a child safe culture. To illustrate this, a brief summary of the core components implemented in 2019 is provided below.

Child Safe Standard 1: Strategies to embed an organisational culture of child safety

At Avila the Deputy Principal - Student Wellbeing, Director of Student Wellbeing, Year Level Coordinators and the Counselling Team have been allocated specific child safety responsibilities. They co-ordinate responses and raise, discuss and scrutinise child safety concerns.

Throughout the year child safety was a regular agenda item at various staff meetings (Curriculum, Wellbeing, Staff) and also discussed at each Board meeting. In regards to student involvement, child safety was highlighted and discussed within the Pastoral Learning and Values Program, at year level assemblies and within classes.

Child Safe Standard 2: A child safety policy or a statement of commitment to child safety

Policies were publicly available on the College website and information readily accessible on our Learning and Management System. A student version of the Child Safety Policy was provided in each classroom.

Child Safe Standard 3: A Child Safety Code of Conduct

The Code of Conduct was made publicly available on the website and all visitors to the College with direct student engagement were required to read and sign the code before commencing their work in the community.

Child Safe Standard 4: Screening, supervision, training and other human resource practices that reduce the risk of child abuse

At Avila College, People and Culture (HR) ensure that position descriptions for all existing and new roles include the 'Child Safe Policy'. All applicants for positions are informed about the school's child safety practices (including the code of conduct) and appropriate reference checks are undertaken to determine the suitability of working with children. Furthermore, as part of the induction process all new staff are briefed by the Deputy Principal - Student Wellbeing on Child Safe standards and practices including the availability of relevant resources on the Learning and Management System.

Child Safe Standard 5: Procedures for responding to and reporting suspected child abuse

In 2019, Avila policies were updated to reflect the new Police and DHHS Interview Protocols. These Guidelines assist our College to understand and comply with our legal requirements when a request is made by Victoria Police or Department of Health and Human Services (DHHS) Child Protection workers to interview students regarding child protection incidents.

The Protect Four Critical Actions for schools - Responding to Incidents, Disclosures and Suspicions of Child Abuse is made available to all Avila staff on our Learning and Management system and is kept up to date. Further resources and information are also made available to staff on the College's Wellbeing Board and in the staff handbook. In 2019, all Avila staff completed the online module Protecting Children: 'Mandatory Reporting and Other Obligations'.

Child Safe Standard 6: Strategies to identify and reduce or remove risks of child abuse

A number of risk management strategies were developed and implemented to address the identification of child abuse through 2019. This included the launch of Student Management Guidelines for 'Missing Student - Safety Plan' and 'Missing Student - Non-Safety Plan' and implementation of a 'Child Safety Risk Assessment Register' for excursions to monitor and evaluate risk management strategies of external events and ensure child safety.

Guidance and training about child safety was provided to all school staff by the Department of Education with a focus on 'Responding to Disclosures'. The purpose of the training was to support all staff to know how to respond in the moment when a student, family member or colleague makes a disclosure of family violence. The session covered background information including: what is family violence; types of violence and current statistics; intersectionality and barriers some people face; signs to look for and the steps to take to support the young person who makes the disclosure.

Other education initiatives included the launch of 'Be You' Mental Health modules to build an understanding of the mental health impact on a child's emotional safety and staff training was provided to the Wellbeing Team about suicide prevention and recognising specific behaviour.

Child Safe Standard 7: Strategies to promote child participation and empowerment

Student awareness and understanding of child safety concepts was embedded in school life through various forums, such as the SRC and Students Create the Future Committee where students were provided a platform to voice opinions and concerns about Avila's safeguarding practices. All students participate in the Living and Values Program where students have opportunities to engage in child safety related discussions. Further, Avila participated in the Australian Safe Kids and Young People (ASK-YP) Pilot Project, 2019 Catholic Education Melbourne and Australian Catholic University Pilot Survey for years 7 -10.

Leadership & Management

Goals & Intended Outcomes

To grow and sustain leadership capacity that promotes a culture characterised by a shared vision, clear communication, effective teamwork and a focus on continuous improvement.

- That teamwork improves and a shared vision for Avila College is more explicitly enacted.

Achievements

The leadership and management sphere saw much consolidation work in the culture and climate of our College learning community. With a new four-year school improvement plan in action a tone of optimism and hope existed amongst our dedicated staff. A belief that we are working together to build a new direction, a vibrant future and an aspirational experience of being “people of Avila and for her continuous growth” underpinned a year of collaborative work. The outcomes are still flourishing in professional engagement, relationships and endeavours and will continue to do so as staff grow in confidence to deepen and broaden their leadership capacity and their ability to innovate and extend experiences and outcomes for students across all aspects of the College community.

A philosophy of leadership capacity building continued to expand and worked as the foundation for our staff professional learning for our formal “position of leadership” (POL) holders. An authentic and evidence-based leadership framework derived from the Catholic Education Commission of Victoria (CECV) - the Leadership Standards Framework (LSF) and utilising the foundation concepts of the enhancing leadership capacity framework.

The POL Structure was reviewed and renewed in consultation and collaboration with teaching staff with a view to better alignment with the School Improvement Plan (SIP) (2019-2022). The thematic structures for leadership roles were mainly retained with the Key Performance Indicators (KPI) and explicit duties clarified and aligned with the SIP. Additional time was created for curriculum leadership roles going forward with comparable KPI and duties in these roles. This time was created with no additional salary cost by retiring a previous director role that no longer aligned with the SIP. All roles were filled with positive interest from existing and new POL holders. Most positions were appointed to existing staff with a high-level application process and high-quality applications that outlined a clear vision for the specialist leadership areas. The future of leadership at the College was certainly positively positioned at the close of the academic year.

The Business operations of the College have continued to be refined, diversified and professionalised. The back-end operations of the Finance team have been streamlined and a user-friendly interface for parents to engage with school fees and other financial commitments associated with involvement with school activities has been carefully developed and successfully implemented. Engagement with families in the area of School Fee payment has continued to grow in a positive and personalised manner. Families have indicated they feel well supported and able to communicate during difficult personal times with the College proactively. Our foundational commitment to being accessible to all families who want a Catholic education for their daughter has continued to be a motivator and essential tenet of our approach to school fees. Building the financial capacity of the College to renew and innovate in buildings and

facilities has been significantly enhanced during the year. Our College Master Plan has been significantly developed and plans, both physical master planning and financial servicing of building costs have been developed. The College is well placed to move into the next phase of developing the learning and teaching facilities of a beautiful suburban school setting that has aged and now needs reinvigoration.

Developments in our IT road map have also seen infrastructure renewed and future needs for back-end functionality planned for in a phased and affordable schema. The school supplied MacBook program has also been reviewed and renewed to ensure the sustainability of the program for all families going forward and in the context of wanting to ensure the renewal of devices is affordable for the school in the medium and longer term. Timing of device rollover, financing the acquisition of devices and the ongoing maintenance and repair costs for more than 1200 devices school wide have also been reviewed and better scheduled in the broad financial and resource plan for the College.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Professional Learning is a foundational component of continuously improving our learning community. The learning undertaken by all staff, specialist and interest groups and individuals spans the school improvement priority areas. These learning experiences included:

- Ongoing formal external and internal sessions regarding Child Safety.
- Catholic Education Melbourne provided activities including: The Deep Learning and Animated Learners Research Project 2018-2019, High Achieving and Lead Teacher assessor training, network meetings for religious education, wellbeing and curriculum leaders, careers practitioners, school nurses and learning support teams.
- Understanding data workshops led by CEM and VCAA.
- Continuation of the Respectful Relationships cross-curricular research project linked into a Community of Practice.
- Teaching and Non-Teaching staff undertaking the Emergency Management, First Aid, Anaphylaxis and CPR.
- Youth Mental Health First Aid training.
- Whole staff learning focussed professional learning on Student Engagement - Creating a Thriving and Collaborative staff learning culture with Tracey Ezzard.
- Whole staff sessions on Restorative Practice, Mental Health and Wellbeing and Cyber Safety.
- Community of Practice to improve Year 8 learning engagement.
- Professional Learning for six members of the teaching staff and casual teaching staff with advice and resources towards achieving full registration with VIT.
- VCAA Assessor training – 10 members of the teaching group have worked for the VCAA as VCE assessors this year in English, Literature, Languages (Hungarian and Indonesian), Maths, Geography, Religion and Society, Health and Physical Education and Chemistry. The insights brought back to the community are invaluable.

- Targeted professional learning for curriculum areas.
- Differentiation and supporting students with diverse learning needs.
- Support for postgraduate study in the areas of religious educational leadership, theology, educational leadership, instructional leadership, wellbeing and learning.
- Accreditation to Teach in a Catholic School - variety of sessions.
- Whole staff Faith Education Day held at the retreat centre in Templestowe with a shared Eucharist celebrated by Fr Ralph and annotated to build better understanding of the Catholic tradition and then a series of workshops exploring different experiences of faith and life lived in faith.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	**101**
AVERAGE EXPENDITURE PER TEACHER FOR PL	**$321.30**

TEACHER SATISFACTION

Teachers and non-teaching staff have continued to positively engage in the development of a school culture driven by a commitment to continuous improvement. The strategic importance of the school improvement plan is an increasingly significant mindset for staff as they engage with innovation and ideas generation for improving our school as a place to learn, teach and work.

Catholic Education Melbourne School Improvement Survey (CEMSIS) was the survey tool used for gauging staff satisfaction and engagement as well as our own anecdotal experiences of staff interaction with each other and with the school improvement plan and daily school life. Given this survey tool was new to the sector in 2019 trend data is not possible specifically in relation to the survey questions and domain areas. However, the survey results are pleasing and show a high level of positive engagement across all domains.

Particular domains of strength are School Climate (85% positive) and Catholic Identity (86% positive). The areas for attention to grow are Collaboration in Teams (62% positive), Professional Learning (56% positive) and Feedback (39% positive). These domains as areas for growth are in comparison to the sector results still strong, but in order to strengthen the collective capacity of the College to be a continuously improving school, need to be focussed on in a strategic, day to day operations and integrated way.

Our staff continue to work hard to support students in achieving their best and they are committed to the College community as a whole and their colleagues.

College Community

Goals & Intended Outcomes

That Avila students, staff, parents and alumnae work collaboratively to build connectedness and deepen partnerships within and beyond the parishes and the wider College community

- That the sense of community identity is strengthened for students, staff, parents and alumnae.

Achievements

Avila College continued to strengthen its relationship with key stakeholders in 2019 by forming stronger bonds between students, staff and members of our wider community.

Throughout the year, students participated in a range of community events at the College including masses, assemblies, concerts, seminars and reflection days. These activities allowed students to increase their sense of connectedness with fellow peers and staff.

Students also collaborated with younger pupils by participating in two highly successful programs in Year 10 Book Buddies (Holy Family PS) and STEM 4 All (students from St Leonards, St Christophers and Good Shepherd primary schools). Book Buddies consisted of 21 individual sessions where small groups of Year 10 Avila girls went to Holy Family PS during class time and assisted students in their reading program. The STEM 4 All program consisted of multiple sessions with a number of primary students at various schools, some onsite at Avila and others hosted at their own school, culminating in a presentation night at Avila.

The annual tradition of our Musical production with Mazenod College was *Seussical* this year, a musical based on the books by Dr Seuss. Over four performances in July at The Besen Centre, Burwood, a large cast of nearly 70 students from both schools performed to a high standard of singing and acting. A new Memorandum of Understanding for our combined production was also penned between our two schools, further strengthening existing ties and guaranteeing a bright future of collaboration between Avila and Mazenod College.

One of the highlights of this year's Musical was the dress rehearsal. Each year, students from a number of primary schools are invited to attend the dress rehearsal free of charge. This year, that equated to 925 excited school children, eager to see the sets, costumes, singing, dancing and acting. They were not disappointed, as the dress rehearsal alone became a wonderful community event.

Avila bolstered its relationship with alumnae by hosting Influencers Breakfasts throughout the year featuring past students plus the inaugural Young Leaders Dinner featuring an outstanding recent Avila graduate, Genevieve Townsend. All of these events were well attended by members of the Avila community.

Parents were once again involved in aspects of their daughter's education in 2019 by attending year level information evenings, parent student teacher evenings in each semester, term assemblies and the house athletics and swimming carnivals. As a way of saying thanks to their parents, many students attended the annual Mother's Day and Father's Day (footy theme) breakfasts with their mum or dad. If you ever want to see the Gathering Space filled to the brim, these are the two events to attend.

The strength of the performing arts program at the College enabled many parents to attend evenings such as the Creative Arts Festival (2019-1920 theme), the Avila-Mazenod Musical (*Seussical*) and the Year 10 Drama Festival and Music Festival. Sports Awards Night in late Term 3 was also a very successful event attended by a large number of parents whose daughters had succeeded in the sporting arena throughout the year.

In late November, our annual Celebration of Excellence Evening was a sell-out. Almost 1600 students, staff, family and friends squeezed into Robert Blackwood Hall at Monash University for a night that showcased the many and varied achievements of our students. This was an evening to stand proud in that everyone in attendance was connected to our wonderful College in some way.

Avila's daily calendar was revamped at the start of 2019 into an enhanced version of our Google Calendar. The detail throughout this calendar from excursions and guest speakers to immersions, camps and study tours to sporting events, rehearsals and concerts all revealed what a busy place Avila College really is on any given day. The generosity of students, staff and parents who willingly gave their time and expertise to be involved in an enormous array of academic and community events at the school (many of them outside scheduled class time) highlighted the strong sense of engagement and connectedness all members of our school community had with Avila College during 2019.

Some of the College's key events throughout the year are highlighted in the next section.

VALUE ADDED

- High Achievers Assembly
- Parent Information Evenings
- Opening of the Year School Mass and Commissioning of Leaders
- Student Leadership Seminars
- Reflection Days
- Year 11 Formal (Lincoln of Toorak) and Year 12 Formal (Brighton Receptions)
- Year 10 Service and Justice Activities (Various Locations)
- Year 7 Camp (Marysville) and Year 9 Camp (Lake Eildon)
- College Twilight and Sunrise Tours / Open Mornings
- House Swimming (MSAC) and Athletics Carnivals (Bill Sewart Reserve)
- Parent Student Teacher Meetings
- Year 10 Book Buddies Program (Holy Family Primary School)
- Creative Arts Spectacular (The Besen Centre)
- Mother's Day and Father's Day Breakfasts
- Year 8 City Experience
- Primary School Experience Days
- Term 2 Community Assembly
- Term 3 Awards and Achievements Assembly
- Yr 12 Theatre Studies 'The Importance of Being Earnest'
- Vinnie's Winter Sleepout
- House Day Celebrations
- STEM 4 All Activities (Avila and Various Primary Schools)
- Year 12 Trivia Night
- Avila-Mazenod Musical (The Besen Centre)
- Subject Selection Evenings

- Avila Young Leaders Dinner / Influencers Breakfast
- Year 10 Drama Festival
- Getting to Know You Year 6 Visit
- Music Festival (College Hall)
- Santa Teresa Immersion (Northern Territory)
- Art Design and Technology Exhibition
- French Study Tour
- Sports Awards Night
- Avila Day
- Year 7 2020 Parent Transition Evening
- Valedictory Dinner (Pullman Melbourne Albert Park)
- Celebration of Excellence (Robert Blackwood Hall, Monash University)
- CASE Space Study Tour (Houston, Texas)

PARENT SATISFACTION

Inviting our parent body to share their experience of Avila continues to be an important priority. Our parent body engage positively in face to face interactions at school but are more reluctant to complete surveys.

School Improvement Survey (SIS) data for 2019 showed a drop in the number of parents completing the survey from 2018 figures (37 down to 22). There were seven CEMSIS family survey domains. Data from Avila College parents was compared against the CEM secondary school average.

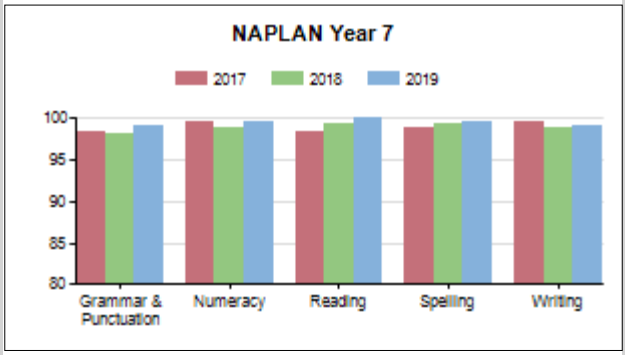
In the Family Engagement domain Avila had a 27% positive endorsement, only 1% lower than the CEM average. In the Barriers to Engagement domain Avila parents responded with an 80% positive endorsement compared to an 86% CEM average. The School Fit (83% compared to 72% CEM average) and School Climate (82% compared to 76% CEM average) domains continued to be areas of strength at Avila College with survey respondents believing our school is a good match for their child's developmental needs with a positive social and learning climate. Avila was on par with the CEM secondary school average for the Student Safety domain at 64% in 2019. The Communication domain was considerably above the CEM average (76% compared to 67%), demonstrating parent satisfaction with the school's frequency and quality of various forms of communication between the College and its families. Finally, the Catholic Identity domain was marginally below the CEM average at 60% positive endorsement (2% under).

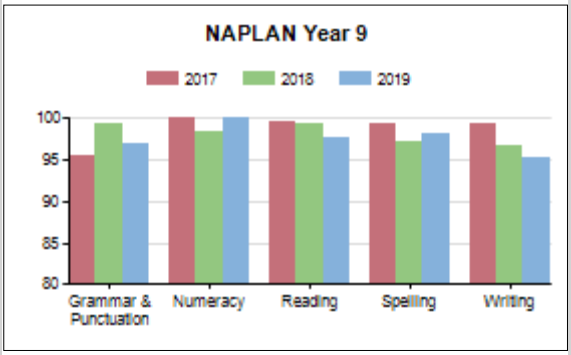
School Performance Data Summary

E1247
Avila College, Mount Waverley

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	98.4	98.2	-0.2	99.0	0.8
YR 07 Numeracy	99.5	98.8	-0.7	99.5	0.7
YR 07 Reading	98.4	99.4	1.0	100.0	0.6
YR 07 Spelling	98.9	99.4	0.5	99.5	0.1
YR 07 Writing	99.5	98.8	-0.7	99.0	0.2
YR 09 Grammar & Punctuation	95.5	99.4	3.9	97.0	-2.4
YR 09 Numeracy	100.0	98.3	-1.7	100.0	1.7
YR 09 Reading	99.5	99.4	-0.1	97.6	-1.8
YR 09 Spelling	99.4	97.1	-2.3	98.2	1.1
YR 09 Writing	99.4	96.6	-2.9	95.2	-1.3





YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	79.1%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	94.6
Y08	93.8
Y09	91.4
Y10	90.2
Overall average attendance	92.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.7%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	86.4%

TEACHER QUALIFICATIONS	
Doctorate	3.4%
Masters	31.5%
Graduate	48.3%
Graduate Certificate	13.5%
Bachelor Degree	92.1%
Advanced Diploma	22.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	102
Teaching Staff (FTE)	85.6
Non-Teaching Staff (Headcount)	59
Non-Teaching Staff (FTE)	45.6
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	596.3
Year 9 Numeracy	597.9
Year 9 Reading	598.8
Year 9 Spelling	606.9
Year 9 Writing	585.4

SENIOR SECONDARY OUTCOMES	
VCE Median Score	32
VCE Completion Rate	100%
VCAL Completion Rate	91%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	74.0%
TAFE / VET	16.0%
Apprenticeship / Traineeship	3.0%
Deferred	4.0%
Employment	4.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

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 www.acnc.gov.au