



Avila College Mount Waverley

2021 Annual Report to the School Community



Registered School Number: 1651

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Minimum Standards Attestation

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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 suburb of Mt Waverley in Melbourne, Victoria, Avila College is a Catholic secondary college with approximately 1100 students. Founded in 1965, Avila has a proud tradition of educating girls, fostering intellectual curiosity and empowering students to achieve their own personal best. 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.

With a focus on academic diversity, innovation and engagement, Avila students are encouraged to be agile thinkers, take ownership of their learning journey and embrace a broad range of educational pathways. This was particularly evident in 2021, when extended periods of remote learning and teaching were required in response to the global pandemic. Students and staff adapted quickly to a rapidly changing environment and pivoted to the College's Continuity of Learning and Wellbeing program with maturity.

Throughout 2021, Avila College continued to deliver curriculum together with VCE, VCAL and VET programs in a technology rich environment both remotely and on campus, together with a broad range of co-curricular options designed to offer students enriching learning experiences within and beyond the physical and virtual classroom.

Avila College firmly believes that positive student wellbeing paves the way for better learning and this integrated and holistic approach aims to foster a sense of belonging and connectedness within the school community, promote resilience, nurture leadership, and amplify student voice and choice. A strong focus on respectful relationships, student agency, and restorative practice is at the core of all school activities together with a collaborative approach to the decision-making process of key projects such as the design of new learning spaces and buildings on campus.

The challenges of 2021 introduced a number of unforeseen circumstances that demanded immediate responses, but at the same time, Avila College continued to foster a culture of continuous and collaborative school improvement with a keen emphasis on all spheres of the Annual Action Plan.

Principal's Report

Be the Light ... 2021 ... for each other, our families and ourselves

We will always remember 2021, it has been a year of light and dark, of ups and downs, of time together and time apart. We have gotten through and achieved so much because of the school community we are at our heart. Avila people committed to the common good; strong in our faith and committed to doing 'good deeds' for each other, with each other and no matter the circumstances.

There have been so many acts of courage, kindness, resilience and creativity that they can't all be listed. This yearbook captures some of what we did together in person and together remotely, in words and images. So do the more than 500 Electronic Direct Mail (EDM) sent out that provided information, resources, handy hints and celebrations of "us". There is much to be proud of!

We have, without doubt, managed to adapt and to pivot and to learn much in this most unusual year. Learning about subjects, learning new skills and aptitudes and learning about ourselves. The process of metacognition (learning about learning) is in many ways organic and it takes some time, space and reflection to truly appreciate what we have learnt and how we have grown. The holiday break ahead offers us some time to reflect, rejuvenate and prepare for new possibilities. They are many, varied and colourful!

I feel blessed to have been supported in my leadership by the Executive Team, the Avila College School Advisory Council (ACSAC), our teachers and support staff and the team at MACS (Melbourne Archdiocese Catholic Schools). Our students have been inspiring, passionate and truly women of the Church and the future. I congratulate the Year 12 Class of 2021, you have shone a light on independence, resilience and compassion. We look ahead and forward to the new year for another remarkable Avila Year.

School Advisory Council Report

'Be the Light' - 2021

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

Our College leaders began the 2021 year with this motto to illuminate all our words, actions and attitudes. It has taken each of us to continue to shine with purpose and resilience, being a light for each other in some very dark moments.

Thankfully, the women of God we look to for inspiration, Nano Nagle and Teresa of Avila, offer a practical example of lives lived to glorify God.

The staff, led by Dr Cotter, transitioned students into the remote and flexible learning environment with skill and enormous collaboration. The parents and Board members gratefully acknowledge and thank you for your leadership, generosity and engagement.

The Board received a fresh name, Avila College School Advisory Council (ACSAC), to go with the transition to the new governance arrangement under Melbourne Archdiocese Catholic Schools (MACS).

In keeping with the objectives of the MACS Constitution, which states "The good work of educating the young, undertaken in the light of the Gospel, is a co-responsible task led by every member of the Catholic school community", the School Advisory Council provides a crucial point of connection between the wider school community and school leaders.

Providing a forum for discussion and discernment, the Council engaged in understanding and offering constructive comment on the work of the key learning areas, in line with the College's identified learning intentions, undertook a review of the new MACS terms of reference for SAC's, and continued to look at ways and opportunities to support and celebrate the life of the College.

Finally, we have been caught up in the excitement and progress toward our new Senior Learning Centre, Ballygriffin, named for the birthplace of Nano Nagle. With construction underway the Council continues to be appraised of the build.

Serving on the Council provides an opportunity for members of our community to share their skills and talents. Creating a culture of confidentiality, participation and solidarity has allowed us to function well as a Council. We look forward to welcoming new faces and their contribution even as we farewell members who have generously shared their time and commitment to Catholic education.

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

The faith life of the College continued to be both an explicit and implicit factor in supporting and sustaining students and staff during another unusual year constrained by COVID-19 lockdowns. Despite the physical limitations, we were able to adapt and celebrate our Catholic and Presentation values as a community in a range of different ways, utilising digital technologies, virtual gatherings and where possible, COVIDsafe face-to-face events in smaller group sizes. We continued to share prayers and reflections in SIMON for students focusing on hope and gratitude and the weekly electronic newsletter to families and students provided an important outreach to the school community about our Catholic and Presentation identity. The weekly Mass readings, prayers and reflections offered opportunities for individual prayer life to grow and flourish remotely.

This year the school's annual theme, developed by the Year 12 Leaders, was "Be the Light". The theme, together with the associated scripture from Matthew 5:16, "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven", provided a unifying influence and beacon of inspiration for the Avila community in 2021.

As part of the Professional Learning program in Term 1, staff were given an opportunity to explore and understand the process undertaken to establish the theme. The link between the theme and the scripture, Matthew 5:16, with a focus on how this theme permeates the life of the school holistically, was explored and staff were given an opportunity to workshop their thoughts. As part of the Senior Leaders' forum, Year 12 leaders embraced an opportunity to think about the theme and how this could be reflected in their respective portfolios. Students discussed and planned how the theme 'Be the Light' would be their focus in each of their areas and how they would embed the theme in their projects for the year.

Throughout the year, students and staff shared in a range of COVIDsafe events that allowed us to further develop our Presentation Charism, embed our Catholic Identity and make explicit connections between our faith and the College's shared vision whilst still maintaining health and safety protocols. For example, in place of a whole school Opening Mass, our Year 12 cohort joined together with the Year 7 students to celebrate Mass and the Commissioning of Leaders with Father Justel. Year 8-11 students took part in a liturgy which gave them the opportunity to celebrate the start of the school year, focusing on the school theme as well as commissioning the incoming leaders for each of their year levels. The Eucharist was shared when we could and at other times our prayer life was guided through scripture.

Our traditional pre-Easter celebrations were also adapted in the interests of health and safety. Although we were unable to come together as a whole school community in person to celebrate Ash Wednesday, a liturgy was prepared by the Faith and Mission team and shared with the Avila community. Our Project Compassion fundraising drive during the Lenten period was well received with over \$6,000 raised by the school community for Caritas Australia. Students and staff came together in various year-level groupings to pray together in a Pre-Easter liturgy with music and songs by the College Orchestra and Music Ministry Team.

As the year progressed, we continued to adapt and innovate so that our community could celebrate faith-filled occasions in different and safe ways. Our ANZAC Day prayer service and Presentation Day liturgy were celebrated in Homeroom groups and our Avila Day liturgy was shared as a virtual event together with music recorded remotely by the Avila orchestra and choir. As a new initiative this year our Avila Day fundraising was run via a virtual walkathon in support of Carmel Impact - a Carmelite initiative in Timor-Leste. The Reconciliation group has continued to provide opportunities for students and staff to stay tuned and aware of the issues relating to Indigenous Australians, conducting video meetings and discussion groups focusing on key issues affecting Indigenous communities across Australia. Several staff members were also involved in the virtual NEAA Staff Conference which explored 'How we are keeping Nano's legacy alive in 2021'. The one-day conference allowed staff the opportunity to hear from Presentation Sisters, schools and experts, engage in conversations with other staff members and make connections with schools across Australia. The conference allowed us as a Presentation inspired school, to connect with our history and look forward to ways we can keep the legacy alive into the future.

In between periods of remote learning and teaching, we were delighted to be able to share some events in person. Students from Year 7-9 represented the College at St Patrick's Cathedral for Mass in celebration of Catholic Education Week and 200 years of Catholic education and our Year 8 and 10 students were able to participate in reflection days. The theme for Year 8 was 'Sharing your Gifts'. This was centered around students becoming more aware of the gifts they have and how to share these with others. The day consisted of many activities, discussions, prayer and reflection. Students created gift stones and shared their own stories with each other. The Year 10 reflection day focused on prayer and unity with guest presenter Samuel Clear who encouraged students to think, deploy and challenge their thoughts and ideas.

We were also pleased to conduct some Community Cooking sessions in the Avila kitchens. Avila parents and students shared in preparing food for families in need, making meals and sweet dishes to be distributed as required. The Vinnies knitting continued to be a successful project among staff and students with over 20 blankets created for hospitals, aged care, palliative care and families in our local community. These initiatives have been a wonderful opportunity for families and the school community to work together and participate in the Catholic College community.

Praying for our Year 12's has been something we have been doing at Avila for a few years now. Each staff member is allocated a Year 12 student to keep in their thoughts and prayers as they embark on their last term of secondary schooling. This year a selection of postcards were designed by our marketing team using quotes from St Teresa of Avila and Nano Nagle, and mailed out to Year 12 students with a short message from staff. The farewell to our Year 12 Class of 2021 was different from planned but enabled the students and staff to gather in a COVIDsafe way at school. The close of six years of their Avila education included a graduation and liturgical celebration for the cohort. An abridged video presentation of the Graduation ceremony, including the liturgy, was provided as a video package that families could enjoy in their own time, and as it suited them as a family.

Our school year concluded with the season of Advent, collecting for the Vinnies Christmas and Mary Mackillop Toy Drives and liturgies focused on the 2021 College theme 'Be the Light' and creating a sense of hope. End of year Celebrations of Excellence with students in their year level groups onsite included an important opportunity to connect with the Gospel stories of Christmas. Student-led prayer services that explored the powerful hope of the Christmas message of the birth of Christ, ended the school year with students gathering, praying and reflecting on how they can bring the faith, hope and love of Christ and Christmas to the lives of their family and friends.

VALUE ADDED

The immeasurable importance and significance of the faith basis of our learning community found its own way both in and out of lockdowns. That which binds us as a community as a Catholic school is obvious in our RE and pastoral programs, and it is equally evident in our daily practices and the relationships we work diligently to maintain and grow. We do this through multiple activities, programs and events and in a steadfast belief that we make for a better society by being the best Catholic school we can be.

This year has been a roller-coaster of emotions and challenges. Many of the activities and events planned for 2021 were unfortunately not able to happen, however as a Faith and Mission team, students have committed to carrying them forth into 2022, focusing on how some of these events can tie into the planning for the year ahead. As we ease back into the routines of our lives, our focus will be on how our re-emergence from lockdown into new life mirrors the Advent season as we celebrate the birth of the Saviour.

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

In 2021, Avila College's students and teachers once again adapted to periods of remote learning and teaching in response to intermittent lockdowns driven by the COVID-19 pandemic. The robust Continuity of Learning plan established in 2020 was reactivated as required. New staff were supported by the pedagogy team to run video lessons and existing staff were quick to mobilise and maintain blended learning approaches. Guidance was given to the Year 7 and new students about accessing digital platforms and ongoing one-on-one support was provided to staff to continue to develop their digital literacy and pedagogies.

Tutoring funding provided by the state government was used throughout the year to support students whose learning was most impacted by COVID-19 disruptions. Working in partnership with classroom teachers, tutors supported small groups of students to address learning gaps. Surveyed students provided positive feedback that the program was relevant to their classroom learning and the extra support helped their learning. VCE students were also offered the opportunity to be part of a number of 'Master' classes to support skills in English and Maths. These classes both consolidated knowledge and understanding and built greater confidence for future learning.

While the extended period of remote learning meant that many off-site learning experiences were deferred, students were still able to engage with debating and public speaking virtually and partnerships with MACS including the Year 9 STEM Aviation project continued. Year 7 students were able to participate in the STEM-focused Beyond 2040 program which provided opportunities for hands-on learning, collaboration and communication. The Year 9 Enterprise program also offered students a chance to investigate, design, develop and showcase products for a large retailer external audience with one team pitch selected as the most compelling. Students also explored a range of vocational and career options by accessing the expertise of the Avila Careers' service and external expertise and resources.

Throughout the first half of the year, staff actively engaged in the Curriculum Review in line with our Annual Action Plan (AAP) goal "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". Data from students, parents and teachers collected by the Curriculum Review working party highlighted a need to modify the curriculum structure in Years 8 and 9 to improve student engagement with learning. The final report and recommendations were endorsed by the College Executive team and together with collaborative input from teachers, the Curriculum Review team redesigned and documented the curriculum structure for 2022 and beyond.

A range of resources were developed to assist students in their subject selection process including the online Curriculum Guide, instructional videos and virtual webinars. Year 10 students were able to complete their subject tasters and careers day in person and Year 8 students had exciting decisions to make with 2022 offering a diversified range of elective options as a result of the recommendations from the Curriculum Review.

Interestingly, amendments to the senior curriculum structure recommended by the Curriculum Review Working Party in 2019, and the change to the timetable structure for 2021, resulted in increased participation in the Vocational Education and Training (VET) program in 2021. This year two VET programs were delivered at Avila; Certificate II Hospitality and Certificate III Sport and Recreation and 39 students completed external VET studies across a wide range of Tertiary providers.

Despite the fluctuating nature of the learning and teaching environment in 2021, staff continued to engage in a range of professional learning and development activities. A key area of focus for 2021 was to further develop formative assessment and feedback strategies to enable students to take the next steps in their learning. Staff reviewed strategies for feedback and how this information is shared with students and families on PAM/SIMON. Members of the MACS Agile Leadership Program worked with curriculum teams to explore evidence-based strategies for feedback delivery and the Director of Learning and Teaching collaborated with curriculum teams to develop a framework for teachers to improve feedback on SIMON.

Teachers also harnessed the Understanding by Design approach to develop engaging and relevant curriculum which was then designed and documented on ATLAS and 12 Avila College teachers marked VCE exam papers this year, an excellent form of professional learning that adds value to their teaching in coming years.

Throughout the year, Avila staff continued to contribute and play key roles with external review groups including the ACARA Australian Curriculum Teacher Reference Group, VCAA's GAT Teacher Reference Group, the Training and Practice Advisory Group for the Child Information Sharing Scheme and the ACARA/AITSL Teacher Reference Group for the online formative assessment initiative.

Mrs Kelly Bunning successfully completed the national certification of Highly Accomplished and Lead Teachers (HALTs), one of only 12 teachers in Victoria to complete her certification and Mrs Klara Baka completed training to become an accredited HALT assessor.

The Pathways team provided feedback to the Victorian Department of Education as part of the review into vocational and applied learning pathways in senior secondary education led by John Firth. Key staff attended the Victorian Curriculum and Assessment Authority (VCAA) information sessions and VCAL teachers have provided feedback and ideas to the VCAA team devising future vocational units.

A team of Avila teachers were involved in research with MACS and Monash University - Exploring PBL in Schools - Exemplars of Practice. This project is investigating the potential contribution of Problem-Based Learning (PBL) to school-based STEM education and aims to generate new knowledge about how the principles defining a PBL approach can support primary and secondary teachers to enhance learning opportunities and build STEM literacy. The project actively positions teachers as key decision makers about effective practice in order to build teacher knowledge, capacity and confidence to design and implement authentic and relevant STEM education consistent with the principles and pedagogical framework of a PBL model of STEM Education.

Avila College was also proud to host the Practical Practice CSSS Virtual Conference where counselling staff from MACS schools participated in a diverse online program with subject-matter experts from all around Australia.

Overall, students and teachers demonstrated high levels of resilience to ensure students were able to achieve their personal best for 2021. All Year 12 students undertook a self-assessment to assist with the Consideration of Educational Disadvantage (CED) process and assistance was provided for students to complete their SEAS applications.

Notably, the planning, set up and delivery of COVIDsafe VCE examinations in response to VCAA directives was a significant achievement. The process was smooth, and all students were able to undertake their exams in a calm, safe environment.

COVID-19 restrictions also resulted in rapid changes to the delivery and completion of VET courses. Each institute adopted different measures of managing courses and students on campus, which was communicated to students with the support of the Pathways Coordinator. Year 12 VCAL students finished the academic year on a positive note with all students having a transition plan in place.

2021 Year 12 students achieved outstanding results both in terms of ATAR scores and in the achievement of student personal goals during another challenging year which was impacted by long periods of remote learning. The College Dux was Jocelyn Satya Graha with an ATAR of 99.8. Her outstanding achievement reflected her commitment, diligence and strong support from her family, teachers and peers.

ATAR Summary

- 26% of students received ATAR above 90 placing them in the top 10% of the State
- 49% of students received ATAR over 80 placing them in the top 20% of the State
- 23 students received the VCE Baccalaureate, an additional form of recognition for students who successfully meet the demands of studying a higher-level mathematics subject and a language in their VCE program
- Two students achieved a perfect score of 50 in English and Further Mathematics
- Median study score: 32
- Zoe Nunn selected for 2022 Top Designs Exhibition - VCE Seasons of Excellence (Melbourne Museum in April)
- Amelia Pawsey selected for 2022 Top Class Theatre Studies - VCE Seasons of Excellence (Melbourne Art Centre in March)

VCAL High Achiever Kassandra Petersen is a highly motivated student who set clear goals for herself and used her excellent organisational skills to achieve them. Her classmates and teachers describe her as caring, engaging, having a great sense of humour, empathetic, a leader and very motivating.

VCAL Summary

- One student has commenced a Tiling Apprenticeship
- Three students have sourced full-time employment with another student pursuing an employment opportunity
- Two students are working part-time and intend to apply for study mid-year
- Eight students have continued with further VET studies

STUDENT LEARNING OUTCOMES

Year 7 and 9 students were able to complete their NAPLAN assessments and the results indicated that students at Avila are consistently performing above national and state benchmarks. The strongest area of growth from Year 7 to 9 was in writing with 36.9% of students demonstrating high growth. High levels of growth were also experienced in spelling, reading, grammar and punctuation. The lowest level of growth was in numeracy and highlights the continued need for a numeracy intervention program in Years 7 and 8 to help address students' mathematical misconceptions. Measures of student achievement are many and varied, some are simple quantitative periodic comparisons and others are qualitative and longitudinal in impact. Continued student subject choices in high level mathematics, languages and VET subjects at VCE are other measures of Avila students continuing to have confidence in their ability to pursue diverse learning programs. Further to this is the depth and breadth of Tertiary Pathways Post Secondary School of Avila students.

MEDIAN NAPLAN RESULTS FOR YEAR 9

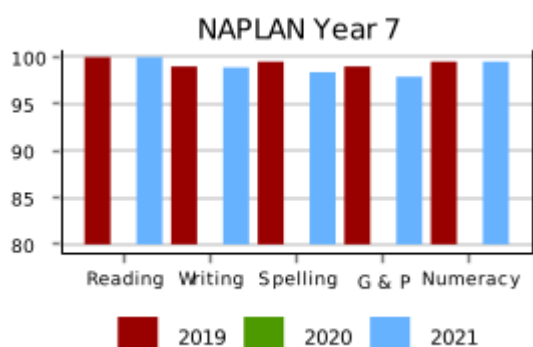
Year 9 Grammar & Punctuation	624.6
Year 9 Numeracy	592.4
Year 9 Reading	607.0
Year 9 Spelling	611.4
Year 9 Writing	597.5

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 07 Grammar & Punctuation	99.0	-	-	97.9	-
YR 07 Numeracy	99.5	-	-	99.5	-
YR 07 Reading	100.0	-	-	100.0	-
YR 07 Spelling	99.5	-	-	98.4	-
YR 07 Writing	99.0	-	-	98.9	-
YR 09 Grammar & Punctuation	97.0	-	-	99.5	-
YR 09 Numeracy	100.0	-	-	99.5	-
YR 09 Reading	97.6	-	-	97.8	-
YR 09 Spelling	98.2	-	-	97.9	-
YR 09 Writing	95.2	-	-	98.9	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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

With the continuing pivot to and from remote learning, student wellbeing was front and centre of all interactions with students throughout 2021. Informal wellbeing initiatives were weaved into daily school life to complement the formal LAVP programs and together aimed to build resilience, resourcefulness, connectedness, hope and purpose.

For Year 7 students, a smooth and supported transition to secondary school was a priority, particularly as this cohort had limited access to the school campus and their peers in the lead up to the start of school. Supported by the Year 10 Peer Helpers, students engaged in an intensive orientation program which included the 'getting to know Avila passport activity', personal organisation management and MacBook workshop. The early scheduling of Year 7 camp in March provided the opportunity for students to build face-to-face connections with other students in the year level and extend themselves socially, physically and emotionally. The LAV pastoral program focused on respectful relationships and activities to help them develop friendships with their peers. Peer Helper facilitated netball games also offered an opportunity to build relationships.

Reconnecting with school and re-establishing routines after a year of remote learning was a focus initially for the other year levels and senior students in particular were supported in setting goals and creating a vision for the year ahead.

Following the rapid return to remote learning, staff focused on providing positive experiences via online platforms and encouraged students to maintain connection and engagement. Homeroom sessions continued to play an important role in building connectedness and establishing new routines and Homeroom teachers fostered a culture of support and care to maintain connection between school and students in the remote learning setting.

The Senior Mentor groups provided the opportunity for Year 11 and 12 students to connect in a small group to discuss issues, plan for success and take more control of their learning

As the school community oscillated between remote and onsite learning, the LAV program provided a consistent and tailored pastoral presence for students of all levels and focused on emotional literacy and self-care activities to positively influence students' short and long-term futures. It also offered a forum in which to deliver targeted wellbeing initiatives. Year 9 students undertook a character strength survey which then provided them with opportunity to discuss key strengths with each other and work on strategies to improve areas they wished to further develop. Year 10 students completed the Xpect Respect program which was led by the counselling team. A pilot diary/planner was developed for Year 8 students to assist in their time management, planning and organising. The need to prepare for exams was a strong feature of the Year 11 LAVP. Students took part in the Study Sensei Study Skills program with Elevate Education to assist with completing a full suite of exams which was not possible in 2020. Students also took part in a session which unpacked what consent means. Students watched a series of short videos, completed activities, and engaged in whole-class discussion on the issue.

The work of the Pastoral Care worker, Rachael Jansen, assisted by Janine Bauman, continued to build a sense of community among senior students through leading lunchtime activities with student leaders during remote learning and when students were onsite. These joyful moments were welcomed by students and continued to build hope in the community.

Throughout 2021, our student leaders continued to work in their respective portfolios with the annual theme "Be the Light" at the forefront, and they consistently shone this beacon for the school community. Many of their initial action plans formed at the January Leadership seminar were adapted to suit the changing environment. Our leadership program for Year 7 2022 was endorsed at the end of the year allowing our newest Avila members to take on leadership roles midway through 2022. This program will allow our Year 8-12 leaders to mentor the Year 7 leaders and to share the Avila story.

The Wellbeing Captains implemented a number of new initiatives including a smile wall, scavenger hunt and delivered random acts of kindness and affirmations both onsite and remotely. The Rest Wall went online using the digital collaboration space padlet and their Friday Funday Jamboard activity sessions also actively engaged students.

This year Avila hosted the Practical Practice CSSS Virtual Conference for counselling staff from MACS schools. As part of this initiative, the Avila Counselling and Marketing teams developed a pack of conversation cards designed to start conversations, allow students to express their anxieties and connect with one another.

The Transition program for the incoming 2022 students was run remotely through the Google Classroom platform, video links and a comprehensive website resource. PSG meetings were conducted to obtain information for SWANS and students who will commence on an academically adjusted program. At the end of the year a face to face orientation day was possible with students and parents coming onsite to meet each other and familiarise themselves with the College campus.

The final two weeks of school were joyful and busy for Year 12 students as they returned to face-to face and revised conscientiously for exams. They embraced and respected the COVIDsafe restrictions with good grace and care to keep themselves and their peers safe. Students had six 'theme' days where they accessorised their uniforms for a little fun and silliness. The festivities concluded with a Graduation ceremony which was celebrated in Homerooms after a special lunch on the lawn. Every student received a formal portrait photograph and a special gift box to share with their family while watching the formalities via video in the evening. Fortunately, the Valedictory dinner was able to be rescheduled to December which gave students and their families the opportunity to mark this important milestone as a community.

Students have been pragmatic and focused, a credit to themselves and everyone who has supported them in their learning journey.

VALUE ADDED

When health restrictions allowed, students participated in the SCSA sports activities that were able to be conducted. Some virtual skill-based sport activities were engaged with by students across year levels and submitted to semi-formal competitions. Lunchtime participation sports such as inter-class netball, cricket and basketball enabled physical activities and fun connections to blossom.

Inter-school and inter-class debating and public speaking were a highlight for those who enjoy the art of the argument. For students who enjoy the performing arts and all the rehearsal and practice that it takes to get the show on the stage, the annual Avila-Mazenod Musical for 2021 "All Shook Up" almost got to opening night. A little more than a week before opening night, however, we went back into lockdown which didn't allow for the final performances to go ahead.

STUDENT SATISFACTION

The MACSSIS (Annual School Improvement Surveys), following a hiatus in 2020, returned in 2021 with the results received late in Term 4. Staff were engaged in discussing and analysing the highest-level data sets and identification of themes for more detailed analysis in the new year. Student surveys showed a strong consistency from 2019 data with student engagement and learning disposition being of thematic interest for further consideration.

STUDENT ATTENDANCE

In usual times student attendance is recorded to ensure the safety and engagement of all students every school day. This process involves morning Homeroom attendance as the first roll marking of the day and non-attendance triggering proactive contact from the College if parental contact has not been made to confirm absence. Absence due to a school event is recorded as a school acknowledged absence. The Intranet, SIMON, is used to record and store student attendance on the daily roll (Homeroom) and class rolls for every lesson of the day. A total of 5 attendance rolls (4 periods plus Homeroom) are taken for students in Years 7 to 10 and 4 plus a Mentor attendance (Mentor replaces Homeroom but is not daily) for students in Year 11 and 12.

During remote learning student attendance and engagement was recorded via the requirement for students to electronically check in and if they did not do so daily then contact was made by the College in the usual manner and followed up pastorally by Homeroom teachers and Year Level coordinators as appropriate. Attendance in online learning sessions was recorded and reported by teachers as per their timetabled online teaching schedule.

Student attendance is communicated to parents via the Parent Access Module (PAM) on SIMON and is formally reported each semester.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate 93.9%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	94.5%
Y08	92.7%
Y09	92.4%
Y10	92.6%
Overall average attendance	93.1%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	32.0
VCE Completion Rate	100.0%
VCAL Completion Rate	88.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	79.0%
TAFE / VET	7.0%
Apprenticeship / Traineeship	6.0%
Deferred	6.0%
Employment	1.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & 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

Throughout the year the Wellbeing team continued to work in partnership with staff and families to support student engagement and wellbeing. Evidence-informed practices relating to personal safety, help-seeking and protective behaviours for students continued to be implemented with members of the Wellbeing team. The Year Level coordinators and College counsellors monitored and supported students both online and on-campus and external agencies were used to help support out-of-care arrangements for high-risk students. During the year, several mandatory reports were made, 'home based' safety plans were introduced and families have been connected to various support/external agencies such as the Office of the eSafety Commissioner and Child First.

In Term 1 the Principal, Deputy Principals and Directors attended an information session and completed the mandatory modules for the Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Scheme (FVISS) to support the introduction of the schemes from 19 April 2021. Information about the schemes and the updates to sexual consent, disclosure and school obligations were shared with staff. The College website was updated and the necessary processes and policies implemented.

Melbourne Archdiocese Catholic Schools (MACS) developed new policies in the area of Child Safety and Wellbeing and these were reviewed and updated to meet mandated requirements. The staff Professional Learning day in Term 2 provided an opportunity for an update from DET about respectful relationships and to recognise our long-standing commitment to our community of practice with other Catholic schools. Updates to Child Safety and PROTECT guidelines were shared and documents updated.

A Pastoral Care worker (0.3) was appointed at the start of Term 1. Throughout the year the Pastoral Care worker in this role built connections with families and external agencies, made home visits to disengaged students, implemented the Xpect Respect program and worked with students with additional needs who find accessing the counselling program challenging.

The safety and wellbeing of all students remained a priority throughout the year. Both in-person and virtually, awareness, responsiveness and attention to the safety and care of all students was a priority for all staff.

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

An integral part of leading and managing during this school year has been responding to a constantly changing COVID-19 environment. The strategic intent and the reality of 2021 have once again been different than planned. The ongoing COVID-19 situation has seen further changes to the school setting and with it the necessary considerations of safety for students and staff and sustainable learning and teaching programs. Congratulations go to staff in their capacity to adapt, pivot and revise how they teach and lead. The endeavour of teachers to continue learning progress online and support students in their transition back to the school site has been diligent, commendable and thorough. Support staff have also shown great flexibility and understanding of the need to multi-skill and cross-task across the school site. The middle leaders of the College have again strengthened their leadership capacity to ensure staff and students have been well supported throughout the year.

The College Executive team have again led and managed the College operationally and strategically with candour, calm and diligence. Their flexibility and resourcefulness are to be commended. Managing communications, staff, student and parent questions and concerns, as well as operationalising health directives has not only brought challenges of leadership but also growth opportunities for leading mindfully and effectively in a highly complex and unusual context.

College leaders have continued to reflect on and plan for their own professional growth as leaders. With strategic focus on leadership capabilities and leading for school improvement, all College leaders have endeavoured to direct their teams on contributing to the priorities of the 2021 Annual Action Plan and how they go about their work. Keeping a focus on priorities, with a mindset and ability to pivot again to remote learning, has been important leadership work.

A new team of leaders was formed to develop ideas and perspectives that impact and shape the strategic directions for Avila. An additional feature of this group is to build and enrich the leadership capacity of key leadership staff within the College. The Senior Leaders Forum (SLF), made up of the Executive Team and school Directors, has continued to develop its identity as an additional layer of the College's school-wide and strategic leadership and have been sharing expertise to build insight and awareness outside individual spheres and across the whole College community. In line with the change of governance for Melbourne Archdiocese Catholic Schools (MACS), the SLF also worked in collaboration with relevant key staff to implement the MACS Policies required to be published on the College website in July. Each policy was customised and reviewed against internal policies, procedures and protocols. This year the College also prepared for the governance changes with the imminent introduction of the Avila College School Advisory Council.

In the fourth year of a Principal contract, the Principal of a Catholic secondary school undertakes a formative review. The review process seeks to reflect on the achievements and challenges of the first period of the contract with a view to setting goals for the next three years. The Principal's

Formative Review was finalised in the closing weeks of Term 2. The modelling of the review process as a transparent, inclusive and invitational process was successful. The review process is a strong example of giving and receiving feedback and engaging in self-reflective professional growth. Chris Bence from Melbourne Archdiocese Catholic Schools (MACS) facilitated the review.

This year, staff professional learning has again been largely virtual and sometimes the most suitable professional learning has been in "just in time" mode. As much as possible, staff have continued to pursue their broader goals for professional development and have shared and applied this learning as appropriate. The remote context of all of our work has of course placed some limitations on the usual collaborative, onsite and in-person type of learning our community culture values and usually takes full advantage of.

Continuing to forge relationships with Catholic primary and secondary schools within our geographic region was furthered with Avila hosting a meeting involving Principals and Development staff from Mazenod, Salesian, Sacred Heart, Holy Family and St Mary Magdalen. This collaboration has seen the development of a plan for the joint planning and hosting of a secondary school experience day for Year 5 primary school students.

The community environment has continued to be challenging for future potential families to tour the College and then enrol. Despite the challenges of engaging in-person with parents and their primary school daughters, the future enrolments have remained strong. Engagement with prospective students and families continued via virtual sessions and 2023 admission interviews have taken place via video conferencing with a wide variety of teachers.

Despite the lockdowns, our Master Building plan has progressed well. Early in the year Avila reopened a renovated Bunjil auditorium. The refit has provided much greater functionality and usability for this venue as a performing, learning and teaching space. It has also been used by Holy Family primary school for an evening parent information session and internally for year-level assemblies and staff meetings. We were also delighted to host the Creative Arts Spectacular onsite this year with four performances in Bunjil.

This year, after considerable physical, financial and project management planning, the construction of our major infrastructure project, Ballygriffin, commenced. Following the demolition of the former Year 11 building, our new two-storey senior learning centre began to emerge from behind the Charles Street fence line. We were fortunate to avoid any lengthy COVID-19 related delays during lockdowns, and issued our first-time lapse footage video of construction, creating much excitement in our community. Design work for the surrounding temporary hoarding also took place, and we look forward to showcasing student artwork and the Ballygriffin story on this large canvas in 2022.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional learning is a daily practice at Avila and it takes place formally and informally. In 2021, as with all things, the professional learning of staff took place in the context of working, learning and teaching in the midst of a pandemic. Structured face-to-face learning of the whole staff did not occur due to health restrictions but many and varied professional learning was engaged with in-house and through external programs.

The staff professional learning day in March was an opportunity for teachers to develop their understanding of the next steps in the Curriculum review and to collaborate to develop a shared

understanding of what curriculum could look like at Avila. Teachers also continued working on documenting a guaranteed and viable curriculum on ATLAS.

In Term 1 a total of 1181 hours were recorded for professional learning with 73 hours being completed out of school. The total cost of \$983 reflects the continued access to free online learning programs.

Staff engaged in a wide range of professional learning experiences during Term 2. The College hosted the Practical Practice CSSS Virtual Conference. Counselling staff from MACS schools participated in a diverse online program with subject-matter experts from all around Australia. Sessions included; Judith Locke | Managing 'overparenting' in schools, Jo Prestia | Supporting teachers with challenging students, Athinoulla Kokonis | Plain speak conversations and Jade Sheen | Being App Savvy.

During Term 2, staff participated in 845.05 hours of professional learning during school hours and 448 hours out of school hours, at a total cost of \$2473.

The professional learning focus for Semester 2 was designing and documenting our curriculum to improve student engagement, supporting the Annual Action Plan and recommendations from the curriculum review. The focus of the staff professional learning session on August 31 was using the 'Understanding by Design' approach to develop engaging and relevant curriculum. Teachers then used this approach to continue their work in designing and documenting on ATLAS to ensure we have a guaranteed and viable curriculum.

During Term 3, staff participated in 567 hours of professional learning during school hours and 286 hours out of school at a total cost of \$6706.

Approximately 3,960 professional learning hours are recorded for teaching staff in the calendar year 2021. This does not take into account professional reading, collaboration, post graduate study or hours not formally recorded that teachers undertook as part of a commitment to their own growth and enrichment.

Number of teachers who participated in PL in 2021	97
Average expenditure per teacher for PL	\$115

TEACHER SATISFACTION

The MACSSIS (Annual School Improvement Surveys), following a hiatus in 2020, returned in 2021 with the results received late in Term 4. Staff were engaged in discussing and analysing the highest-level data sets and identification of themes for more detailed analysis in the new year. The key themes from the staff surveys for further investigation were feedback, support for teams and Catholic Identity.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.6%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	93.9%

TEACHER QUALIFICATIONS	
Doctorate	3.3%
Masters	29.7%
Graduate	47.3%
Graduate Certificate	14.3%
Bachelor Degree	91.2%
Advanced Diploma	19.8%
No Qualifications Listed	2.2%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	100.0
Teaching Staff (FTE)	86.2
Non-Teaching Staff (Headcount)	57.0
Non-Teaching Staff (FTE)	49.8
Indigenous Teaching Staff (Headcount)	0.0

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

The 2021 school year at Avila College was one where we once again adapted, pivoted and innovated to deliver a series of community activities and events, both in person and virtually. In the interests of health and safety, some of our traditional celebrations were redefined, while other new school events were launched with great success. Despite the disappointment that some COVID-19 related cancellations created (e.g. the Avila-Mazenod Musical), our community had the chance to connect, celebrate and be together in a variety of ways throughout the year and demonstrated a great school spirit throughout a challenging time.

One of the highlights of the year was the student-led production of the Creative Arts Spectacular held in the newly refurbished Bunjil Creation Centre. Putting our new facilities to good use only a matter of weeks after completion, Creative Arts was presented over four shows with COVIDsafe measures in place. Our student performers, stage crew and directors were delighted to present the production in person after many months of rehearsals. Similarly, the sold-out audiences were thrilled by the dazzling student work showcasing dance, visual arts, music and drama in a two-hour program.

Avila Day celebrations on the final day of Term 3 were once again taken online with student-led activities a highlight. Once again, students and staff this year joined together in Homerooms and LAVP groups in the morning to celebrate a liturgy together, followed by the announcement of the Spirit of Avila Award joint recipients. Throughout the day, students and staff joined a series of GoogleMeet sessions run by students including Zumba, virtual scavenger hunts, trivia, lip sync battles, staff versus student debates etc. Fundraising on the day was directed towards the Carmelites work in East Timor.

This year we were also fortunate to launch and run a new school event, the House Sports Day, at Jells Park. The day consisted of a series of sports (softball, AFL football, cricket and netball) being played both competitively and in a participatory manner, to allow greater inclusiveness, access and engagement for all students. Post-event feedback survey data suggests this was a fantastic success and students enjoyed the new concept and the activities on the day.

After a two-year absence, Avila's reward and recognition program, College Colours, was revamped and relaunched at the beginning of Term 2. Designed to inspire and acknowledge contributions to school life, the new College Colours program widens the participation areas to a whole range of activities at Avila and is open to students in Years 7-12. At the conclusion of Avila Day, our College Colours co-curricular awards winners were announced. 221 students from all year levels received a certificate and ribbon for their College blazer pocket (a new initiative) in one or more of the five categories: Catholic Identity and Community, Academic, The Arts, Public Speaking and Debating, and Sport.

Another new initiative for 2021 saw Avila College collaborate with Salesian College for the joint hosting of the Secondary School Experience Day. Year 4 and 5 students from our shared priority parish primary schools spent the day at secondary school, with the boys at Salesian and the girls

at Avila College. Designed to demystify secondary school and build community connections, the primary school students were hosted by the Year 10 Peer Helpers. The program for the day included meeting the College Principal, a music concert, a Homeroom session and a hands-on practical experiment in the Science laboratory.

After dividing our usual Celebration of Excellence ceremony into multiple events in 2020 due to COVID-19 (and locating them in the College Hall instead of Robert Blackwood Hall, Monash University) we decided to deliberately employ this strategy in 2021. The hope was to invite our Avila community to the College in the evening to see Year 7, 8 and 9 students, then Year 10 and 11 students receive their academic awards on two separate occasions, however, due to COVID-19 restrictions we had to pivot, and these ceremonies were held instead during the school day. Nevertheless, these smaller awards ceremonies were wonderful occasions and a true celebration of our students' achievements throughout another very difficult school year.

VALUE ADDED

- A variety of sports activities occurred whenever they could with COVIDsafe measures in place.
- Debating and Public speaking took place in-person and virtually.
- International Women's Day Breakfast saw us celebrate the achievements of women locally and globally.
- Creative Arts Spectacular brought music, drama, art and dance together in four marvellous performances and countless hours of rehearsals that further strengthened the connections between students across year levels.

PARENT SATISFACTION

The MACSSIS (Annual School Improvement Surveys), following a hiatus in 2020, returned in 2021 with the results received late in Term 4. Staff were engaged in discussing and analysing the highest-level data sets and identification of themes for more detailed analysis in the new year. Family survey data came from the 24 families who completed the survey. With so few survey participants, the strength of the data validity was agreed to be limited. Nonetheless, the themes for consideration are family engagement and barriers to engagement. In the new year College staff will undertake further analysis of student, staff and family data. This will form an integral part of our 2022 School Improvement Plan and preparations for school review next year also. The Enhancing Catholic Identity Survey (ECSI) surveys were also completed this year.

Future Directions

The College looks forward to continue to be driven by evidence based school improvement with the formal structure of a collaboratively developed Annual Action Plan derived from a four year School Improvement Plan. In 2022 the College will be undertaking External School Review and this will provide an excellent opportunity for formal reflection, discussion, dreaming and planning for the next four years.

The year ahead will also see the Ballygriffin Senior Learning Centre completed in the second part of the year. The ongoing renewal of facilities in small projects that enhance the look, feel and experience of learning and teaching will continue as well.