



Avila College

Mount Waverley

2022 Annual Report to the School Community



Registered School Number: 1651

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Contact Details

ADDRESS	35 Charles Street Mount Waverley VIC 3149
PRINCIPAL	Dr Michelle Cotter
TELEPHONE	03 9831 9600
EMAIL	principal@avilacollege.vic.edu.au
WEBSITE	www.avilacollege.vic.edu.au
E NUMBER	E1247

Minimum Standards Attestation

I, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 1050 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.

After two years of intermittent lockdowns and extended periods of remote learning, the Avila College community enjoyed a full year of face to face learning on campus in 2022. With a continued focus on health and safety, Avila College delivered curriculum together with VCE, VCAL and VET programs and cautiously reintroduced a range of co-curricular activities and major school events.

Positive student wellbeing is central to Avila's school culture, with a key emphasis in 2022 on reconnecting students to school and each other as they reintegrated back into the physical classroom. Student leadership, agency and voice was supported through a range of workshops, mentoring and collaborative committees. Student research and feedback also played a key role in the design and furnishing of new building facilities.

In late 2022, Avila College was delighted to open the new Ballygriffin Senior Learning Centre, a two storey complex featuring flexible and interactive contemporary spaces for learning and teaching.

Throughout 2022, 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

The energy and opportunity that our theme for the year, 'Create', has offered us has enabled an individual and collective experience of school life. The journey together this year has at times been with bold strides and other times with tentative steps. At times we have known what is ahead and at other times we have been more cautious.

What has been most joyful though are the sprigs of growth, development and change. After two years of extended remote learning our community has had the opportunity to reconnect, enjoy the chance to learn and teach in person and celebrate school life together. Students have embraced the rich tapestry of opportunities that abound at Avila. Staff have dug deep to nourish the minds, hearts and spirits of the young people they seek to inspire each day in their learning. Families and the wider community have embraced our spirit of 'Create' and shared in the exclamations of sporting, performance, debating, spiritual and community engagement.

Our Year 7s have excelled at leaping into secondary school and our Year 12s have taken steps towards refining their skills, knowledge and aptitude, ready to take the next step into adulthood in the coming year. The adventures and explorations of the middle years of schooling have been reshaped and contextualised too; students growing to understand themselves and their learning community better and how they contribute to making Avila flourish.

We undertook a school review this year and this opportunity to look in the mirror at how we are achieving our school improvement goals and what our areas for growth in the next four years would be. Partnered by external school reviewers and articulated through our reflections on the five spheres of the School Improvement Framework (SIF) and assessed using the Self Assessment Rubric we have shaped a clear set of goals and intended outcomes in collaboration with students, parents and staff.

In the spirit of 'Create', this year we also opened our new senior learning centre. Named in honour of Nano Nagle's birthplace, Ballygriffin has transformed the facade of our College and created a dynamic, light-filled, state-of-the-art and environmentally sensitive space for learning, collaboration and celebration.

I am fortunate to have been supported 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) again this year.

Our students have again coloured our days and shown themselves to truly be "Daughters of the Church" and the future – Ecclesia Filia.

School Advisory Council Report

As the College community emerged into a changed landscape, this year's inspirational theme 'Create' provided a wonderful springboard into all the richness and diversity of Avila life. Accompanied by the words of the Angel Gabriel to Mary, it reminded all of us that in, through and with our good God all things are indeed possible.

This year the Avila College School Advisory Council (ACSAC) was pleased to welcome three new parent members. The Council is enriched by each member and grateful for their generosity with their time, diverse skills and experience.

The ACSAC has navigated the evolving Melbourne Archdiocese Catholic Schools (MACS) arrangements alongside the Avila College leadership, continuing to admire the collaboration evident in the Executive Team, and the cascading of learning and responsibility that is a hallmark of the Avila staff. They have continued to negotiate the ever-changing landscape with grace and professionalism for which we are very grateful.

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 ACSAC provides a crucial point of connection between the wider school community and school leaders.

As a forum for discussion and discernment, the Council engaged in understanding and offering constructive comment on the sphere leaders bi-monthly reports and participated in opportunities that arose to support and celebrate the life of the College.

As part of the ongoing school improvement process, this year was a review year for the College. Council members participated in Self-Assessment and Review opportunities facilitated by key leaders across a number of spheres and joined in conversations facilitated by external reviewers.

A significant highlight has been the regular updates on the progress of Ballygriffin, our new, state-of-the-art, senior learning centre. The entire project has reflected the values that inform the College community put into action – from the student voice, to the careful choice of colour, texture and functionality of the physical environment, to the stewardship of renewable resources.

The Council continues to be at the service of Avila College, grateful for an opportunity to support, celebrate and contribute to the life and mission of Catholic Education.

Catholic Identity and Mission

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

In line with the College theme of 'Create', students and staff were encouraged in 2022 to articulate how they would commit to being co-creators in their sphere of influence at Avila College. The scripture reference from Luke, "For nothing will be impossible with God" (Lk1:37), was a reminder to all that we are not alone in our daily striving and struggles.

After two years of living with COVID, there was a sense of people wanting to re-establish connections and experience some of the rituals and traditions that characterise our school community. While all students and staff were back onsite for face-to-face learning and teaching, to safeguard the health and safety of our community, many of our traditional school events were held in year level cohorts. As such, many of our Eucharistic celebrations were held in smaller group sizes and entered into joyously and wholeheartedly. For the first time, our Year 7 Welcome Mass for families was held on the lawn outside, celebrated by Fr Michael Buck, the Master of Ceremonies at St Patrick's Cathedral and Chaplain to ACU, and was a wonderful and COVID safe Eucharist.

The faith life of the College continued to grow and flourish through the Easter Season. The Senior Faith and Mission Captain and Reconciliation Captain worked with students across all year levels to bring scripture, tradition and faith to life for students in three beautiful Pre Easter liturgies. The combination of prayer, story, scripture, music and dance enabled all students and staff to enter into the spirit of Easter and the joy of the anticipation of the Resurrection. Staff also participated in a moving reflection as people of Avila, of the Church and of the Easter story, integrating the Stations of the Cross from Year 9 students into prayers. Our Year 12 students and families honoured their secondary school journey together with a Graduation Mass and Ceremony celebrated by Fr Justel Callos. Our school year concluded with liturgies focused on the 2022 College theme 'Create' and student-led prayer services explored the powerful hope of the Christmas message of the birth of Christ.

Reflection Days for each year level offered students dedicated time to engage, reflect and further develop our Presentation Charism, embed our Catholic Identity and make explicit connections between our faith and the College's shared vision. Year 7 students ("Ignite the Flame") enjoyed their first Reflection Day learning about Saint Teresa of Avila, Nano Nagle and the Presentation values while the Year 8's considered our call to care for the environment with respect to Laudato Si and as stewards of creation. Together with students from Mazenod College our Year 9 cohort participated in activities and sessions on prayer, Laudato Si and The Uluru Statement from the Heart in a joint program themed 'Let your light shine', reflecting the Presentation tradition of Nano's lantern with Eugene De Mazenod's challenge to be a burning flame rather than a smouldering wick. Focusing on "Hospitality of the Heart", Year 10 students spent a day with the Passionist Youth Retreat and prepared dignity packages for Wellsprings for Women in Dandenong. Gen Bryant led the Year 11s through a dynamic exploration of being an 'Influencer' and our relationships with self, others and God. Year 12 students attended an offsite

three-day retreat which started with a Mass celebrated by Fr Justel Callos at Holy Family, where he blessed the students before sending them forth. The theme was “One Step Beyond” drawing on Nano Nagle’s words to go out into the community and be a light and used Luke’s ‘Road to Emmaus’ text to engage students in an examination of their own life journey; the times Christ has been revealed to them and the call to respond.

Staff faith professional learning in 2022 was dedicated to the principles of Catholic Social Teaching (CST), using resources from English theologian Anna Rowland. The National Catholic Education Conference in September offered an opportunity for a number of staff to engage with leading experts in a wide range of topics over three days. A group of staff and students also attended the Nagle Education Alliance Australia Student Leadership Conference in Wagga Wagga and learned how other school communities live the Presentation values.

VALUE ADDED

Throughout the year students and staff engaged in several fundraising activities including busking, cake stalls and donuts for Caritas Project Compassion throughout the Lenten period and sleeping out in cardboard shelters in the Hall for the Vinnies Winter Appeal. On Avila Day, monies were raised for Carmel Impact, a Carmelite charity supporting those providing education to young people in Timor Leste and the whole school community donated goods for the Christmas Gift Appeal for McKillop Family Services and Vinnies Christmas appeal.

A number of activities and events aimed at raising awareness and funds for Aboriginal and Torres Strait Islander Peoples projects were also held including Close the Gap Day, Reconciliation Week and the Proud Race Day. Staff and students attended the Long Walk at Federation Square, finishing up at the MCG to watch the Dreamtime game between Richmond and Essendon. On National Tree Day the Reconciliation Group and Sustainability Crew, together with students from Holy Family Primary School, planted native trees along the Stephensons Road pathway.

Learning and 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

VCE/VCAL Summary 2022

2022 Year 12 students achieved outstanding results both in terms of ATAR scores and pathways to study and employment. The College Dux was Elizabeth Dinh who achieved an ATAR of 98.5. Cynthia Locandro was the VCAL High Achiever.

ATAR Summary

- 9% of students received an ATAR of above 95 placing them in the top 5% of the State
- 40% of students received an ATAR over 80 placing them in the top 20% of the State
- 15 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
- Elizabeth Dinh achieved a perfect score of 50 in Further Mathematics
- Median study score: 31
- Felice Todd selected for 2023 Top Designs Exhibition - VCE Seasons of Excellence
- Sienna Costabile selected for 2023 Top Class Drama - VCE Seasons of Excellence

The opportunity to re-engage with curriculum based excursions, experiential learning programs and collaborative inquiry projects in 2022 was welcomed by students and staff alike. Student learning was enhanced by experiences at the Victorian Space Centre, Grand Prix, Geography field trips, water safety programs, exhibitions at NGV and live theatre performances. A number of Year 9 students attended The University of Melbourne to take part in the BrainSTEM program. Year 10 Italian students visited CO.AS.IT., a community organisation for Italian migrants and their descendants. VCAL students spent a day at St Kilda Mums assisting to sort and process donations and developing an understanding of the vital work done by charities to support vulnerable members of our community. The VET Sport and Recreation class were able to put their learning into action by organising and assisting with the Holy Family Primary School Athletics Day and Cross Country event. VCE Product Design and Technology students viewed exemplar examples of work at Top Designs.

The Year 8, 9 and 10 cohorts engaged with the City Inquiry program, visiting organisations and landmarks in the CBD and worked in small teams to design and present a communications strategy and promotional campaign to bring the economic, cultural and tourism industries of the city back to life post-COVID. Learning was shared at a student expo when students were back onsite and the top three campaigns were presented to City of Melbourne Councillor, Roshena Campbell, for feedback. 'The Brief' entrepreneurial skills program challenged Year 9 students to develop their planning, collaboration and creative skills as they developed and brought a

product to market and Year 7s engaged deeply in design thinking, working collaboratively to research, discuss and create future-oriented solutions in the Beyond 2040 Inquiry program.

STUDENT LEARNING OUTCOMES

This year we saw the return of students and staff back onsite for learning and teaching. Significant preparation was undertaken to ensure that learning was conducted in a COVID safe manner, students had continuity of learning and appropriate responses were in place to support students impacted by the extended periods of remote learning over the last two years.

The College was fortunate to receive a grant to support a tutoring program for 2022 and utilised this funding to support students whose learning had been disrupted by the COVID-19 pandemic and specifically focused on learning gaps in numeracy and literacy. A professional learning session with Intellischools assisted teams to effectively utilise the data dashboard to assist with identification of students experiencing low growth in numeracy and literacy. Students with high levels of absenteeism were also targeted for one-on-one support. Tutors worked in the classroom with Year 7 and 8 students, at times withdrawing small groups of students for specific tasks and worked one-on-one with Year 9 and 10 students. Year 11 and 12 students also accessed tutoring at lunchtimes and participated in Maths Bootcamp. Students commented that they felt more comfortable to ask questions and seek help when working alone or in small groups with a tutor. Feedback from a number of students was that they felt more confident after a tutoring session. Tutors also worked with teachers to identify common themes and develop classroom practice strategies. e.g. to help spelling and reading comprehension.

NAPLAN results were released in September and this was the first time that all NAPLAN testing was done online. This transition means there is no comparative data available for 2022. We cannot compare the performance of our cohorts to national, state and matched students data. Also as there were no NAPLAN tests conducted in 2020, there is also no relative gain (or growth or progress) data. NAPLAN relative gain measures show the proportion of students in each school who have experienced either high, medium or low levels of learning gain over the previous two years. This measure is relative to their 'peers' who started on exactly the same NAPLAN score two years earlier. This data is the most useful data for reviewing learning strategies and will be available again in 2023.

The available trend data showed improvement in Year 7 and 9 writing and small improvements in Year 9 numeracy and reading. Spelling, grammar and punctuation are areas to consider when developing future strategies for literacy improvement. This data is part of the suite of evidence that is used to drive the literacy and numeracy learning projects for 2023 as part of the College Annual Action Plan.

Throughout the year, staff professional learning focused on documenting curriculum, utilising data and improving feedback to students and families. Classrooms were opened for learning walks and Avila College hosted the MACS Literacy Project Planning Day to colleges in the region as part of our work to improve whole school literacy for our students. The Pedagogy Team continued to work with teachers to develop a pedagogical framework for the context at Avila while continuing to provide teachers with 'tools for teaching' on blended learning platforms. The team also supported teachers to achieve the Annual Action Plan (AAP) learning and teaching goals for 2022. During semester two, professional learning focused on

major curriculum changes in the senior school as many VCE study designs were updated and the current VCAL program will be replaced in 2023 with the VCE Vocational Major and Victorian Pathways Certificate. In preparing for the new pathways requirements two additional VET studies will be offered for 2023; Laboratory Skills and Business Studies. These additional VET certificate courses will be on offer for all senior students.

MEDIAN NAPLAN RESULTS FOR YEAR 9

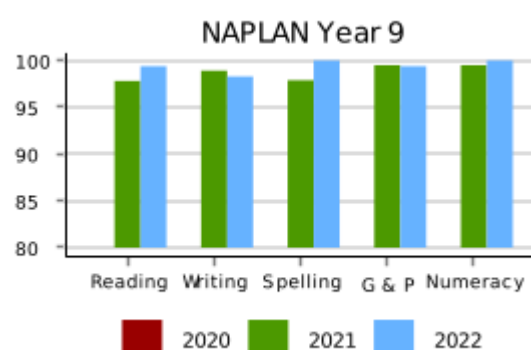
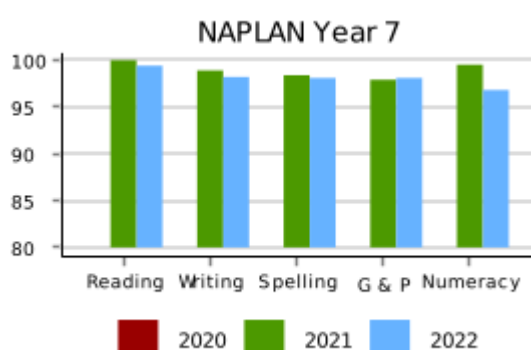
Year 9 Grammar & Punctuation	596.1
Year 9 Numeracy	593.4
Year 9 Reading	616.8
Year 9 Spelling	596.9
Year 9 Writing	609.0

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	97.9	-	98.1	0.2
YR 07 Numeracy	-	99.5	-	96.8	-2.7
YR 07 Reading	-	100.0	-	99.4	-0.6
YR 07 Spelling	-	98.4	-	98.1	-0.3
YR 07 Writing	-	98.9	-	98.2	-0.7
YR 09 Grammar & Punctuation	-	99.5	-	99.4	-0.1
YR 09 Numeracy	-	99.5	-	100.0	0.5
YR 09 Reading	-	97.8	-	99.4	1.6
YR 09 Spelling	-	97.9	-	100.0	2.1
YR 09 Writing	-	98.9	-	98.3	-0.6

* 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

In 2022, the overwhelming imperative was to reconnect students as they returned to the routines and relationships of daily school life onsite after the uncertainties of the COVID lockdowns. Wellbeing initiatives were designed carefully to create a sense of hope and optimism, equip students with the knowledge and skills to re-establish and nurture healthy relationships while promoting resilience and agency. Student engagement and attendance at school continued to be high and the supportive approach to encourage and inspire all students to seek their personal best continued throughout the year.

The Year Level Coordinators (YLC) worked in a targeted way with their Homeroom / Mentor teachers to develop knowledge, awareness and skills of the students in each cohort on matters relating to their age group. At times topics and activities were planned and developed well in advance and at other times they responded with agility to the immediate needs of a particular day. Students and families were supported on a needs basis by YLCs, Homeroom / Mentor teachers, the Counselling Team and on occasion external agencies.

The Living and Values Program (LAVP) was a regular wellbeing touchpoint for all students providing age specific and appropriate topics for each year level cohort that could be delivered in a flexible and timely manner. Themes explored included healthy relationships, goal setting, mental health, mindfulness, vision board planning, time management and cyber safety.

The transition of new Year 7 students into secondary school was supported by a comprehensive wellbeing program focused on building community connections, developing confidence and personal organisation strategies. A smooth transition to secondary school was a priority, as these students had been learning remotely for the previous two years and had limited access to the school campus and their peers in the lead up to the start of school. Year 10 Peer Helpers were allocated to each Homeroom and ran regular classroom activities throughout the year designed to build relationships and connections. They also planned and executed a very successful netball competition where Year 7 students competed in homeroom groups in a very energetic round robin tournament. Year 7 Camp was held early in the year to allow Year 7s to build face-to-face connections with other students in the year level and extend themselves socially, physically and emotionally. A number of activities including a letter exchange and teddy bear picnic were held with Year 12s, building connectedness and a sense of partnership across the different stages of their educational journey.

The Year 12 leadership group developed the school theme for 2022 'Create' and, together with the student leadership team, actively worked across their portfolio areas to deliver a range of experiences and events that created connections across the school community. These included the pen pal program, lunchtime busking, personalised birthday cards and mentoring sessions. Senior leaders collaborated with leaders from Salesian College to launch the SMASH music collaboration showcase, an event that brought families from both schools together for a terrific

evening performance. Student leaders also played a key role in the furniture and decor planning process for the new Senior Learning Centre.

As the regional lead school in 'Respectful Relationships', Avila has hosted and facilitated planning sessions with surrounding school staff to establish opportunities for student collaboration on matters of respect, relationships and being young people in the school and wider community. Throughout the year students from Year 9-12 were involved in the Respectful Relationship Student Network with neighbouring schools and participated in discussion and planning forums.

As part of National Child Protection Week, staff were invited to take part in a range of webinars which were promoted via SIMON. As well as this staff were shared into updates and relevant information to raise awareness around child safety. Professional learning sessions were undertaken in the areas of the Reportable Conduct Scheme and Child Information Sharing. The Wellbeing team also led professional learning workshops on Ministerial Order No. 1359 and the new Child Safety Standards.

VALUE ADDED

Homeroom sessions fostered a culture of support and care with interactions and well-being checks on a daily basis to ensure that students reconnected with school life on campus. 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

During the Living and Values Program (LAVP) a number of age specific themes were explored and students enjoyed presentations from a range of external organisations and guest speakers. Year 8s considered how to effectively and positively use social media and being online in a safe and healthy way with presentations from Elephant Ed and Victoria Police. The Wellbeing Team focused on using the Avila Conversation Cards as a way to allow Year 10 students to express their anxieties and connect with one another. Year 10 students also completed the Morrisby Career Quiz and engaged in conversations about their strengths and potential pathways. Senior students took part in a workshop covering a range of important contemporary issues pertaining to their age group, including Sexting and the Law, and looked at techniques that could assist in exam preparation and how to use memory for study and learning (using Atomi as a base). Elevate Education provided handy hints through their workshop 'Ace Your Exams'.

Throughout the year numerous lunchtime activities and celebrations were held to build awareness and boost community spirit and cohesion. These included:

- Harmony Day
- Cultural Diversity Week
- RUOK? Day
- Fairybread Day for ReachOut
- Happy Friendship Day

Co-curricular lunchtime clubs such as Craft Club, Crochet Club and Games Club also offered students a chance to connect and collaborate over a joint activity.

STUDENT SATISFACTION

The results of the MACSSIS 2022 survey demonstrated that Avila College students continued to report higher overall results as compared to the MACS average. Student satisfaction was particularly strong in the Year 7, 8 and 12 cohorts and with reference to school climate, student safety and student voice. The comparison with 2021 results was attributed to the return to face-to-face learning, daily routines and structure of school life.

STUDENT ATTENDANCE

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 (via telephone or the SIMON Everywhere Mobile app) 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. 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	93.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	89.2%
Y08	87.7%
Y09	87.8%
Y10	85.5%
Overall average attendance	87.5%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	88.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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 and external agencies were used to help support out-of-care arrangements for high-risk students. The return to onsite learning and teaching provided an opportunity to re-engage in person with students and ensure that their needs were met. A review was undertaken of all individualised support plans and updated and adapted to reflect the return to face-to-face learning and teaching. The Wellbeing team also proactively identified challenges with re-engagement for students and modified modules within the LAVP to reflect the changing environment. 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.

From July 1, Ministerial Order 1359 came into effect with 11 new Child Safe Standards. A comprehensive review of all Avila College policies was conducted prior to this time, and updated with the new standards. An all staff professional learning program was conducted at the end of Term 2 which discussed the imperatives, standards and workshopped the implementation of these standards across all facets of the College. This included PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools. Each staff member was provided with a physical copy of the standards together with the relevant literature and content of the workshop. Updated posters relating to PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools were placed on the College intranet and within the staffroom.

All staff undertook their annual mandatory reporting training. This was further reinforced through discussions at Year level and Wellbeing meetings. Child Safety was also incorporated as a permanent agenda item for all core meeting groups (e.g. Executive meetings).

A number of students participated in the Respectful Relationships Student Network with neighbouring schools. These students were involved in discussions about how to implement the Child Safe Standards in a student-friendly manner.

Avila College's inclusive and culturally safe environment was highlighted through events and activities such as REC Group, Cultural Diversity Week, Proud Race Day, Reconciliation Week and engaging with other schools on programs such as Building Bridges.

Avila College's recruitment process continued to include a requirement that all candidates must read and sign the Code of Conduct and adhere to the Child Safety Policy.

Leadership

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

College leaders and school staff continued to steward the school community with clarity, commitment and compassion throughout 2022, a year which saw the school community return to face-to-face learning and teaching after two years of extended lockdowns. Management of a COVID-Safe school and workplace continued to be a significant feature of school/work life. This included the challenge of managing daily staffing requirements with relation to COVID related absences (Positive Case or Household Contact), student absences and reporting requirements. Two new teams were established to monitor, respond to and predict staffing and student attendance issues. Both met daily, one for next day staff planning and the other for Reporting Positive Cases to the Department of Health via the sector authority MACS/CEVN. The complexity of replacing staff and attempting to hire specialist emergency teaching staff was a daily challenge that gradually eased.

The ongoing pressures of leading and managing in a pandemic context impacted the scope and capacity of senior leadership and decisions had to be made and continuously reviewed regarding the immediate imperatives and longer-term strategic projects. The Executive Team was expanded to include two new members, the Director of Learning and Teaching and the Director of Student Wellbeing. A Strategic Leadership Team was also established to work within the School Improvement Plan Strategic Projects space. These two teams form their operational structures and actions on-the-go with the intention of building effective team modelling, promoting professional growth and accountability and creating local and wider community engagement.

This year Avila College undertook an external school review process as part of the four year school improvement cycle. Preparations included a comprehensive review of the VRQA standards for School Registration and completion of the School Review Self Reflection Report for the five spheres of the School Improvement Framework. The processes for preparing for the review proved to be an intensely collaborative enterprise. Staff and student consultation using the School Improvement Framework (SIF) Self Assessment Rubrics (SAR) garnered great feedback and provided an excellent chance to generate discussion about the school's continuous improvement culture. The VRQA accountability process also saw many staff engaged in strengthening their understanding of compliance and how Avila ensures the provision of a safe and regulatory approved school for students and staff.

The review was conducted in Term 3 and involved two parts. The Victorian Registration and Qualifications Authority (VRQA) compliance review evaluated the College's processes, protocols and practices against over 200 quality control standards. The second part saw reviewers attending onsite and engaging with key stakeholder groups; students, staff and parents to assess perceptions, opinions and experiences of the College as a learning community. This evidence based approach generated reflection, discussion, aspiration and goal setting for the development of the Avila College School Improvement Plan for 2023 to 2026.

Avila College's major building project, the Ballygriffin Senior Learning Centre continued to progress according to plan and budget. In line with Avila College's commitment to student agency, it was important that both students and staff had a voice in the design process. A panel made up of students and staff were involved in the furniture selection, audio visual/technology feedback from students and staff was incorporated into the final electrical plans, and the Pedagogy Team provided teaching staff with strategies to use in the new learning and teaching spaces. The building was formally opened and blessed in November and has been embraced by students and staff alike.

The Ballygriffin Senior Learning Centre has transformed the aesthetic of the school and redefined the campus facade. The combination of hues, materials, brickwork and botanical features complement the surroundings and have created a harmonious greenscape integration with the neighbourhood that is welcoming and inviting. The building had an immediate and tangible impact on students, who embraced the opportunity to connect in the collaboration zones and utilise the independent study areas. The flexibility of the spaces also provided teachers with greater agility to adapt, differentiate and access resources to suit student needs.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022 Avila College teachers embraced returning to face-to-face professional learning both onsite and externally. Significant foci of professional learning for 2022 was the implementation of Teaching Sprints. Teaching Sprints is a model for school based professional learning which focuses on the teacher. It is an opportunity for teachers to deepen their pedagogical knowledge, expand their instructional repertoires and enhance their expertise. Teachers embraced Teaching Sprints positively and shared their learnings in a TeachMeet in November 2022.

Professional learning continued to provide support and opportunities for teachers to design and develop a guaranteed and viable curriculum to ensure all students can achieve high standards and grow. The ATLAS mapping tool provided a place for teachers to collaborate and use data to inform curriculum decision making.

The College continued to develop professional learning to support the growth of middle leaders and these opportunities were embraced by staff. Staff attended a bespoke inhouse program as well as leadership programs offered by MACS and external providers. The Executive Team worked with Salutegenics Psychology to examine the latest research about the impact of COVID on staff and student wellbeing.

Early career teachers engaged with mentors to complete the requirements for full VIT registration. All eight graduate teachers successfully completed their portfolio and are excited about the next steps in their career. One teacher completed the Teaching Excellence Program at the Victorian Academy of Teaching and Leadership. One staff member completed a post-graduate Master degree.

13 VCE teachers undertook professional learning with the VCAA to become assessors of external examinations. This opportunity provides teachers with a unique opportunity to understand the assessment procedures and share this knowledge with colleagues and students. Projects with MACS continue to provide opportunities to work with subject matter experts and network with other Catholic schools to improve learning.

Number of teachers who participated in PL in 2022	108
Average expenditure per teacher for PL	\$602

TEACHER SATISFACTION

Avila staff discussed and analysed the MACSSIS (Annual School Improvement Surveys) data in great detail, identifying themes and trends. The key theme from the staff surveys for further investigation was feedback.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.9%
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TEACHER QUALIFICATIONS

Doctorate	3.3%
Masters	30.8%
Graduate	45.1%
Graduate Certificate	14.3%
Bachelor Degree	91.2%
Advanced Diploma	17.6%
No Qualifications Listed	1.1%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	108.0
Teaching Staff (FTE)	93.7
Non-Teaching Staff (Headcount)	60.0
Non-Teaching Staff (FTE)	47.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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 strength of community connection at Avila College was reignited and renewed in 2022, as students, staff, parents, families and alumnae were brought back together cautiously and slowly for a range of events to celebrate College life. To ensure the health and safety of all, events were limited to year level cohorts or adapted to outside venues. Excursions, incursions and assemblies were also reintroduced in line with health protocols and students and staff had the opportunity to reconnect with the wider community and engage in experiential learning programs. Co-curricular activities and lunchtime clubs in-person enjoyed a return after a hiatus during lockdowns. These included live Public Speaking and Debating competitions, sporting tournaments, House Athletics Day, House Sports Carnival and Junior Drama Club.

The performing arts thrived once again at Avila, offering the whole community a chance to collaborate on stage and behind the scenes to produce a range of festivals and performances. The Creative Arts Spectacular was presented to full houses and the theme Come Fly With Us encouraged a range of outstanding interpretations through student artwork, dances, drama pieces and musical items. The Creative Arts Spectacular is student-driven, and students from all year levels collaborated to create material for performance over a number of weeks leading up to the event, with specialist teachers playing a mentoring role. Students from Avila and Mazenod College worked tirelessly to put on the large scale production of SHREK The Musical. The colourful and humorous performance was enjoyed by students, families, alumnae and members of the wider community across three nights. Avila also held a special preview performance for neighbouring primary schools where the Grade 4 and 5 students were mesmerised by characters and eagerly sought autographs from the student cast. Additional highlights throughout the year included the Music Festival, theatre showcases, ensemble recitals and the inaugural SMASH collaboration with Salesian College. Co-designed and directed by senior student leaders, this musical performance was a showcase of musical talent enjoyed by families from both schools.

The chance to bring parents and alumnae back onsite for school events offered another opportunity for the Avila community to reconnect. Year 7 families were welcomed to the school community at an outdoor Eucharist. Girls in Tech Managing Director Jessica Box (Class of 2008) shared her insights of the digital world at the International Women's Day Breakfast and families of Avila enjoyed the well attended Mother's Day and Father's Day Breakfasts and Class of 2022 Graduation Mass. Avila's All School Reunion saw generations of former students and staff reconnect. Local dignitaries together with MACS representatives and community members participated in the Blessing of Ballygriffin ceremony. Another highlight was the Art, Technology and Design Exhibition opening in late August. Hundreds of people from the Avila community attended a variety of displays at the College, including senior Studio Arts and Visual Communication and Design work in the Gathering Space, junior and middle school artworks in the Hall, and Product Design and Technology creations in a fashion show in Bunjil.

This year over 200 students applied to represent the school as part of the Community Ambassador Program. A Year 11 Mentoring initiative was introduced providing senior Ambassadors with a formal channel to support, develop and share knowledge with the junior Ambassadors. School tours on site were solidly booked out as prospective families embraced the chance to view the school in person and meet students and staff. Ambassadors and Peer Helpers also hosted over 250 primary school students at an Experience day designed to demystify secondary school and build connections with neighbouring parish schools.

VALUE ADDED

Avila College was once again abuzz with activity and community connection throughout 2022 with a dynamic array of events, excursions, co-curricular activities and celebrations.

Highlights included:

- Avila-Mazenod production of SHREK The Musical
- International Women's Day Celebration
- SMASH Musical Collaboration with Salesian College
- Mother's Day and Father's Day Breakfasts
- Blessing of Ballygriffin Ceremony
- Public Speaking and Debating including the inaugural Avila v Salesian Great Debate
- Year 7 Welcome Mass
- Creative Arts Spectacular
- Music Festival
- Avila-Mazenod Day
- House Sports Day
- House Swimming and Athletics Carnivals
- Art, Design and Technology Exhibition
- Class of 2022 Graduation Mass
- Vinnies Sleepout
- Orchestra Camp

Co-Curricular Clubs:

- Reconciliation Group
- Junior Drama Club
- Art Club
- Book Club
- Orchestra and Musical Ensembles
- Craft Club

- Quill & Ink Writers Guild
- Junior Dragons
- Stage Crew
- Peer Helpers
- SRC
- Games Club

PARENT SATISFACTION

Family survey data from the MACSSIS (Annual School Improvement Surveys) came from the seven families who completed the survey. With so few survey participants, the strength of the data validity was agreed to be limited. Nonetheless, the theme for consideration is family engagement.

Future Directions

Following the external school review conducted in 2022, Avila 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 the review.