



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Avila College

35 Charles Street, MOUNT WAVERLEY 3149

Principal: Michelle Cotter

Web: www.avilacollege.vic.edu.au

Registration: 1651, E Number: E1247

Principal's Attestation

I, Michelle Cotter, attest that Avila College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 23 Apr 2025

About this report

Avila College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

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 for girls with approximately 1050 students. Established in 1965, Avila has a proud tradition of academic excellence, social justice and empowering students to achieve their personal best.

A dynamic and inclusive learning community, Avila College is inspired by the charism of the Presentation Sisters and the teachings of St Teresa of Avila. In 2024, the annual school theme of 'Courage to Care' was drawn from the values of faith, justice and compassion and encouraged students to consider others within the school community and beyond.

With a diverse range of academic pathways, an extensive range of co-curricular options and a structured Wellbeing for Learning program, students were supported to take ownership of their learning journey. An emphasis on student agency and voice also fostered leadership growth which was further nurtured through mentoring and training.

In 2024, Avila College delivered curriculum together with VCE, VCE VM and VET programs and enjoyed a full calendar of major school events including Avila Day Mass, Creative Arts Spectacular and Charlie and the Chocolate Factory Musical. Guided by the 2024 Annual Action Plan, a culture of continuous school improvement was emphasised and significant progress was made on the Master Plan with the successful construction of the Welcome Administration Building and Food Technology Centre.

Principal's Report

The 'Courage to Care' is in all of us. It's at the heart of who we are as a learning community; as a part of the Presentation family, as a Catholic school and as a contemporary force for good in Australian society. How we embody courage and care is seen and experienced by others in our relationships, in our actions and how we join with others in our common pursuit of academic excellence.

In showing the courage to care we commit to a collective mission to see all of our students stretch their learning and aspire to academic excellence in all they undertake. We see our school community as a place of many parts and many people, all in the pursuit of learning and all worthy of our compassion and respect. In having the courage to see the best in each other, we open ourselves up to recognising the unique goodness and beauty in all of God's people. That's what we have aimed for this year - courage and caring. These two dispositions individually, and when combined, set a strong course for us all.

The spirit of our learning community is enriched every time we share our courage to care. The College Leadership 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 have all contributed to our journey.

Our students have brought much spirit to the 2024 year; many more small and big things in daily school life that help us be our best selves. Our College Co-Captains capped off a fabulous year with their very own 'Courage to Care' weekly short videos highlighting just how diverse and rich an Avila educational experience is from Year 7 to 12.

The academic achievements of our students have been inspiring. Every student, every day discovering more about the world and the world of learning is our aspiration. In the fullest and broadest sense, lifelong learning is what we pride ourselves on. The VCE Class of 2024 achieved outstanding results as can be read about further in this report. The achievement of every student when they have tried their hardest, learnt from their stumbles and redirected their learning endeavours is the spirit of learning at Avila

Catholic Identity and Mission

Goals & Intended Outcomes

That confidence and understanding of our shared faith tradition as staff in our Catholic school is strengthened.

That every student is known and understood as a valued member of our Catholic school community.

That students and staff form meaningful relationships with parishes.

Achievements

Inspired by Nano Nagle and the Presentation Sisters and guided by the words of St Teresa of Avila, students and staff were challenged to be the hands and feet of Christ and demonstrate the 'Courage to Care' in 2024. Drawing on the Presentation values of faith, compassion and justice and accompanied by the scripture reference "Let justice roll down like water" (Amos 5:24), the 'Courage to Care' school theme provided a compelling and engaging call to be people who put the needs of others at the forefront, to work for something larger than ourselves and to be a part of a community that sees that each and every person is created in the image and likeness of God; worthy of being treated with justice and compassion.

Throughout 2024, the Avila College community courageously engaged in opportunities to care and respond to those in need with compassion and bravery. This included activities such as fundraising for Project Compassion and Carmel Impact, food appeals for St Vincent de Paul and a Christmas Gift Drive for MacKillop Family Services. Student-led social justice activities for Close the Gap and Reconciliation Week also raised awareness of the need to work together towards transformative justice and reconciliation.

As a school community we came together to share our faith in many joyful Eucharistic celebrations throughout the year, accompanied by the wonderful melodies and voices of Avila's Chamber Choir and Orchestra. Our Opening School Mass and Avila Day Mass were highlights of our liturgical calendar. As we approached the Easter Triduum, Youth Ministry students led a prayerful and insightful interpretation of the journey of Jesus through Holy Week, focusing on the last supper and the challenge and opportunity to choose to live humble lives of service to others and to our families and community. For the first time since the pandemic lockdowns, we were able to celebrate Presentation Day. The Year 12 Youth Ministry class prepared a beautiful liturgy as part of their coursework and the whole school celebrated the life of Nano Nagle and the Presentation Sisters. The Anniversary of the death of Nano Nagle fell this year on a staff professional learning day. Staff joined together to reflect on the service of Nano to the people and, in particular, the children of Ireland many

years ago. Our prayer service also challenged us to be like the 'Lady with the Lantern' - to spread the light of Catholic education to all our students.

Reflection Days play an important and integral role in understanding our shared faith tradition, with different themes underpinning the program for each year level. For Year 7 students, 'Ignite the Flame' continued their immersion into what it means to be an Avila student. They heard about the courage and compassion of St Teresa and Nano Nagle, were introduced to the music tradition of singing hymns and discovered the significance of the Presentation values. Students completed their day by designing and decorating a cross with symbols and words that captured their perceptions of what it means to be Avila people. The Year 8 Reflection Day focused on Laudato Si with the Year 11 Youth Ministry Class delivering a range of activities centred around having the courage to care for our common home. Year 9 students worked together to explore the gift of their own uniqueness and how they can build quality relationships socially, spiritually and emotionally as individuals and collectively as a year level. Students were invited to recognise that it is both possible and desirable to know Jesus as a friend, empowering us to have quality relationships with others.

Facilitated by the Passionist Youth team, the Year 10 Reflection Day focused on 'Courage to Care' and the Year 11 cohort explored 'A Call to Justice and Community' together with musician Gen Bryant. Students were challenged to consider their role and responsibilities as young Christians in the world, how they can bring awareness to local issues in our community and how faith can be a driving force to make a difference in the world. The residential retreat for Year 12 students, which commenced with a Mass at Holy Family, provided the opportunity for students to reflect on their faith journey over the last six years and consider how they will take this with them on their future spiritual pathways.

The Religious Education curriculum continued to evolve and develop in alignment with the rigour expected of all subjects. Teachers evaluated their pedagogy, curriculum design and assessment to provide meaningful cognitive and affective engagement in RE for all students at all year levels. In Term 2, the Director of Faith and Mission, together with the Deputy Principal of Learning and Teaching, participated in a Pilgrimage to Ireland to follow in the footsteps of Nano Nagle. This immersive experience provided many opportunities to share with the RE Curriculum team and staff the relevance of Nano Nagle 300 years on and 20,000 kms away and explore new opportunities to make this story relevant and exciting for students.

Faith professional learning for staff continues to be a priority. Emeritus Professor Mary Coloe, a Presentation Sister, spoke to staff and student leaders on 'Women of Courage and Compassion', examining how Nano and St Teresa's story can be viewed through a contemporary lens and the call to be people who respond to those in need with compassion and bravery. Staff who held a Position of Leadership (POL) participated in a session to examine the MACSSIS data on Catholic Identity and used this as a launching point to examine the mission of Catholic schools and models for leadership. Staff were challenged to explore how they could incorporate their expanded understanding into their leadership. In

addition, the Principal and Director of Faith and Mission supported a number of staff who undertook sponsored study through the Catholic Theological College (CTC). This involved weekly meetings to either attend on-line classes, discuss content or work on the assessment task. The model is new and appears to be having an impact.

Value Added

Year 9 Religious Education classes took up the challenge to amplify the journey to Good Friday for Jesus and his followers. Each class examined, unpacked and then visually interpreted a selection of the Stations of the Cross. The class considered the scripture that describes the journey of the Cross and then represented this creatively using symbol, colour and images. These Stations were installed across the College and students and staff were invited to stop at each station, consider the meaning and how the messages of faith, hope, love and sacrifice are relevant to our world today.

This year, students also had the opportunity to engage in meaningful, immersive experiences interstate. For the first time, Avila College took 24 Year 10 and 11 students to Central Australia for an indigenous cultural immersion on two homelands; Kulpitharra and Yunyarinyi (APY lands). This provided an excellent opportunity for staff and students to develop a deeper understanding of the traditional owners, their customs and culture. Students also brought the 'Courage to Care' theme to life, raising \$10,000 for improvements on the Homelands and assisting in the painting of toilets and building firepits. Year 10 students had the opportunity to apply to attend the Nagle Education Alliance Australia (NEAA) Student Conference, held in Brisbane. The students who attended immersed themselves in the Presentation story and observed how other colleges expressed the Presentation charism.

Learning and Teaching

Goals & Intended Outcomes

To continue to provide leadership that guides, directs and supports improvement in teacher practice, staff expertise and student outcomes.

To enhance student agency in their learning.

That an agreed instructional model for core pedagogical practices at Avila is created.

That the Avila Professional Learning framework be renewed, enhanced and targeted.

That a culture of differentiated feedback is embedded.

Achievements

In 2024, teachers undertook considerable adaptation to curriculum design to ensure students were able to be introduced to, unearth and unpack, and then deep dive into knowledge, skills and aptitudes. Following the launch of the MACS Vision for Instruction, the focus for teachers was on achieving the two goals for the vision: excellence and equity. Teachers explored and unpacked the vision, improving their knowledge and practice through the program. In the area of cross-curricular literacy, the aim continued to be that literacy learning was explicitly embedded into curriculum documents and classroom practice. Staff taught students command terms in a subject-specific and meaningful manner.

This occurred alongside the professional learning required to support the successful implementation of the new Victorian Curriculum 2.0. In Mathematics, the Victorian Curriculum 2.0 was implemented from Years 7 to 10. All curriculum documents were updated to reflect these changes and the curriculum map in Atlas was updated to ensure the delivered curriculum was guaranteed and viable. Many of the Year 7 and 8 Mathematics teachers completed professional learning tasks run by MACS and Ochre. Teachers filmed themselves teaching the content and received feedback from Ochre on their lessons. These videos created a valuable resource on how to run daily reviews and deliver explicit instruction using the Ochre resources. The Mathematics department were also involved in the TIM series (Teaching for Impact in Mathematics) which provided staff with the opportunity to develop their skills in building more high-impact instructions in their classroom teaching as well as being able to reflect on student outcome data.

Data literacy and the embedding of data and evidence to drive conversions was also a priority for 2024. The Professional Learning program was structured to provide numerous opportunities for staff to engage with data and evidence to determine strategic goals to

ensure all students achieved high standards and growth. The Strategic Data team continued to investigate and implement options for best practice using SIMON. These included the refinement of existing data recording protocols to enhance data accuracy and an improvement in the recording of co-curricular commendations. The team also reviewed NAPLAN data and ran professional learning sessions in team meetings for Mathematics, Science, English and Humanities. These sessions assisted Year 9 teachers to use NAPLAN data to review curriculum areas for growth and to familiarise themselves with the ZPD (zone of proximal development) of individual students in their Semester 2 classes.

Teaching Sprints, designed to intentionally foster evidence-based practice improvements, were run throughout 2024. The focus of many groups was linked to the MACS Literacy project and priorities identified through the data and Pedagogy Framework which was completed in 2023.

The learning and teaching relationship with Salesian College, Chadstone, was further strengthened with the shared class arrangements for the VCE Food Technology Class. This arrangement has benefits to both schools in broadening subject offerings when student interest in subjects is smaller than is usually viable.

Student Learning Outcomes

The Avila College Class of 2024 completed their VCE and VCE VM studies with outstanding results, a testament to a six year long learning journey:

- The Avila College Dux achieved an ATAR of 99.1, placing her in the top 1% of the State.
- 11% of Students with an ATAR Over 95 - placing them in the top 5% of the State
- 21% of Students with an ATAR Over 90 - placing them in the top 10% of the State
- 49% of Students with an ATAR Over 80 - placing them in the top 20% of the State
- 3 Students with a Perfect Study Score of 50 in English
- 20 students received the VCE Baccalaureate

In 2024, Avila College students engaged with diverse and rich learning opportunities and experiences within and beyond the classroom.

- Year 7 students built their critical and creative thinking, communication and collaboration skills with the Beyond 2040 program as they worked in teams to research, discuss and consider what the future could look like if we embraced the best solutions available in Science, Technology, Engineering and Mathematics today. Their prototypes were shared at the Community Expo and some students took their project further to an inter-school Design Thinking Challenge.
- The City Inquiry Program for Year 8 students saw them explore the CBD in teams, visit a number of organisations including Parliament House and the Big Issue and collaborate to develop a strategy to promote Melbourne city.

- Through the NaviGate Program, Year 9 students exercised greater choice, responsibility and independence as they embraced challenges outside the classroom with activities including surfing, an entrepreneurship program designing a Smoothie Bar and an Amazing Race in the Melbourne CBD.
- Year 10 students undertook the Morrisby Careers Test and engaged in one-on-one interviews with careers practitioners to identify their strengths, interests and potential pathways.

Tutoring sessions in mathematics and literacy were run throughout the year and proved to build confidence for students who were eager to share their ideas and accept suggestions and feedback about their writing. The Scholarly program was also introduced for senior students to assist with examination preparation.

As a follow-up to the Pedagogical and Learning Frameworks that were implemented in 2023, a group of student leaders, including the Learning Captains from Year 7-12, worked closely with the Pedagogy Leader, to develop a set of homework guidelines to complement Avila's Homework protocols. This provided students with an opportunity to have voice and agency in their own learning journey and to work collaboratively with staff.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	582	79%
	Year 9	580	67%
Numeracy	Year 7	566	84%
	Year 9	578	71%
Reading	Year 7	570	87%
	Year 9	591	81%
Spelling	Year 7	558	82%
	Year 9	579	79%
Writing	Year 7	589	87%
	Year 9	615	81%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	32
VCE Completion Rate	99%
VCE VM Completion Rate	100%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	80%
TAFE / VET	6%
Apprenticeship / Traineeship	3%
Deferred	0%
Employment	9%
Other - The category of Other includes both students Looking for Work and those classed as Other	2%

Student Wellbeing

Goals & Intended Outcomes

To create meaningful partnerships to broaden learning outcomes.

That every student is known and understood as a valued member of our Catholic school community.

Achievements

Throughout 2024, Avila College actively introduced a range of initiatives to strengthen student involvement in school life, connections across cohorts and ensuring every student felt safe, valued and known within our school community.

The new Wellbeing for Learning Program was launched this year, offering a structured and pastoral focused weekly touchpoint for all students with their peers and Homeroom teachers using the eXcel framework:

- **Engage** - Engaged and resilient learners have a strong sense of self, purpose, and integrity.
- **Enable** - Environments for learners and their communities are safe, inclusive and respectful.
- **Learn** - Explicit teaching and learning experiences promote holistic development for lifelong learning success.
- **Connect** - Relationships between people, and partnerships within communities, encourage students to connect, grow and flourish.

It successfully provided the opportunity to:

- create a sense of belonging and build community within the college, year levels and homerooms.
- embed the Gospel and Presentation Values in our teaching and learning and to uphold these values in our decisions and actions.
- connect with and educate young people about contemporary issues.
- foster positive wellbeing, build knowledge, develop skills and experience opportunities that are age appropriate.
- produce young people who are enabled and able to think critically.
- integrate academic learning into whole-of-life learning.

Student voice and agency was of particular focus in 2024. As part of this, students were invited to be part of the planning and delivery of vertical Wellbeing for Learning sessions. The

Wellbeing team and the student leaders worked together to create a cohesive program that allowed students from each year level to come together and work collaboratively. This proved to be a successful project that has prompted further discussion on how to involve students in developing Wellbeing for Learning ideas and future projects.

Staff also continued to mentor the student leaders to develop and broaden their leadership capacity. Leaders were encouraged to build connections with younger students and collaborate within and across their portfolio areas. The student leadership group worked together to plan and deliver an inclusive College assembly celebrating community spirit. Year 11 leaders also delivered a leadership workshop to students at St Michael's, St Jude the Apostle and Christ Our Holy Redeemer Primary Schools.

Child Safety is paramount at Avila College and the work with the Child Safe Champions (students from across all year levels) continued to develop with students working on projects to build awareness within the school community. A full Staff Professional Learning day was spent discussing each of the Child Safe Standards and posters outlining the standards were placed in every classroom and common area across the school.

Positive and fun activities to promote wellbeing, cohesion and connectedness were also run throughout the year, including RUOK Day activities, No Way to Bullying and House Spirit days. House Spirit days gave students the opportunity to share ideas, develop activities and celebrate together with bake sales, sausage sizzles, face painting and teacher-student competitions. Students took this opportunity to get to know more about their House Patron, fundraise and enjoy each other's company.

Value Added

- Year 8 and 9 students were involved in the Xpect Respect program where they worked in small groups to analyse and discuss trends and statistics around healthy relationships, dating and conflict resolution.
- Year 7 students focused on respectful relationships and were mentored by the Peer Helpers to develop their organisational skills.
- Year 8 students embraced their learning with a guest speaker from ICAN on Neurodiversity.
- Year 10 students worked on discovering their character strengths and improving on time management skills through the Elevate Education seminar.
- Senior students focused on study skills and developing time management and organisation skills in preparation.

The SMASH collaboration with Mazenod, Salesian and Sacred Heart Colleges continued to thrive with a very successful SMASH music night.

A new initiative was introduced in the Year 9 area with a Homeroom challenge competition, aimed at building connections and community spirit. The Trivia and Just Dance activities proved to be a huge success with many students taking part.

Student Satisfaction

Based on the student feedback captured in the 2024 MACSSIS data, the results demonstrated that Avila College students feel safe at school, have developed positive and respectful relationships with teachers and want to do well in school.

Student Attendance

Student attendance has been impacted by the usual matters of ill-health and parent notified other absence. Absence and non attendance are managed administratively and pastorally on a case by case basis. The Simon Learning Management System is used to mark rolls, monitor trends and communicate to parents about school absence that is not acknowledged by the school or advised by parents. Daily communications electronically and by phone ensure student daily attendance are known and recorded. Frequency of attendance is monitored and communicated to parents and students and managed on a case by case basis. Overall attendance is high.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	89.58

Average Student Attendance Rate by Year Level	
Y07	90.1
Y08	88.6
Y09	87.1
Y10	87.1
Overall average attendance	88.2

Leadership

Goals & Intended Outcomes

To strengthen and clarify the culture and practice of leadership and management across the College to achieve continuous school improvement.

That opportunities for future leadership are identified and enabled through purposeful professional growth.

Achievements

The areas of leadership and management continue to stretch over a broad range of aspects of daily school life, operational management as well as the broader strategic planning. In a year themed as 'Courage to Care', the strategic emphasis was firmly positioned on continuous school improvement, building leadership capacity and strengthening our connections with the broader community. This was complemented by an operational focus on staffing in a time of teacher shortages and the construction works in phase two of the Master Plan.

The 2024 Annual Action Plan was extensively reviewed and refined with staff and the school leaders focused on bringing it to fruition. A new initiative this year was the introduction of a series of School Improvement forums. These forums provided all staff with the opportunity to be involved in discussing the specific areas for school improvement change, consolidation and renewal identified in the MACSSIS data. Based on the forum discussions, working parties were established to explore how to implement the recommendations.

Formation in leadership in 2024 was adopted in several formats at Avila. For members of the Leadership Team, regular consultation of the Annual Action Plan for school improvement and continuous assessment of progress offered the chance to collaboratively evaluate short term priorities and maintain momentum across the key areas of strategic and operational focus. There was also reflection on leadership capabilities, dimensions and operational practices in response to a library of leadership literature and other resources. Enhancing our distinctly Catholic educational leadership setting, our faith community was also explored through prayer and reflection. Leadership development for Positions of Leadership (POL) holders, both teaching and non-teaching staff, evolved with the in-house customised POL Leadership Learning program. This model was designed around a selection of leadership frameworks, contemporary research and readings with a commitment to dialogue with each other about leadership in the context of Avila College. POL Leaders had the chance to opt-in to a program that matched their levels of experience and collaborate with others at a similar stage

in their leadership journey. Those POL Leaders in a review year, undertook their review with an external facilitator utilising data analysis, self-reflection and coaching.

Global and national teacher shortages continue to have a real impact on schools. A strategic recruitment plan saw the College fully staffed at the commencement of the academic year, ensuring that every class was staffed with expert teachers delivering curriculum. Avila College's People and Culture department pro-actively managed staffing throughout the year, successfully balancing teachers on leave with practical and well considered solutions and strategies.

The Master Plan continued to proceed throughout 2024 on time and in budget with the construction of the Welcome Administration Building and Food Technology Centre. The building was opened in Term 4 with a carefully timetabled movement of staff, equipment and digital resources. A focus group was established to ensure that staff preferences for furnishings and physical locations were balanced with the construction schedule. The final building has created a child safe and accessible entrance at the front of the school together with parent meeting rooms, Health Centre and Staff Lounge. In line with our Catholic Identity Master Plan, the landscaping at the front of the building has been enhanced with a large cross that illuminates at night and sits behind the Nano Nagle statue, welcoming all to the school. The Food Technology Centre includes state-of-the-art equipment including screens that project the teacher's demonstration to each student work station.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>As part of this year's Professional Learning Program, staff engaged in collaborative sessions which developed teacher knowledge and understanding of MACS Vision for Instruction (VFI) and the positive impact of explicit teaching practices on student learning. The Pedagogical Framework developed in 2023, was also a focus for professional learning, ensuring all teachers implement a shared understanding of how learning happens in classrooms at Avila.</p> <p>Professional Learning sessions also explored Catholic teachings and gender identity to enhance staff knowledge, skills and understanding, so that they can contribute to the holistic development of young people. The sessions unpacked understanding adolescent faith, using the guiding principles of Catholic teachings.</p> <p>In response to staff MACSSIS data about feedback, School Improvement Forums were piloted in Term 1 as a way to engage staff in research and discussions related to the Annual Action Plan goal of building a culture of high expectations. The format allowed for the exploration of data and in-depth discussions to improve and sustain our culture of high expectations. The pilot was successful and the format was used each term to explore in detail the areas of challenge identified through analysis of the MACSSIS data.</p> <p>Leadership development was supported by sessions that explored leadership frameworks for education to grow personal leadership capacity. The sessions provided opportunities for leaders to collaboratively engage with research and grow their personal practice in leading teams.</p> <p>Teachers continued to engage with cycles of inquiry to improve learning. In Semester 1, teachers completed a series of teaching sprints and in Semester 2, the focus was Conversation Hours. All staff engaged with a range of compliance-related professional learning, including Mandatory Reporting, Anaphylaxis and the MACS Code of Conduct which was introduced this year.</p>	
Number of teachers who participated in PL in 2024	99
Average expenditure per teacher for PL	\$960.72

Teacher Satisfaction

In the 2024 MACSSIS data, staff feedback indicated a positive increase across a number of dimensions including school climate, leadership, safety and collective efficacy. This was also indicated anecdotally in the school improvement forums.

Teacher Qualifications	
Doctorate	2
Masters	36
Graduate	37
Graduate Certificate	17
Bachelor Degree	88
Advanced Diploma	14
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	113
Teaching Staff (FTE)	97.46
Non-Teaching Staff (Headcount)	60
Non-Teaching Staff (FTE)	41.39
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To create meaningful partnerships to broaden learning outcomes.

That students and staff form meaningful relationships with external entities such as:

- Parishes
- Schools
- Tertiary Institutions
- Community Organisations
- Commercial Businesses

That parent engagement is strengthened.

Achievements

The Avila school community has enjoyed a vibrant and dynamic year with a multitude of community events and programs that built connections and school spirit across cohorts and with staff and families.

Events such as the International Women's Day, Mother's Day and Father's Day Breakfasts in addition to the Class of 2024 Graduation and Celebration of Excellence ceremonies saw family members of all generations engage in conversation, celebration and connectedness.

Sporting carnivals were filled with house spirit, energy and fun and in 2024 five Avila teams travelled to Adelaide together to compete in the National School Aerobics finals. Avila College is renowned for excellence in the performing arts and this year's Creative Arts Spectacular, Charlie and the Chocolate Factory Musical with Mazenod and Music Festival saw families, current and past students and staff pack the theatres to enjoy student performances on stage and appreciate the student crew work behind the scenes. The Art Show and Fashion Parade was also a highlight with student creativity on display and visited by many members of the Avila and wider community, including students from Good Shepherd and Holy Family Primary Schools.

Avila College continued to foster meaningful partnerships with neighbouring Catholic schools and this year partnered with Mazenod College to offer a Secondary School Experience Day to priority primary schools in addition to the existing event with Salesian College. The Book Buddies literacy program with Holy Family Primary School saw Year 9 students reading with Grade 3 and 4 students three times a week and Avila facilities were also provided for primary school graduations and concerts.

A new community initiative was introduced in 2024 with a leadership workshop for primary schools delivered by Year 11 school leaders. The Leading Lights workshop provided Grade 4 students with the opportunity to consider their leadership journey as primary schools were heading into their student election processes.

The second Community Stories event was held in October with four members of the Class of 1974 returning to Avila to be interviewed by current students and discuss what it means to be an 'Avila Girl' across different decades. This program offered the chance for cross-generational understanding and connection through a shared experience as Avila students in different decades.

The College Colours program acknowledges outstanding student participation in co-curricular activities across five areas: Catholic Identity and Community, Academic, The Arts, Public Speaking and Debating, and Sport. Students who make a significant contribution in any one of these categories are awarded a certificate and a ribbon to be displayed on their College blazer. This year 75 students across all year levels received College Colours in each of the five categories.

Parent Satisfaction

Based on the 2024 MACSSIS survey data results, the number of parents who reported a positive response to the question, "Based on your experience with the school, how likely are you to recommend the school to prospective parents?" increased indicating improved rates of parent satisfaction.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.avilacollege.vic.edu.au