



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 01 Apr 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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

In 2025 the Avila College community came together to celebrate 60 incredible years and a proud tradition of academic excellence, social justice and empowering students to achieve their personal best. For six decades, Avila College has been a place of learning, growth and community. From humble beginnings in 1965 to the thriving school it is today, Avila College has shaped generations of students with knowledge, faith and friendship.

For our diamond jubilee, the annual school theme of 'Be the Legacy' was drawn from the values of faith, daring and vision with scripture from 1 Corinthians 13-14 "Be courageous, be strong. Let all that you do be done in love." The accompanying logo was a heart on the College Crest.

The 2025 theme asked us not just to honour or know the legacy, but it intentionally asked us to 'be' the legacy. We wanted our theme to remind us all to have faith that God knows and loves us, that we should be courageous and act with daring, looking to see how we can further the legacy started in Ireland in 1750, built on in Mount Waverley in 1965, and lived today.

In 2025, Avila College continued to deliver curriculum together with VCE, VCE VM and VET programs, a rich and diverse co-curricular program and a full calendar of major school events including a 60th Anniversary Mass at St Patrick's Cathedral. It was a year of celebrating the rich tapestry of the past six decades while firmly looking forward to the future.

Principal's Report

This year at Avila College we pledged to Be the Legacy as we were inspired by the spirit, culture and traditions of past Avila generations to forge a path forward with faith, vision and daring. Our 2025 College theme, 'Be the Legacy', was an invitation to all of us to be co-authors of the next Avila chapter.

In our Diamond Jubilee year we have joined together for a number of special occasions including our whole-school 60th Anniversary Mass at St Patrick's Cathedral, our 1960's themed Avila Day celebrations and our Reunion Day. Our Year 12 Class of 2025 have shown themselves to be fine stewards of Avila past and present, and our Year 7 class have commenced their Avila journey with energy and optimism.

I am enormously proud of our students and the legacy they have created in 2025. Our students have demonstrated the courage of Nano Nagle, the thoughtful insight of St Teresa and the ingenuity that has been the hallmark of Catholic communities across the Archdiocese of Melbourne each and every day.

I am fortunate to have been supported by the Leadership Team, The Avila College School Advisory Council (ACSAC), our teachers and support staff and the team at MACS this year. Together we have well and truly added to the Avila Legacy and the future looks bright for learning and leading as a Catholic Girls' school, holding true to being 'Daughters of the Church'.

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

"Be courageous, be strong. Let all that you do be done in love." (Corinthians 16: 13-14) St Paul's letter to the Corinthians was the scripture foundation of a compelling call to students and staff in 2025. The College theme for Avila College's 60th Anniversary year - 'Be the Legacy' - invited the school community to reflect on our rich traditions and how they can influence and shape Avila of the now and of the future in the spirit of our shared Gospel and Presentation values.

In our Diamond Jubilee year the school community came together to share our faith and legacy in many joyful Eucharistic celebrations. These were accompanied by the wonderful melodies and voices of Avila's Chamber Choir and Orchestra. Our Opening School Mass saw students and staff fill the Heritage Hall to capacity, with Fr Justel Callos (Holy Family) warmly inviting all to the Eucharist and calling us to be like Christ in our commitment to learning, our love for one another and our actions as community members. For our 60th Anniversary Mass at St Patrick's Cathedral, students, staff and families, present and past, joined together on Tuesday 27 May to share the spirit of Avila. Celebrated by Bishop Tony Ireland, Auxiliary Bishop for the Southern Region and Concelebrants, Fr Justel Callos, Parish Priest of Holy Family and St Mary Magdalen's and Fr Andrzej Madry, Parish Priest of Good Shepherd, it was a special and poignant ceremony for the whole school in a grand and memorable setting. Bishop Tony's Homily acknowledged and celebrated women of the Church with a special emphasis on current Avila students as 'Daughters of the Church' and the Presentation Sisters of Victoria. At the end of the academic year, our Year 12 students and their families marked their Avila journey with a beautiful and joyful Graduation Mass celebrated by Fr Mark Reynolds.

Reflection Days continued to play an important and integral role in 2025, providing dedicated time and space for students to understand and explore 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 as they

explored the courage and compassion of St Teresa and Nano Nagle and were introduced to the Presentation values. 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 how they can 'Be the Legacy' 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.

Faith professional learning for staff continued to be a priority in 2025 with a number of staff completing their accreditations and all staff engaging in seminars, workshops and keynote addresses. A dedicated professional development program in Term 3 saw staff hear from Br Dr Paul Creevey FMS (BSc, DipEd, GDRE, MA (Theol), ReMa, STB, STL, PhD, STD) as he explored John's Gospel and Dr Gavin Brown (BA(Hons), GradDipEd, MTS, PhD), who delved into the evolution of the Church in Australia and how it has evolved in response to Catholicism in Ireland, in particular in response to Vatican II. The Nagle Education Alliance Australia (NEAA) conference was held in mid-May and was hosted this year in Melbourne. Avila hosted a site visit on the first day of the conference, and a variety of staff and students spoke with Conference Delegates about how the Presentation charism comes to life at Avila College. Avila students, led by Kelly Bunning (Director of Faith and Mission), opened the conference with Prayer and Song. Kelly also presented a workshop titled Welcoming Staff to a Catholic Presentation Community: Faith formation, belonging and wellbeing. The conference dinner brought delegates together at the Melbourne Aquarium, and whilst fellowship was enjoyed over a meal, Avila students, led by Roxanne Lascaris, provided accompanying music through the string ensemble.

Value Added

In this 'Year of Jubilee - Pilgrims of Hope', much preparation was undertaken for the Australian Catholic Youth Festival (ACYF). A large cohort of students and staff attended the events, celebrating their Catholic identity with more than 6000 other young people. They attended a range of workshops, listened to keynote speakers and musicians as they discovered the vibrancy and depth of the Church and its Mission.

In 2025 we were delighted to introduce a number of symbols, visual cues and commissioned artworks into our physical environment to enhance the Catholic Identity of our school surroundings. This included the installation of the Vesica Piscis stained glass window in the Welcome Building, the custom designed cross and a student created image of Nano Nagle. Layered together to create an inviting, inclusive and inspiring gateway into our Catholic school, each piece has added a distinct layer of symbolism and narrative, enriching the building with Avila's Catholic identity, heritage and purpose. The official Blessing and Opening of the Welcome Building was celebrated in Term Four with Father Gerry McKernan and Sister Maria Lazzaro.

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

Implementing the MACS Vision for Instruction has been a key priority for Learning and Teaching in 2025. Curriculum Leaders have focused on deepening and broadening their understanding of the extensive MACS resources available to support effective pedagogy, particularly the WalkThrus framework. Throughout the year, Avila's Learning and Teaching leaders and classroom teachers were recognised as early adopters and expert practitioners in implementing the Vision for Instruction and integrating Ochre resources into direct instruction practices. The Mathematics Department, in particular, has successfully embedded these approaches into classroom teaching, building both student confidence and capability through explicit instruction. Avila's leadership in this area was reflected in numerous requests from external schools and educational organisations seeking to visit the College to observe classroom pedagogy, discuss strategic approaches to learning and teaching and explore leadership for educational change. MACS also commissioned a video featuring Avila Mathematics teachers sharing their experiences and demonstrating how these strategies have been integrated into daily classroom practice.

The WalkThrus model, developed by Tom Sherrington and Oliver Caviglioli, has become a foundational strategy underpinning the Vision for Instruction. In 2025, Avila College introduced a new professional learning initiative, The Conversation Hour (CH), which focused specifically on WalkThrus practices. Teachers identified and self-selected into small collaborative groups within curriculum areas to explore and refine targeted instructional strategies. This professional learning structure created opportunities for staff to deepen their understanding of explicit teaching practices, collaboratively share successful implementation strategies and strengthen a culture of high expectations where all students are supported to achieve at high standards.

The utilisation of data and evidence to inform teaching practice continued to grow and develop in 2025. Staff were provided with numerous opportunities through the carefully designed professional learning calendar to engage with data and better understand how it can be used to support student learning outcomes.

In addition to delivering a comprehensive curriculum from Years 7–12, Avila College continued to strengthen and expand pathway opportunities through the VCE Vocational Major (VCE VM), Victorian Pathways Certificate (VPC), and VET programs.

The Learning Diversity team provided targeted support for a wide range of individual learning needs, ensuring all students were empowered to achieve success and experience growth in their learning. The SHINE program further enriched student learning through extension and acceleration opportunities, including participation in the Da Vinci Decathlon.

A vibrant co-curricular program also continued to enhance student engagement and learning in 2025. Activities such as VEX Robotics and Quill and Ink, together with external initiatives including the Maths Olympiad, provided students with rich and diverse opportunities to extend their talents, pursue their interests, and develop creativity, collaboration and problem-solving skills beyond the classroom.

Student Learning Outcomes

The Avila College Class of 2025 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.
- 6% of Students with an ATAR Over 95 - placing them in the top 5% of the State
- 19% of Students with an ATAR Over 90 - placing them in the top 10% of the State
- 44% of Students with an ATAR Over 80 - placing them in the top 20% of the State
- 3 Students achieved a Perfect Study Score of 50, 2 in English and 1 in Art Creative Practice
- 10 students received the VCE Baccalaureate

In 2025, 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.
- 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.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	590	88%	586	84%
	Year 9	604	78%	592	73%
Numeracy	Year 7	572	81%	569	83%
	Year 9	590	81%	584	76%
Reading	Year 7	576	88%	573	88%
	Year 9	601	87%	596	84%
Spelling	Year 7	563	87%	561	85%
	Year 9	586	82%	583	81%
Writing	Year 7	602	89%	596	88%
	Year 9	631	89%	623	85%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	100%
VCE VM Completion Rate	100%
VPC Completion Rate	100%

*Data not reported for 2025 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 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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

In 2025, the ongoing and day-to-day wellbeing of students took many forms and continued to be prioritised in partnership with learning and teaching. Student Wellbeing leaders and teachers engaged in proactive and responsive work grounded in a deep respect for the dignity of each student. The launch of MACS Vision for Engagement provided a framework to further embed Avila's wellbeing focus which recognises the unique needs, strengths and circumstances of every learner.

Pastoral supports via Homeroom and Mentor Groupings provided a predictable structure for all students in 2025 and the Wellbeing for Learning Program each Friday offered structured age and stage appropriate activities and foci that aimed to anticipate and respond to wellbeing priorities and emerging needs. Cross year level opportunities have been an emphasis for 2025 as students were brought together in our 60th year to *Be the Legacy* and understand how they all contribute integral threads to the tapestry of Avila school life and culture.

Providing pathways for leadership growth, development and mentorship has continued to be an important and integral element of Avila's commitment to empowering young women in 2025. Opportunities for student leaders to design, develop and shape activities for and with their peers has taken many forms. From numerous sporting teams competing in inter-school sports, inter-school debating and public speaking competitions, to the Quill and Ink Club, the Da Vinci Decathlon and Vex Robotics. They have worked closely with their staff mentors to develop initiatives within their portfolio areas that engage students and harness their voice while working collaboratively as a whole school student leadership team to build cross cohort connections and further develop their leadership skills.

Child Safety is a central tenet of the Student Wellbeing work at the College. This takes a variety of formats, including the Child Safe Champions program for students to be actively involved in discussing and promoting Child Safety relevant to their school and personal lives. Staff awareness raising around Child Safety continues to be highlighted as appropriate and

Leadership Team meetings always include a reference to Child Safety. Continuing to keep Child Safety front of mind is a moral remit of the Student Wellbeing leadership of the College.

Melbourne Archdiocese Catholic Schools (MACS) launched the Vision for Engagement in late Term Two. This vision is the centrepiece of the vision for student wellbeing for MACS schools

and springs from the MACS 2030 Vision. As an early adopter of contemporary Wellbeing strategies, Avila College had already completed preparations for the tiered approach to responding to Student Wellbeing. Our early adoption of this approach and our reputation for being a system-facing school saw us engage with MACS staff to pilot the introduction of the MACS Vision for Engagement. A Term Three whole-staff Professional Learning day commenced with the unpacking and exploration of the new Vision for Engagement and the associated strategies and approaches.

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

The development of a new leadership growth and mentoring program for Year 10 students has commenced this year; Avila Leading Lights Program: Lantern Leaders for Year 7 students. The focus for these students is to have the Year 10s recognise their growing maturity and their leadership qualities. Connecting with Year 7s in a structured way through the W4L program will offer cross year level connections and community building. This program also seeks to develop communication, leadership and problem solving skills.

The annual Community Assembly also provided a chance for students and staff to gather as a whole-school community to hear from alumnae, celebrate successes and share highlights from the co-curricular programs.

SMASH (Salesian-Mazenod-Avila-Sacred Heart), a long running inter-school student-led initiative, continued to thrive in 2025. This collaboration seeks to bring our young people together with their peers from other Catholic schools so they can explore respectful relationships, learn to collaborate in diverse groups and celebrate their talents and skills. Designed and hosted by students, the SMASH Music Evening was held at Avila during Term Two and attended by an appreciative audience of families, friends and staff of the schools. Later in the year students from all four schools worked together in teams to develop presentations about topics that they wanted to share with their parents and provide an

adolescent perspective and student led discussion to explore, educate and connect the generations.

Student Satisfaction

Based on the student feedback captured in the 2025 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 Student Wellbeing Team has been actively tracking and connecting with parents when non-attendance occurs in order to draw attention to the importance of participation and the critical parent-school partnership.

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. Overall attendance is high.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	92.59

Average Student Attendance Rate by Year Level	
Y07	90.13
Y08	88.62
Y09	87.12
Y10	87.08
Overall average attendance	88.24

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

In 2025 the management of daily school operations, construction projects and strategic future planning was balanced with an emphasis on positive student outcomes, continuous school improvement, strengthening community connections, maintaining the enrolment funnel, building leadership capacity and managing staffing in a time of teacher shortages.

Extensively reviewed and refined with staff, the 2025 Annual Action Plan continued to guide our endeavours. Drawing on data from the MACSSIS surveys, the School Improvement Forums allowed all members of the staff population to discuss, analyse, consider and suggest specific areas for school improvement change. Based on the forum discussions, working parties were established to explore how to implement the recommendations. Avila College school leaders worked diligently to support and bring to life the Annual Action Plan for School Improvement.

The final stage of the Master Plan was a key focus for 2025. The original administration building was demolished over the summer break and construction of the St Teresa Library was managed at a rapid pace. Given the location of the building site at the centre of the school, significant time was spent on planning and scheduling of the construction phases to ensure minimal disruption during term time and ensure a safe site for students and staff. At the same time, staff and students settled into the Welcome Administration Building at the front of the school, adapting to the new reception, Health Centre and other spaces in the facility. The opening of the new Food Technology precinct at the start of the year was embraced by students who have appreciated the state-of-the-art equipment and new facilities.

The national teacher shortage continued to add pressure to staffing projections and planning in 2025. A proactive strategic approach managed by the People and Culture Department meant this had minimal impact at Avila College as they successfully balanced teachers on leave with practical strategies and continued to attract high-calibre candidates in recruitment campaigns, positioning Avila as an employer of choice.

Leading and managing the College in a fiscally responsible manner with consideration of immediate priorities and future aspirations has continued to be key in a time of economic pressure. Ensuring the balance of physical developments such as the St Teresa Library, expected grant and school fee income, and staffing and curriculum costs were carefully overseen and managed within the range of risk and reliability and stability expected by Melbourne Archdiocese Catholic Schools (MACS).

Building leadership capacity across the College continued to be a priority in 2025. This included both formal Professional Learning sessions and providing staff with the opportunity to fill temporary acting leadership roles for certain periods of time. Numerous MACS professional learning opportunities have been undertaken, and these have seen Avila staff contribute to the design and delivery of sector-wide initiatives as well as benefit from opportunities to collaborate and learn from colleagues across MACS schools. Teaching and non-teaching staff have also participated in a range of other targeted professional learning to enable them to upskill and remain abreast of advancements relevant to their work. Some PL has been externally sourced and this has taken place both online and in person as well as being delivered as just-in-time (JIT) and customised for individual needs as appropriate.

Building the profile of Avila College as a school of first choice for both prospective parents and staff members was a key focus of the Marketing and Enrolments Team. Strategic outdoor advertising and digital campaigns coupled with community engagement initiatives and on-site events saw an increase in the number of visitors to the school for tours and online through visits to the Avila website and social media platforms.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
In 2025 professional learning focused on Catholic identity and teachings to enhance staff knowledge, skills and understanding, so that all staff can contribute to the holistic development and flourishing of young people. Avila's commitment to the Melbourne Archdiocese of Catholic Schools (MACS) goals relating to excellence and equity for all students were key drivers in shaping the program. The MACS Vision for Engagement (VFE) was launched and teachers engaged in professional learning to unpack strategies to ensure all students are engaged in their learning so they can thrive and flourish. Professional learning, supported by MACS, allowed teachers to explore the different dimensions of the VFE and make connections to the Vision for Instruction (VFI). The implementation of the VFI moved to expanding explicit teaching strategies to all curriculum areas, and professional learning supported the further embedding of these strategies. In mathematics, Year 7 and 8 teachers consolidated the use of explicit teaching strategies to manage student cognitive load and improve engagement and participation in numeracy learning. Professional learning in the use of OCHRE resources were key components of the program that resulted in improvement in PAT numeracy results for 2025. The successful implementation of explicit teaching WalkThru practices during the year was implemented through structured cycles of inquiry where teachers worked together to improve explicit teaching practices and build collective efficacy. This was a key feature of the professional learning program for teachers. In 2025, WalkThrus included establishing expectations, cold calling and show me boards. Staff in positions of leadership (POLs) engaged in a nuanced program that was scheduled twice a term. The program focused on developing personal influence, leadership skills, supporting teams and wellbeing. Using current research and providing opportunities for guided personal reflection gave POL holders an opportunity to reflect on their own leadership and identify and act on areas for growth. School Improvement Forums continued throughout the year and provided a forum to engage staff in research and discussions related to the Annual Action Plan goals. The format allowed for the exploration of data and in-depth discussions to improve and sustain our culture of high expectations. Compliance-related professional learning was undertaken by all staff and included Mandatory Reporting, Anaphylaxis and the MACS Code of Conduct. New modules added to the newly released MACS Learn platform were also completed by all staff.

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2025	109
Average expenditure per teacher for PL	\$627.38

Teacher Satisfaction

In the 2025 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	32
Graduate	32
Graduate Certificate	18
Bachelor Degree	86
Advanced Diploma	12
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	110
Teaching Staff (FTE)	96.38
Non-Teaching Staff (Headcount)	58
Non-Teaching Staff (FTE)	42.42
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

In our 60th year and one in which we pledged to 'Be the Legacy', 2025 offered a multitude of opportunities to celebrate Avila College as a community, both past and present.

Major events across the year attracted members of our community to connect, re-connect and engage in conversation, celebration and joy.

The High Achievers Assembly welcomed back the Class of 2024 to celebrate their outstanding achievements and the exciting pathways they have pursued beyond Avila. Our 2025 International Women's Day Breakfast concluded with a standing ovation as alumnae Kala Gare (Class of 2015) moved the audience to tears through stories and songs from her acclaimed theatre production, 'My Brilliant Career'.

Celebrated by Bishop Tony Ireland, the 60th Anniversary Mass was a moment to reflect on the history of our school and the values that unite us. The Reunion Day in October saw over 400 alumnae return to Avila College for an afternoon of festivities. Guests enjoyed performances from the Avila choir, displays from the Archives carefully curated by the Heritage Helpers and joined tours from student Ambassadors. Our Mother's Day and Father's Day breakfasts, together with the 2025 Graduation Mass and Celebration of Excellence, were vibrant, multi-generational occasions that reflected the warmth, pride and enduring spirit of the Avila community.

Avila students entertained our school community onstage with the 2025 Creative Arts Spectacular, Music Fest and the co-production of High School Musical with Mazenod College. On the sporting fields and poolside, House spirit and connectedness was energised with the annual House Athletics Carnival, Swimming Meet and Sports Day. The Art Show

was also a highlight with student creativity on display and visited by many members of the Avila and wider community, including students from Holy Trinity, St Luke's and St John Vianney Primary Schools.

Avila College continued to foster meaningful partnerships with neighbouring Catholic schools and partnered with both Salesian and Mazenod Colleges to offer a Secondary School Experience Day to priority primary schools. 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.

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 5 students received College Colours in each of the five categories.

Parent Satisfaction

Based on the 2025 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