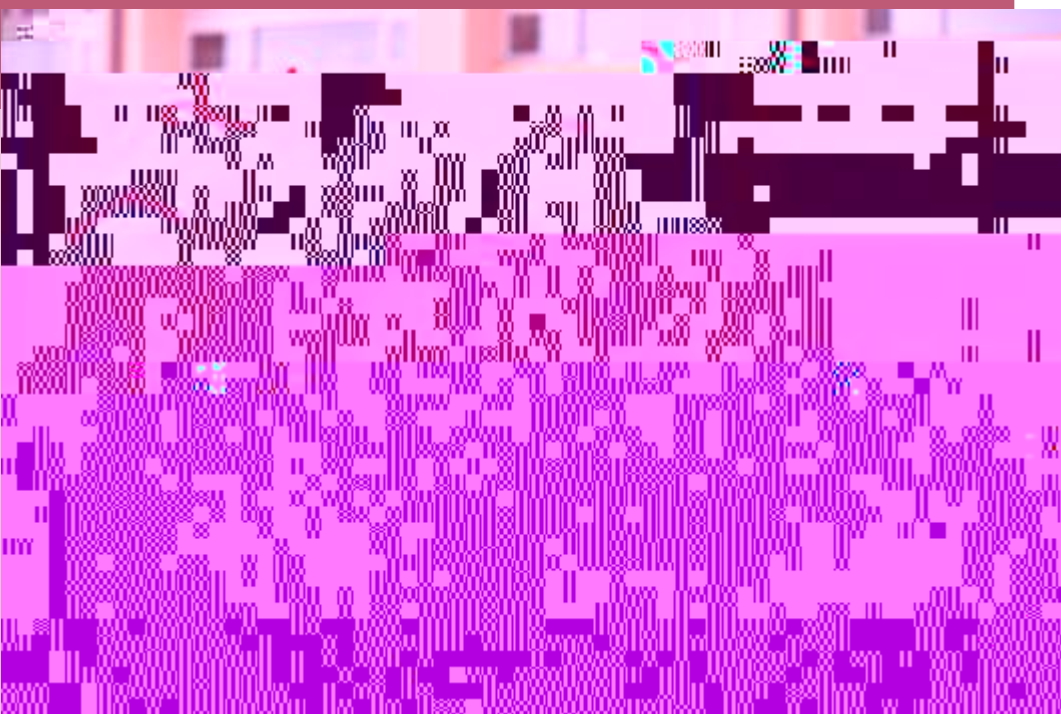# ANNUAL REPORT

TO THE SCHOOL COMMUNITY

2017

AVILA COLLEGE, MOUNT WAVERLEY

Our College Vision

Mission

We offer Avila girls the best Catholic education and inspire successful futures.

College Overview

Avila College, Mt Waverley, established in 1965 is a Regional Catholic Secondary College for girls, originally founded by the Presentation Sisters at the request of the local parishes, the Archbishop of the time and the foundation parishes of the local area. Avila College was established as a Catholic Education Melbourne Regional school seeking to ensure girls from Catholic families had educational opportunities in the secondary years of schooling in their local area. The College has maintained a strong reputation as a school of first choice with diverse academic, co-curricular and faith opportunities. Leadership of the College has been through lay ministry since 1980 and in Term 2 of 2017 the ninth Principal of Avila commenced at the College.

The current school improvement and school review cycle was extended by one year in anticipation of the appointment and commencement of the new Principal. A renewal of leadership and management at the College has provided an opportunity to emphasise a culture of continuous school improvement. In 2018 the College will undertake review in Term 2 and set its sights on developing a four-year plan for continuing to build on the firm foundations of a learning community for the 21st century.

The College serves students whose families live in the surrounding eastern suburban area from as far away as the eastern boundary of Knox and Boronia through to Malvern

Principal's Report

Avila College is a thriving learning community that seeks to provide a diverse range of learning experiences and opportunities in daily school life for all students. Learning and teaching is at the centre of our core work and Avila students have a breadth and depth of learning pathways in the junior and senior years of schooling. At the heart of our endeavours as a learning community are our shared values as a Catholic community in the tradition of the Presentation Sisters. Continuing to deepen and strengthen our Catholic Identity is both a daily endeavour and a holistic motivation of our decisions for continuous school improvement.

As a learning community our 2017 journey took us along many highways and byways

College Board Report

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As with every school year, in 2017, there were joys, successes, challenges and some sadness. Our companionship and support of each other, through these experiences, has helped us grow as students, staff, leaders, parents and as a community. We have been changed by the shared experience of travelling together, perhaps for some, a little reminiscent of the transformation the disciples experienced journeying along the road to Emmaus, in the company of the risen Jesus, æ•Á^&[¦å^åḀ́Á̃ˇ\^q̥Á̃Õ[•]^¦È

Since her arrival, Avila Principal, Dr Cotter, has joyfully connected with students, staff, parents and alumnae, listening attentively and thoughtfully to experiences, eager to identify ways to continuously improve the educational opportunities and experiences of •čˆå^}o•ÁææḀ́ɕⱥ̠ææ̠É̥Á̕ˇ¦ˆ^Ê̥æ̠}ˆÁæ̠ã̠•Ḁ́ã̠|Ḁ́@æɕˆÁ@æ̠åḀ́ÄÏ̥^æ̠È̥q̥ enthusiasm for ɕ@ã̠Ḁ́ˇ}Á̠&[\ã̃•Áæ̠åÁ&@æɕ̠Ḁ́[¦}ã̠*Ḁ́c^æ•Ḁ́ã̃ɕ@Ḁ́Ö¦ÁÔ[œ^¦Ê̥Á@]^ÁÏ^æ̠ÁFGq̥Á@æɕ̠^æ•̀[Á shared similar timesÊ̥ç^¦å^¦ḁ̃æ̠̃ˇ•Ḁ́þ||ˆÁ̕˜]•Ė

Dr Cotter and Avila College Leadership have celebrated and acknowledged the dedicated contributions of all staff to the development of a safe, stimulating and pastoral learning and faith environment at Avila. During 2017, safe0nces,

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Education in Faith

Goals & Intended Outcomes

To build the Catholic identity of the College.

That staff, students and parents will appreciate more deeply what it means to belong to a Catholic community and participate more actively.

Achievements

The Catholic identity of Avila College continued to deepen throughout 2017. Continuing to renew the understanding of students, staff and community members about what it means to be a Catholic and Presentation school community continued to evolve through a number of initiatives, priorities and day to day practices.

Reflection Days . provided students at each year level with opportunities for creative and inclusive spiritual experiences that continued to build on the college Charism with St Teresa and Nano Nagle at the forefront.

o Students in Year 8, 10 and 11 developed a better understanding of Pope Ø¦æ}&ã¶çÁ^œ^¦Á¶Áб@¨ÁŸ[˘œ@Æ椠åб@¨Á[¦^б@¨^Á¦|æêÁ¶Áб@¨Á˘č¦^ЁÁV¨@¨Á reflection days gave students an opportunity to ask questions and focus on their own individual role in making a difference in the world.

o The Year 9 Avila . Mazenod Day provided students with the opportunity to ¸[¦\Áб¨Á{æ¶|Á˚¦[˘]•Áæ}åÁ^æ¶}æ}¨Á㨨ஶ˘œ^æ&@¨о@¨¦çÁ&@[¦•Áãο@åæсÁ particular focus on developing communication skills and respectful relationships.

Staff Education in Faith Professional Learning

VALUE ADDED

St Vincent de Paul

Student Wellbeing

Goals & Intended Outcomes

To further develop a whole school approach to student well-being that encourages in students' compassion and respect for themselves and others.

That student morale will improve
That students will feel more connected to school
V@∂æ¼ æ-¶¼æ¸ æ^}^••Ĕ∖ã|¼æ¸ åÁ}[¸|^å*^Á^*æding student wellbeing issues and protective approaches will improve
V@∂æ¼{]¦[ç^åÁæ∂c^}åæ}&^Áæ}åÁ˘&[{^•Á[¦Áæ∂Áã∖LÁčå^}o∕Á{]¦[ç^È

Achievements

Student wellbeing has continued to be integral to the learning experiences of Avila students. An explicit connection between student wellbeing and learning and teaching has been articulated in the wellbeing programs and the approaches to supporting students holistically to both overcome challenges and strive for personal excellence. In 2017 the achievements in Student Wellbeing have included:

Creation of the **Pastoral Care Team:** the formation of this team in 2017 was designed and developed to work in partnership with the Studies Team and was intended to provide expert guidance and support to students on their learning journeys. Directors of Pastoral Care 7 to 9 and 10 to 12 are directly reported to by the Year Level Coordinators and they report to the Deputy Principal Students. The Pastoral Hub as a place for students to touch base with Directors has been established and acts as a resource, consultation and support space.

Student Safety and Management Plans @æç^Áà^^}Áå^ç^|[]^åÁ-[¦Áæ∂Áã∖o∕Á students. ŒÁ^*ãc^¦Á-Áčå^}o∕æ∂Áã∖o∕å^&æ˘•^Á[¸Áæ∂c^}åæ}&^Áã∕Ác@∕Áõ}ã¦Á school has been established and monitored via via Pastoral and Curriculum chains.

Parent Information Evenings: a series of Parent Information evenings were conducted to promote the importance of the home-school partnership. Relevant topics were the foci at each year level with internal and external speakers and presentations aimed at informing and raising awareness. Informal opportunities for interactions between homeroom teachers and parents was also possible before and after each session with hospitality offered.

New Students to Avila: Students new to the College in years 8 to 12 were supported by their teachers and fellow students as well through the formal Peer Support Program. The year 12 Student Leadership Team offered a warm welcome and each family was personally contacted to check in on

resources, current news and wellbeing information for parents, students and staff.

Child Safe Standards

Goals and Intended Outcomes

At Avila College we continue to review our practi

ensure that we are compliant with all Child Safe Sta

commitment to Child Safe Standards is evidenced in th

visible to the whole Avila community. We continue to be p

approach as indicated below:

> Being a child safe environment, which has zero tolerance for all f

Achievements

Avila College supports the Ministerial Order 870 and Child Safe Standards to ensure protection of all children, believing all have the right to be protected from all forms of æà˘•^´Áæ} åÁ.^*|^&ɟV@´ÁÔ[||^*^q´Á&˘ ¦¦^}´o´Á[[|æ̃æ̃•´Áæ̈ &|˘ å^K

Avila College Child Safety Policy
Code of Conduct - Child Safety
Mandatory Reporting Procedure - Child Safety
Parents/Guardians Code of Belonging
Staff Disclosure of Personal Relationships with Student

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Training and awareness raising strategies have been a consistent feature of staff professional learning both formally during staff meetings and via online resources. Child Safety is a consistent feature of the Advisory Board Meeting Agenda, Executive Team meetings and as appropriate it features in staff meetings (professional learning gatherings) with a clear connection made between Child Safe Standards and the College Annual Action Plan (AAP). The Reportable Conduct scheme was extensively explained and discussed with staff in order to deepen and broaden understanding and appreciation of community standards and expectations.
Consultation with the community has taken place in a number of forums including via the College Advisory Board, through requirements of volunteers to sign-up to the Child Safety Code of Conduct and vis the College newsletter and digital platforms. A particular feature of the newsletter as a mode of engagement with the community has been digital videos produced in-house to highlight safety at school from the perspective of students. Hosting the Child Safe Cluster Meeting (with other Catholic Schools) to share resources and discuss child safe initiatives and look at best practice has also broadened the perspectives and discussion around Child Safety in a secondary setting.

As a means of informing the student leaders about Standard 7 and giving them a voice in its implementation, students were introduced to the Website: Student Wellbeing Hub.

Each group was given a section of the website to investigate and discuss. They were then required to create a blurb that would appear on the student bulletin for students to access.

To build on our existing data and Standard 7, Student Voice and Empowerment, students across all year levels undertook the Monash Waverley Schools Network Resilience Survey.

The purpose of the resilience survey was to undertake an evidence-based youth survey that analyses and measures resilience amongst 10-18 year olds (Year 4 . Year 12). The result will be that individual schools, the City of Monash and Gateway LLEN have measurable data that can be compared over time to monitor and improve resilience as identified by our young people. Avila has made a 3-year commitment to this initiative (subject to ongoing School Focussed Youth Service funding).

This project provided our school with:
1. A statistically validated measure of the resilience, hopefulness and the incidence of depressive symptoms of young people in our school; and
2. A baseline of wellbeing that we can use to show the impact of possible interventions.

New People and Culture (P&C) practices have built upon already established P&C practices put in place at the College. Proformas for recording interview notes as well as referee checks with both explicitly addressing child safety has made the area of Child Safety transparently important to all potential employees.

Leadership & Management

Goals & Intended Outcomes

Further develop a shared vision, educational leadership and a professional culture that reflects Gospel values

That appropriate levels of distributed leadership are evident in school operations

Achievements

Continuing to develop leadership capacity and role clarity has been an important focus for the leadership and management of the College throughout 2017. The appointment and commencement in term two of a new Principal has provided an opportunity for review and renewal of the leadership culture of the College.

The College Executive Team has continued to develop its identity as a newly formed team in 2017, Term 2. This has included reviewing and renewing [ ] ^¦æeą } æł/ł ¦[&^••^•Á[¦Á ^^ćą *•Á[Áa^œ^¦Á\} æà|^ åæ&[} •ãc^} o‰@¦^Á-Á •&@[[¦+Á^æå^¦• @] Á^¦•] ^&ãç^Áa^ą * Áçãã^} cÁæÁ å|Á ^^ćą *•È

The Leadership Team has continued to seek to optimize its identity as a team of leaders with diverse areas of responsibility. The development of the Leadership Team as a team and how individual team members can best work with specific expertise in conjunction with each other is still evolving.

The new leadership structure developed in 2016 began in 2017 and saw a large number of teachers new to leadership taking up positions of leadership (POL).

Occupational Health and Safety (OHS) is an important focus for the Executive Team and the OHS and compliance factors across the College are managed consistently. The OHS committee has met and continues to explore ways of improving safety where concerns exist, advising of CECV directions for health and safety and ensuring an optimal workplace for all staff.

All staff have also been briefed on the Reportable Conduct Scheme as part of ongoing education around Child Safety.

The area of People and Culture (P&C) management has been reviewed with a view to channelling more of the people and culture management through the Princą æą Á ~ãX^ÈÁ˘ à•^˘ ˘ ^} ɗ^ Á^-allocation of administration support staff has occurred.

Renovations and Maintenance have been undertaken to renew and refresh facilities for learning and teaching as well as ensuring occupational health and safety standards

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

TEACHER SATISFACTION

Our school climate, as measured by the School Improvement Surveys (SIS) has significantly changed between 2016 and 2017. In 2016 84 staff completed the survey and in 2017 this increased to 125. The survey areas of Staff Wellbeing, Empathy, Clarity, Engagement, Learning and Outcomes have all significantly increased and largely gone from the bottom 25th percentile of all secondary schools to the top 25th percentile. The data for indicators within each area largely follows a tracking trend line with the most significant improvement being in a raw score positive change from 23 to 70 in the Supportive Leadership indicator (Empathy). The areas of Student Behaviour, Team Based Practices, Teaching and Learning and Overall Quality have all trended, with most positively increased and the greatest negative variance being -3 raw score points. These 4 areas of the SIS show Avila staff perception ranking mainly in the top 25th percentile. A positive school climate that shows a staff group motivated to engage with continuous school improvement.
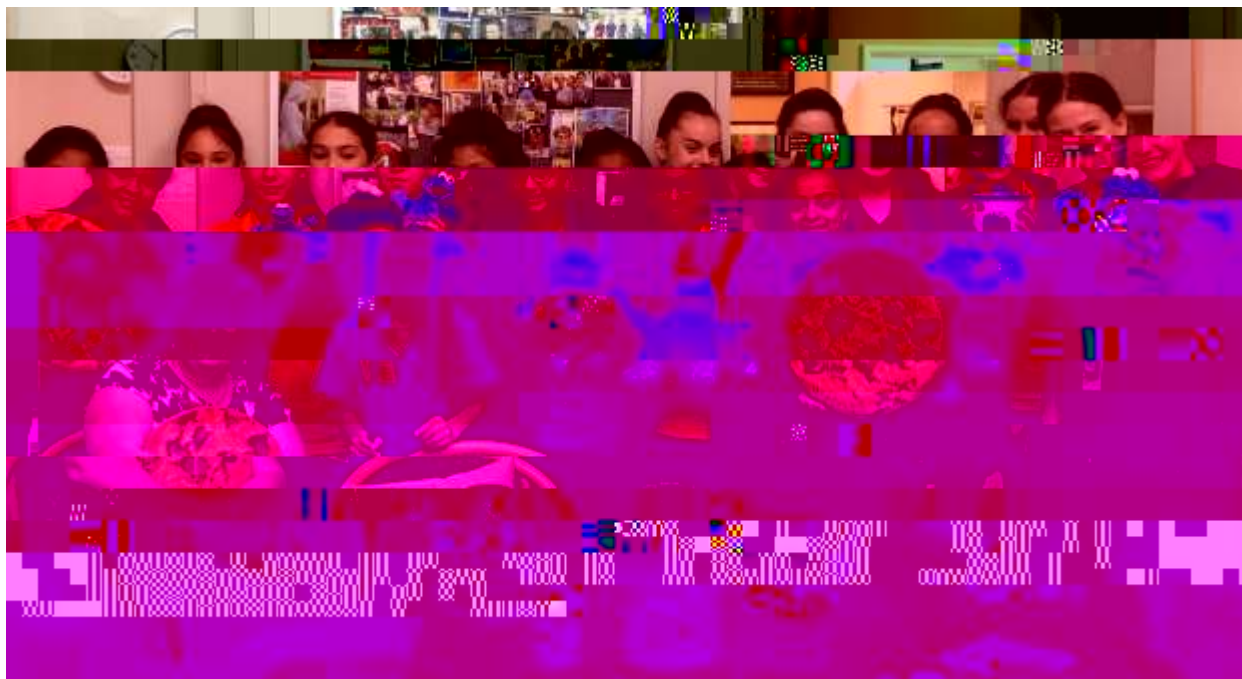
College Community

Goals & Intended Outcomes

Avila College encourages students, staff, parents and alumnae and the wider community to work in partnership to build connectedness and mutual respect.

That parental and student connectedness to the school will increase.

Achievements

As a learning community Avila College had much to celebrate in 2017. The community

The Annual College Art Show, Music Festival, Year 10 Drama Festival and Sports Awards night saw the talents and achievements of students in the visual arts, music, drama and sport recognised and celebrated. The cross-age group nature of each of these events was testament to the capacity of Avila students to form relationships and work in partnership with a wide range of peers.

VALUE ADDED

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Hon Julie Bishop MP (Foreign Minister) and Julia Banks MP (Member for Chisholm) Visited the College. With a focus on women and leadership these two members of the Federal parliament spoke with Year 9 and Year 12 students followed by Q and A and numerous photo opportunities and selfies. A short video of the event was created and distributed with great success via social media.

College Captains, Sinead, Tamara and Maeve invited by Christine Campbell MP to meet the Prime Minister Malcolm Turnbull at the Box Hill RSL.

Avila Day was again a highlight of the school year. Commencing with a whole school Mass enlivened by music we celebrated Christ in our lives and our continuing evolving identity as a Presentation community. The traditional homeroom trivia quiz, designed and hosted by Year 11 students and then the Spanish themed carnival saw an energetic celebration of Avila fun!

The inaugural Spirit of Avila Award was developed to recognize a student who had lived out the spirit of Avila (based on our school values of Faith,

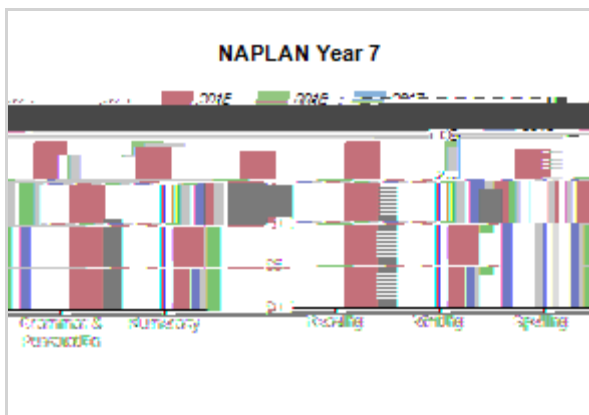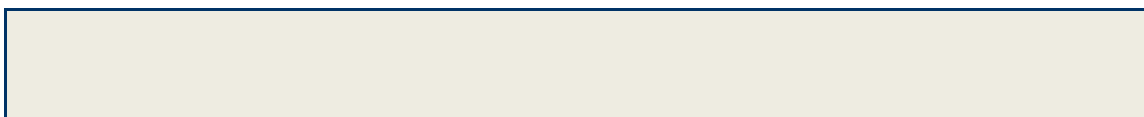Vision, Community, Compassion, Action, Daring, Justice and Presentation).

School Data 99.4

E1247
Avila College, Mount Waverley

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	**2015** **%**	**2016** **%**	**2015 - 2016** **Changes** **%**	**2017** **%**	**2016 - 2017** **Changes** **%**
YR 07 Grammar & Punctuation	99.5	98.3	-1.2	98.4	0.1
YR 07 Numeracy	99.5	99.4			

NAPLAN Year 7

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	89.01%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	94.89
Y8	93.80
Y9	92.41
Y10	93.34
Overall average attendance	93.61

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.2%

STAFF RETENTION RATE	
Staff Retention Rate	86.00%

TEACHER QUALIFICATIONS	
Doctorate	3.41%
Masters	28.41%
Graduate	51.14%
Certificate Graduate	9.09%

Degree Bachelo