

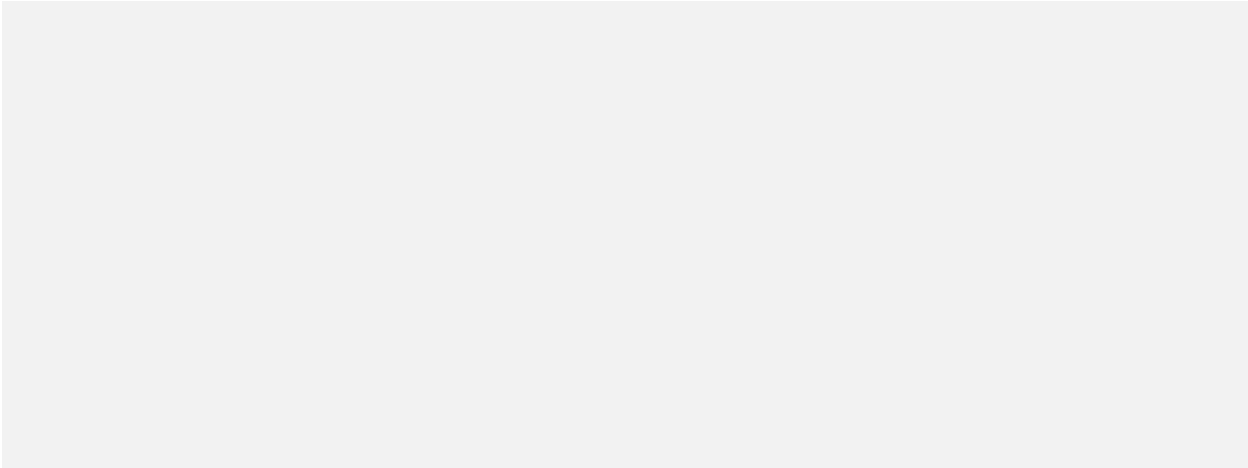
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Mission

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Nestled in the leafy green suburb of Mt Waverley in Melbourne, Victoria, Avila College is a Catholic secondary college with approximately 1100 students. Founded in 1965, Avila has a proud tradition of educating girls, fostering intellectual curiosity and empowering students to achieve their own personal best. Avila College is a positive, vibrant learning community which finds continuing inspiration in the charisma of the Presentation Sisters and the teachings of St Teresa of Avila.

With a focus on academic diversity, innovation and engagement, Avila students are encouraged

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Goals & Intended Outcomes

To embed our Catholic identity and ensure the charism of the Presentation Sisters and the teachings of St Teresa of Avila are lived in every aspect of College life.

- x That staff, students and parents value active participation in our Catholic College community.

Achievements

With the focus on our 2020 theme, Open Hearts Open Hands, the school year began with a great sense of enthusiasm and the Faith and Mission Leaders were eager to bring some new and exciting ideas to fruition. Our Opening School Mass, celebrated by Fr John Prest SDB, encapsulated the core of what our theme for 2020 was going to be about. Students were keen to be people of action and to embrace new ideas and develop a deeper awareness of social justice issues in our local and more global community. In hindsight, it was an eminently apt theme and perspective for the unprecedented year ahead.

Although many planned activities and events were postponed throughout the year, we were able to engage in a number of activities in Term One. Year 10 students undertook four days of Service and Justice in March. Students visited primary schools and nursing homes, planted trees and engaged with FareShare, Melbourne City Missions and Jesuit Social Services. As part of the program, students were encouraged to seek sponsorship from family and friends for completing the 1000 Steps in the Dandenong Ranges. The proceeds were for care packs and vouchers for McAuley Community Services for Women. Just over \$3000 was raised as part of this initiative which was a fantastic achievement by the students.

Each year, as a community of faith, Ash Wednesday and Lent are at the centre of all we do during Term One. This includes our commitment to Caritas and drawing awareness to the needs of those supported by the Project Compassion Campaign. Students gathered in House groups for Ash Wednesday liturgies and the launch of the Project Compassion Campaign. Students generously committed to the cause raising over \$3000 and a number also volunteered for the Red Cross Door Knock and were able to collect a substantial amount for the appeal. Once again, the Year 7 Reflection Day was based around the theme of being part of the Avila Community this year. The College story was shared and the students added their own story to that of the school story,

teaching. The Curriculum Review was paused during Term Two in response to the immediate needs of a changed learning environment and the process was recommenced in Term Three with Curriculum leaders working closely with the Curriculum Review Working Party.

This year the subject selection process for students was launched with a video presentation and an online curriculum guide enhanced with subject videos and career bullseye graphics. The Pathways team continued to work with students throughout 2020 remotely to support subject selections, VTAC applications, change of preferences and future study and career options. The Morrisby profiling test which assists students to identify their aptitudes for career planning was also conducted online with Year 10 students to support their subject selection process.

Throughout 2020, research was conducted across a variety of online platforms and new projects were implemented to further develop strategies to best support student learning. These included the Data Wall Project and Learning Visibility Reflection Pilot.

Overall, the rapid transition to remote learning and teaching was admittedly challenging but at the same time provided new opportunities for teachers, students and parents to be involved in a different range of initiatives in response to changing student learning needs. Teachers continued



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 ±2019 Changes	2020	2019 ±2020 Changes
	%	%	%	%	%
				*	*
YR 07 Grammar & Punctuation	98.2	99.0	0.8		

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Goals & Intended Outcomes

To strengthen a culture where wellbeing is integral to learning and consciously connected to student growth.

- x That student resilience, resourcefulness and self-

break. The 'Switch Off Campaign' encouraged students to be in the present and in touch with their surroundings and community. In general students are recognising that 'Mobiles off make a difference - Sleep better. Wake better. Think better'.

The Transition Program marks the beginning of the relationship between the families of Year 7 students and the College. It sets the foundations of the partnership between school and family that will develop during the students' time at Avila.

The team responsible for transition for Year 7 students as well as new students entering other year levels built a welcoming school culture that values diversity and fosters positive, respectful relationships. Year 7 students for 2021 received our electronic direct mailouts (EDM's) and were invited to watch the new virtual tour of Avila College. The need to be adaptable and flexible during 2020 meant that the Transition team needed to look at their processes through a new lens. To better inform our practice and understand the needs of our newest members of the Avila community, our Transition Coordinator engaged some of our feeder primary schools. Several Zoom meetings were conducted with Grade 6 Teachers, gaining a greater insight into the interests, pas

or unofficial capacity all students are encouraged to continue to develop a strong sense of Christian community and be the kind of leaders that this world wants and needs.



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Goals & Intended Outcomes

The College Child Safety Policy commits the College to upholding the safety of all students. It is integrated into all spheres of school life, but managed within the Student Wellbeing sphere of the School Improvement Plan. The Goals and Intended Outcomes for Child Safety are then embedded in the Student Wellbeing sphere.

To strengthen a culture where wellbeing is integral to learning and consciously connected to student growth.

- x That student resilience, resourcefulness and self-esteem are strengthened, and students develop a clear sense of hope and purpose.

Achievements

Avila College continued to demonstrate a strong commitment to the care, safety and wellbeing of all students by seeking to regularly update our policies, procedures and strategies to promote child protection and partnerships. In 2020, we further refined the At Risk - Student Management Guidelines for 'Missing Student - Safety Plan' and 'Missing Student - Non-Safety Plan' and collaborated with staff in regard to students on Safety Plans and working with outside support agencies.

The Wellbeing team continued to develop evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours for students across the curriculum. This included our continued involvement in the DET Rights, Resilience and Respectful Relationships program, delivering material from the 'Xpect Program' and the Office of the eSafety Commissioner.

The successful implementation of these initiatives further enhances our child safe culture with thst2endulture v

Additionally, the Wellbeing team developed and disseminated a suite of resources to support students' wellbeing in maintaining positive mental health over the extended holiday break and remote learning period. The 'Switch Off Campaign' encouraged students to be in the present and in touch with their surroundings and community.

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Goals & Intended Outcomes

To grow and sustain leadership capacity that promotes a culture characterised by a shared vision, clear communication, effective teamwork and a focus on continuous improvement.

- x That teamwork improves and a shared vision for Avila College is more explicitly enacted.

Achievements

The 2020 academic year commenced with a positive and optimistic tone set by a highly engaging and deliberate staff professional learning program prior to students commencing. A continued focus on building leadership capacity featured in the staff professional learning program for all College leaders. As the year progressed and the Covid-19 situation evolved, the need for leadership and management was significant, and it has taken many different forms in this unprecedented year for individuals and for our school as a learning organisation. Leadership capacity has been strengthened through the actions and aptitude of all staff with formal leadership roles, as well as countless others. Adapting, pivoting, listening and directing have all been important and significant across the learning and teaching spheres as well as in wellbeing, faith and community.

The launch of the Annual Action Plan for 2020 was an important bringing together of the collective efforts of all staff in reviewing, reflecting and renewing how we can best achieve the four-year School Improvement plan. The college theme "Open Hearts - Open Hands" featured prominently in the Annual Action Plan and is symbolic also of the commitment to the collaborative spirit of learning and the shared and consultative efforts being collectively undertaken to further grow our learning community. Term Two saw the "Open Hearts - Open Hands" theme come to life in a most unexpected way as leaders from across the college were challenged to "pivot, adapt and innovate" in ways like never before.

The Professional Growth Planning strategy was further refined for all staff with a focus on streamlining and personalising the areas for growth and development. Leadership goals were also featured in this self-

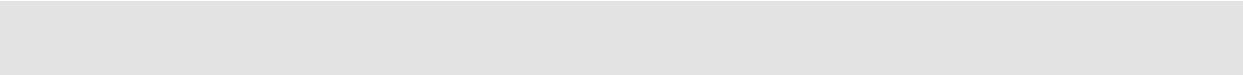
and engagement with parents, students, and staff. Their scheduled communications have added significantly to the tone and tempo in the school community and their responsiveness to urgent communications has ensured parent confidence in our health, learning and wellbeing plans.

The IT Help Desk at the college had considerable demands placed on it during the remote learning experience. Acknowledgment of the adaptable support needed when helping students and staff resolving issues with IT support remotely is well deserved. Similarly, the Finance team has managed the fiscal challenges, in particular in the area of fee collection, with the highest professional aptitude. Our families needing support throughout the year were compassionately engaged with and a plan suitable for their individual needs is in place for each family.

The Finance team responded

team was outstanding. The Pedagogy team responded to individual, team, and organisational needs to ensure all teachers could teach online. The range of professional learning activities included attendance at online subject association conferences, professional learning to enhance delivery of VCE programs, sessions led to support faith development and wellbeing, webinars, and online conferences.

Number of teachers who participated in PL in 2020	97
Average expenditure per teacher for PL	\$508



TEACHER QUALIFICATIONS	
Doctorate	3.4%
Masters	34.8%
Graduate	48.3%
Graduate Certificate	13.5%
Bachelor Degree	92.1%
Advanced Diploma	20.2%
No Qualifications Listed	1.1%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	99.0
Teaching Staff (FTE)	85.7
Non-Teaching Staff (Headcount)	51.0
Non-Teaching Staff (FTE)	39.9

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Goals & Intended Outcomes

That Avila students, staff, parents and alumnae work collaboratively to build connectedness and deepen partnerships within and beyond the parishes and the wider college community.

- x That the sense of community identity is strengthened for students, staff, parents and alumnae.

Achievements

Although the nature of the pandemic restrictions and associated lockdown/remote learning at home saw many community events, assemblies, excursions and programs cancelled during 2020, Avila College staff, students, and parents demonstrated a great propensity to pivot and adapt to

Once students and staff returned onsite for Term Four, traditional ceremonies were customised in line with Covid-safe protocols. The final day of school for Year 12 students saw the introduction of a shared, individualised, packed lunch, farewell procession and take-home family supper to enjoy while watching the graduation video. Celebration of Excellence ceremonies were delivered on a cohort basis with masks, a socially distanced audience and elbow bumps of congratulations.

Whilst it was a challenging year, the feedback from students, parents, and staff was overwhelmingly positive and the Covid imperative was a catalyst that has created many new community traditions that will be embraced by the college moving forward.

VALUE ADDED

Similarly, many of the college co-curricular activities were delivered in new and innovative ways to engage students learning remotely. Avila debaters and public speakers participated in the DAV and other competitions by filming their video submissions. The virtual House Cup encouraged students to participate in sport activities at home with a weekly challenge and submit their results via video. The Sport captains and PE staff also set up an online Active hub with a range of fitness, dance, stretch and sport activities for students. Avila book club members shared their reviews and suggestions virtually and were able to borrow books from the library using a contactless 'click and collect' option. The Art, Design and Technology exhibition showcased student work in an online, interactive gallery and the Reconciliation group augmented their weekly online meetings with virtual screenings of documentaries followed by hosted conversations.

comfort zones to make the students' lives as easy as possible. That's not always a

