

Avila College
Mount Waverley

2021
Annual Report to the School Community

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NOTE: -for- profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

'Be the Light' - 2021

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

Our College leaders began the 2021 year with this motto to illuminate all our words, actions and attitudes. It has taken each of us to continue to shine with purpose and resilience, being a light for each other in some very dark moments.

Thankfully, the women of God we look to for inspiration, Nano Nagle and Teresa of Avila, offer a practical example of lives lived to glorify God.

The staff, led by Dr Cotter, transitioned students into the remote and flexible learning environment with skill and enormous collaboration. The parents and Board members gratefully acknowledge and thank you for your leadership, generosity and engagement.

The Board received a fresh name, Avila College School Advisory Council (ACSAC), to go with the transition t

VALUE ADDED

The immeasurable importance and significance of the faith basis of our learning community found its own way both in and out of lockdowns. That which binds us as a community as a Catholic school is obvious in our RE and pastoral programs, and it is equally evident in our daily practices and the relationships we work diligently to maintain and grow. We do this through multiple activities, programs and even

Goals & Intended Outcomes

To improve student learning outcomes through personalised, effective and stimulating learning and teaching that builds student engagement and success in all areas of the curriculum.

That there will be a clear improvement in student learning outcomes.

Achievements

In 2021, Avila College's students and teachers once again adapted to periods of remote learning and teaching in response to intermittent lockdowns driven by the COVID-19 pandemic. The robust Continuity of Learning plan established in 2020 was reactivated as required. New staff were supported by the pedagogy team to run video lessons and existing staff were quick to mobilise and maintain blended learning approaches. Guidance was given to the Year 7 and new students about accessing digital platforms and ongoing one-on-one support was provided to staff to continue to develop their digital literacy and pedagogies.

Tutoring funding provided by the state government was used throughout the year to support students whose learning was most impacted by COVID-19 disruptions. Working in partnership with classroom teachers, tutors supported small groups of students to address learning gaps. Surveyed students provided positive feedback that the program was relevant to their classroom7k28

Interestingly, amendments to the senior curriculum structure recommended by the Curriculum Review Working Party in 2019, and the change to the timetable structure for 2021, resulted in increased participation in the Vocational Education and Training (VET) program in 2021. This year two VET programs were delivered at Avila; Certificate II Hospitality and Certificate III Sport and Recreation and 39 students completed external VET studies across a wide range of Tertiary providers.

Despite the fluctuating nature of the learning and teaching environment in 2021, staff continued to engage in a range of professional learning and development activities. A key area of focus for 2021 was to further develop formative assessment and feedback strategies to enable students to take the next steps in their learning. Staff reviewed strategies for feedback and how this information is shared with students and families on PAM/SIMON. Members of the MACS Agile Leadership Program worked with curriculum teams to explore evidence-based strategies for feedback delivery and the Director of Learning and Teaching collaborated with curriculum teams to develop a framework for teachers to improve feedback on SIMON.

Teachers also harnessed the Understanding by Design approach to develop engaging and relevant curriculum which was then designed and documented on ATLAS and 12 Avila College teachers marked VCE exam papers this year, an excellent form of professional learning that adds value to their teaching in coming years.

Throughout the year, Avila staff continued to contribute and play key roles with external review groups including the ACARA Australian Curriculum Teacher Reference Group, VCAA's GAT Teacher Reference Group, the Training and Practice Advisory Group for the Child Information Sharing Scheme and the ACARA/AITSL Teacher Reference Group for the online formative assessment initiative.

Mrs Kelly Bunning successfully completed the national certification of Highly Accomplished and Lead Teachers (HALTs), one of only 12 teachers in Victoria to complete her certification and Mrs Klara Baka completed training to become an accredited HALT assessor.

The Pathways team provided feedback to the Victorian Department of Education as part of the review into the (R)evolution of applied learning pathways in senior secondary education (Firth, 2020). Key staff attended the Victorian Curriculum and Assessment Authority (VCAA) information sessions and VCAL teachers have provided feedback and ideas to the VCAA team devising future vocational units.

A team of Avila teachers were involved in research with MACS and Monash University -

Notably, the planning, set up and delivery of COVIDsafe VCE examinations in response to VCAA directives was a significant achievement. The process was smooth, and all students were able to undertake their exams in a calm, safe environment.

COVID-19 restrictions also resulted in rapid changes to the delivery and completion of VET courses. Each institute adopted different measures of managing courses and students on

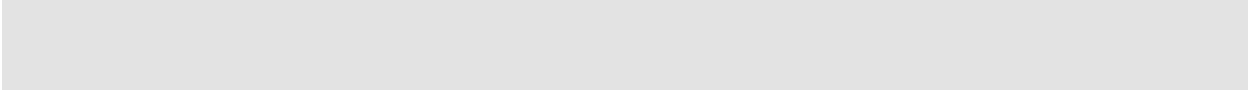
STUDENT LEARNING OUTCOMES

Year 7 and 9 students were able to complete their NAPLAN assessments and the results indicated that students at Avila are consistently performing above n7*72.384 7ereW* n

The work of the Pastoral Care worker, Rachael Jansen, assisted by Janine Bauman, continued to build a sense of community among senior students through leading lunchtime activities with student leaders during remote learning and when students were onsite. These joyful moments were welcomed by students and continued to build hope in the community.

Throughout 2021, our student leaders continued to work in their respective portfolios with the annual theme "Be the Light" at the forefront, and they consistently shone this beacon for the school community. Many of their initial action plans formed at the January Leadership seminar were adapted to suit the changing environment. Our leadership program for Year 7 2022 was endorsed at the end of the year allowing our newest Avila members to take on leadership roles midway through 2022. This program will allow our Year 8-12 leaders to mentor the Year 7 leaders and to share the Avila story.

Inter-school and inter-class debating and public speaking were a highlight for those who enjoy the art of the argument. For students who enjoy the performing arts and all the rehearsal and practice that it takes to get the show on the stage, the annual Avila-Mazenod Musical for 2021 "All Shook Up" almost got to opening night. A little more than a week before opening night, however, we went back into lockdown which didn't allow for the final performances to go ahead.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	94.5%
Y08	92.7%
Y09	92.4%
Y10	92.6%
Overall average attendance	93.1%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	32.0
VCE Completion Rate	100.0%

Goals & Intended Outcomes

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

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

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

Achievements

Throughout the year the Wellbeing team continued to work in partnership with staff and families to support student engagement and wellbeing. Evidence-informed practices relating to personal safety, help-seeking and protective behaviours for students continued to be implemented with members of the Wellbeing team. The Year Level coordinators and College counsellors monitored and supported students both online and on-campus and external agencies were used to help support out-of-care arrangements for high-risk students. During the year, several mandatory reports were made, 'home based' safety plans were introduced and families have been connected to various support/external agencies such as the Office of the eSafety Commissioner and Child First.

In Term 1 the Principal, Deputy Principals and Directors attended an information session and completed the mandatory modules for the Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Scheme (FVISS) to support the introduction of the schemes from 19 April 2021. Information about the schemes and the updates to sexual consent, disclosure and school obligations were shared with staff. The College website was updated and the necessary processes and policies implemented.

Melbourne Archdiocese Catholic Schools (MACS) developed new policies in the area of Child Safety and Wellbeing and these were reviewed and updated to meet mandated requirements. The staff Professional Learning day in Term 2 provided an opportunity for an update from DET about respectful relationships and to recognise our long-standing commitment to our community of practice with other Catholic schools. Updates to Child Safety and PROTECT guidelines were

Formative Review was finalised in the closing weeks of Term 2. The modelling of the review process as a transparent, inclusive and invitational process was successful. The review process is a strong example of giving and receiving feedback and engaging in self-reflective professional growth. Chris Bence from Melbourne Archdiocese Catholic Schools (MACS) facilitated the review.

This year, staff professional learning has again been largely virtual and sometimes the most suitable professional learning has been in "just in time" mode. As much as possible, staff have continued to pursue their broader goals for professional development and have shared and applied this learning as appropriate. The remote context of all of our work has of course placed some limitations on the usual collaborative, onsite and in-person type of learning our community culture values and usually takes full advantage of.

Continuing to forge relationships with Catholic primary and secondary schools within our geographic region was furthered with Avila hosting a meeting involving Principals and Development staff from Mazonod, Salesian, Sacred Heart, Holy Family and St Mary Magdalen.

ALL STAFF RETENTION RATE	
Staff Retention Rate	93.9%

TEACHER QUALIFICATIONS	
Doctorate	3.3%
Masters	29.7%
Graduate	47.3%
Graduate Certificate	14.3%
Bachelor Degree	91.2%
Advanced Diploma	19.8%
No Qualifications Listed	2.2%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	100.0
Teaching Staff (FTE)	86.2
Non-Teaching Staff (Headcount)	57.0
Non-Teaching Staff (FTE)	49.8
Indigenous Teaching Staff (Headcount)	0.0

Goals & Intended Outcomes

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

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

Achievements

The 2021 school year at Avila College was one where we once again adapted, pivoted and innovated to deliver a series of community activities and events, both in person and virtually. In the interests of health and safety, some of our traditional celebrations were redefined, while other new school events were launched with great success. Despite the disappointment that some COVID-19 related cancellations created (e.g. the Avila-Mazenod Musical), our community had the chance to connect, celebrate and be together in a variety of ways throughout the year and demonstrated a great school spirit throughout a challenging time.

One of the highlights of the year was the student-led production of the Creative Arts Spectacular held in the newly refurbished Bunjil Creation Centre. Putting our new facilities to good use only a matter of weeks after completion, Creative Arts was presented over four shows with COVIDsafe measures in place. Our student performers, stage crew and directors were delighted to present the production in person after many months of rehearsals. Similarly, the sold-out audiences were thrilled by the dazzling student work showcasing dance, visual arts, music and drama in a two-hour program.

at Avila College. Designed to demystify secondary school and build community connections, the

The College looks forward to continue to be driven by evidence based school improvement with the formal structure of a collaboratively developed Annual Action Plan derived from a four year School Improvement Plan. In 2022 the College will be undertaking External School Review and this will provide an excellent opportunity for formal reflection, discussion, dreaming and planning for the next four years.

The year ahead will also see the Ballygriffin Senior Learning Centre completed in the second part of the year. The ongoing renewal of facilities in small projects that enhance the look, feel and