



Melbourne Archdiocese
Catholic Schools

2023

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 21 Mar 2024

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

Founded in 1965, Avila has a proud tradition of educating girls, fostering intellectual curiosity and empowering students to achieve their own personal best. Nestled in the leafy green suburb of Mt Waverley in Melbourne, Victoria, Avila College is a Catholic secondary college with approximately 1050 students.

Avila College is a positive, vibrant learning community which finds continuing inspiration in the charism 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 to be agile thinkers, take ownership of their learning journey and embrace a broad range of educational pathways.

In 2023, Avila College delivered curriculum together with VCE, VCE VM and VET programs and enjoyed a full calendar of co-curricular activities and major school events. Student leadership, agency and voice was supported through a range of workshops, mentoring and collaborative committees. Throughout the year, Avila College continued to foster a culture of continuous and collaborative school improvement with a keen emphasis on all spheres of the Annual Action Plan.

Principal's Report

Inspired by the Presentation values of Community and Action, our annual theme 'Unite as One' was a fitting goal for our school. We challenged ourselves to unite as a school community after three years of COVID-19-shaped disruption and celebrate our unique gifts in line with the scripture reference; Use whatever gift you have to serve others (1 Peter 4:10).

United we were in 2023 through vision, action and celebration. For the first time in three years, we were able to hold whole school events, including our Eucharistic Celebrations, and host performances such as the Avila-Mazenod production of the Freaky Friday musical. Our gifts were enthusiastically shared to serve the school through social justice activities, sporting prowess, musical talents and more, creating a positive, tangible and united community spirit in our classrooms and beyond.

There were many highlights in a year where we both physically and spiritually united as one, but one in particular stands out. In March the Avila musicians and choir were invited to lead the liturgical music at the Melbourne Archdiocese of Catholic Schools St Patrick's Day Mass. Their voices and instrumental arrangements amplified the joyous Eucharist and captivated the congregation. It was a very special moment and we were united as a whole Diocese in celebrating the rich Irish Catholic tradition in Melbourne.

The 2023 journey has sometimes been embraced with bold strides forward and other times with less confident steps. Sometimes we have known what is around the corner and at other times there has been the need for courageous leaps into the unknown. We have however explored the 2023 year with a unity of spirit, a confidence in our aspirations to be and achieve our best and a belief in each other.

The College has been well supported by the Executive 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. Our students have coloured our days and shown themselves to truly be 'Daughters of the Church' and the future – Ecclesiae Filia.

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

Our school faith community continued our strong commitment to living out the Gospel and Presentation values. Daily prayer life was an integral part of our morning routines in homeroom and mentor groups and for staff during our twice-weekly briefings and meetings. We also celebrated the 8th anniversary of Pope Francis' *Laudato Si* and provided opportunities throughout the year for staff and students to engage with informational material and prayer opportunities focussed on caring for our common home.

This year's College theme of 'Unite as One', supported by the scripture from 1 Peter 4:10 "Use whatever gift you have received to serve others", inspired students and staff to consider how they could contribute to and connect with the school community. We were blessed to have Fr Elio Capra run a professional learning session at the start of the year where he unpacked the theology behind the theme. The theme was embraced with enthusiasm and for the first time in three years, we were able to unite as a whole school community for our Eucharistic celebrations. Students led the Mass roles and provided the music at our Opening School Mass, Year 7 Welcome Mass and the Avila Day Mass. It was also an honour to have Avila College's choir and musicians lead the music of the Eucharist for the Mass of St Patrick celebrating the 2023 Catholic Education Week. The grandeur of the Cathedral and the solemnity of the Eucharist was beautifully amplified through their instruments and voices. With poise and grace, they captivated the congregation.

Reflection days are an important opportunity for students to step away from the busy nature of their daily lives and take time to nurture their spiritual selves. Our Year 7 Reflection Day, 'Ignite the Flame', introduced students to the Presentation story, especially of Nano Nagle and that of our Patron, St Teresa of Avila. They enjoyed sessions conducted by senior students focussed on the Houses and indulged their creative selves in designing and decorating a cross with some of the important symbols and words encountered throughout the day.

The Year 11 Youth Ministry students were involved in the planning and execution of the Year 8 Reflection Day, developed around the theme of Laudato Si which proved to be a very positive experience for both cohorts. The Year 9 Reflection day focussed on Relationships and Belonging where students were encouraged to appreciate the gift of their own uniqueness more fully and to recognise that it is both possible and desirable to know Jesus as an intimate friend. Passionist Youth facilitated the Year 10 Reflection day and introduced activities designed to build relationships with self, others and God through the concept of 'Walking the Road Together'. The Year 11 cohort enjoyed a day with musician Gen Bryant who had just returned from the World Youth Day festival in Portugal. As a whole cohort the Year 12 level of students reflected on their faith and secondary school journey on Retreat. Commencing with morning Mass at Holy Family they headed to Warburton for the Retreat experience. Led by Year 12 RE teachers, the program included presentations from past students, reflections from a first-hand refugee experience and music from Gen Bryant.

In 2023 we continued to source and provide opportunities for staff to gain/maintain accreditation to teach in a Catholic School or teach RE and/or lead in a Catholic School. This year we also introduced a formation session for staff new to Avila, which provided the opportunity to share the Presentation values, the story of Nano Nagle and have them articulate why they have chosen to work in a Catholic School.

All staff attended a Professional Learning day with Professor John Warhurst in July. John delivered two keynote speeches on The Church of Pope Francis and The Church in Australia. Each session was followed by an opportunity for small group discussion to unpack some of the material. It was an intellectually stimulating PL and provided much material to consider. We also had staff from Star of the Sea, John-Paul College and St John's join us on the day. Fr Gerry McKernan was in attendance and he presided over Mass to conclude the day.

A small group of staff attended the 2023 NEAA Conference, 'Honouring the past: Inspiring the future'. It was an excellent opportunity to network with peers from other Presentation schools. The keynote speaker was Professor Deidre Raftery, author of 'Nano Nagle, the Life and the Legacy'. Deidre explored details of Nano's life that help to shine a light on how she managed to influence so many people in her lifetime and importantly, after her death. The keynote addressed how that influence continued, and how she left a legacy that can still be found around the globe today.

In line with our continuing effort to immerse our staff in the distinct character of the Catholic faith, other Professional Learning sessions delivered in 2023 included an understanding of the Catholic Church's position on Uluru Statement from the Heart /The Voice and how the celebration of Advent and Christmas have developed over the centuries.

Avila College has continued its firm commitment to reconciliation and conducted a range of activities to raise awareness of social injustices and funds to support access to educational opportunities. The Reconciliation students attended a Fire Carrier's Day at Siena College

and came away inspired and motivated. Closing the Gap, Reconciliation Week and the ongoing work of Avila's REC Group continued to raise awareness and understanding within our school community.

This year, our school community united to raise funds for a variety of worthy causes. Students busked, baked and explored creative ways to encourage students to look outward to those who are suffering in our world with Project Compassion for Caritas Australia. Students and staff supported St Vincent de Paul by sleeping overnight in the Hall and engaged in meaningful conversations about why people are homeless and what can be done on the micro and macro scale to alleviate this. The sleepout raised \$3000 online and we raised a further \$1000 from the BBQ and food stall at the athletics carnival. REC Group activities raised money for the Opening the Door Foundation and our inaugural Christmas Campaign supported MacKillop Family Services with raffle proceeds and baskets full of products for the Vinnies Christmas Gift Appeal.

Value Added

This year our Youth Ministry class embraced a key role in designing and leading our faith celebrations. For the first time they led a pre-Easter whole school liturgy which was a tremendous success. The Youth Ministry students also led activities for the Year 8 Reflection Day themed around the Encyclical.

During Reconciliation Week, Avila College held a public screening of the documentary 'In My Blood it Runs' in the Bunjil Creation Centre. The screening included a presentation from special guest speaker, Jane Vadiveloo, founder of the First-Nations charity, Children's Ground, and a contributor to the film production.

Fundraising and awareness raising for Caritas Australia exceeded expectation.

Learning and Teaching

Goals & Intended Outcomes

Goals

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

Intended Outcomes

- That every student is known and understood as a valued member of our Catholic school community.
- That consistent use of student-centred feedback and reflection strategies are embedded.
- That an agreed instructional model for core pedagogical practices at Avila is created.
- That Avila's professional learning framework be renewed, enhanced and targeted.

Achievements

2023 VCE/VCAL Results

The 2023 cohort of Year 12 students achieved outstanding results both in terms of ATAR scores and pathways to study and employment. The 2023 College Dux achieved an ATAR of 97.65.

- 15% of the class achieved an ATAR score over 90 placing them in the top 10% of Victoria.
- 39% achieved a score over 80, placing them in the top 20% of the state.
- 14 students also received the VCE Baccalaureate, an additional form of recognition for students who successfully meet the demands of studying a higher-level mathematics subject and a language in their VCE program.

Avila College's Pedagogy Framework was successfully implemented this year, providing teachers with evidence-based strategies and best practice methods that are inclusive, targeted and visible. In 2023 we continued to engage with MACS on a number of projects including the Secondary Disciplinary Literacy Project and the STEM Based Learning Project. These projects provide consultants who work with teaching teams to develop evidence-based strategies for improving learning. Mirroring the Pedagogy Framework, student leaders

worked with the Pedagogy Leader to develop a Learning Framework in order for students to have voice and agency in their own learning journey. This was a great experience for the students as they worked collaboratively to reflect on how they learned best and identify strategies and actions to maximise learning engagement, enjoyment and achievement.

Together with classroom curriculum, a number of Avila's signature learning programs were delivered across the cohorts. These included the Beyond 2040 program where Year 7 students worked collaboratively to research, discuss and consider what the future could look like if we embraced the best solutions available in Science, Technology, Engineering and Maths today. The new NaviGate program at Year 9 provided opportunities to develop enterprising skills, collaborate in teams and embrace physical challenges. The program took place in a variety of settings and gave students the opportunity to have choice and agency. Our inaugural Digi-Day saw Year 10 students teach Grade 4's coding, drones and robotics and the Primary School Art Immersion allowed students to get creative and teach the principles of Surrealism to primary school students. Avila also partnered with Salesian College to deliver the VCE Food Studies unit to both cohorts of students together on campus.

High numbers of students continued to engage with Avila's tutoring program in Mathematics and Literacy. Students were willing to spend extra time after school to work with teachers to understand the more complex aspects of their subjects. Students have gained confidence working in tutorial groups and these sessions also proved successful for examination preparation.

A diverse range of co-curricular activities were also run this year, providing students with the chance to thrive and develop their passions. These included the Melbourne University Amazing Spaghetti Machine, VEX robotics competitions, the Da Vinci Decathlon and the Model United Nations. Year 9 students undertook a Mission to Mars at the Victorian Space Science Education Centre, junior and senior debating competitions took place and a wide range of sports were played competitively.

A key focus this year has been to ensure that students and families had the necessary information and opportunities for conversations to assist with the subject selection process for 2024. This process emphasised informed student choice and provided opportunities for students to tailor their learning and maximise their growth and engagement. Year levels were supported in a variety of ways and could all access up-to-date information on the curriculum guide located on the College website. Targeted EDMs were sent out and the learning captains spearheaded the creation of a library of student videos to assist with understanding each subject offering.

To further assist with pathway decisions, all Year 10 students undertook the Morrisby Career test and engaged in one-on-one debriefing sessions with the Careers teachers. Similarly all Year 12 students participated in an individualised session to consider and discuss pathway options beyond graduation. This was conducted together with an on-site Careers expo and support with VTAC applications. Year 9 students attended a range of tertiary institutions as

part of the careers program. These opportunities gave students the chance to explore what post-secondary education looks like and consider what careers could engage them in the future. The program also provided students with the chance to think about what the future could look like and the steps to get there.

Student Learning Outcomes

Throughout 2023 our students and staff engaged with many varied and rich learning opportunities and experiences. The successful implementation of the VCE Vocational Major and the Victorian Pathways Certificate offered greater flexibility for senior students to design programs to meet their individual learning needs. Our junior students embraced their secondary school experience with enthusiasm, enjoying the wide range of elective choices, while our middle school students augmented their classroom learning with experiential programs such as the new NaviGate program. Senior students immersed themselves in their new learning areas in the Ballygriffin facility, taking advantage of the spaces for both collaborative and independent study.

The NAPLAN testing period was brought forward for 2023 and tests were conducted online in March for Years 7 and 9. The early testing date meant we gained access to the data earlier than previous years. The data was integrated into our new student data dashboard and a Strategic Data group was set up to work with teachers to build their data literacy to improve student learning.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	583	84%
	Year 9	593	74%
Numeracy	Year 7	561	81%
	Year 9	592	78%
Reading	Year 7	575	88%
	Year 9	595	83%
Spelling	Year 7	567	89%
	Year 9	591	87%
Writing	Year 7	585	87%
	Year 9	620	87%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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	31
VCE Completion Rate (includes VCE VM completions)	99.30%
VCAL Completion Rate (VCAL Intermediate)	100.00%

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

To enhance student agency in their learning.

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

That consistent use of student-centred feedback and reflection strategies are embedded.

Achievements

The Wellbeing team have continued to work in partnership with staff and families to support student engagement and wellbeing. Utilising the annual theme of 'Unite as One', in 2023 we have aimed to promote connection and collaboration within our school community. Further enhancing student voice and agency was also a key focus this year.

Building student resilience, resourcefulness and self-esteem are key values that strengthen and help students develop a clear sense of hope and purpose. The Living and Values Program (LAVP) was a scheduled wellbeing touchpoint for students and this year covered topics such as character strengths, communication skills, healthy relationships, goal setting, vision boards and study techniques. Year 8 students also engaged with the Expect Respect program with sessions focussed on the development of healthy relationships. In 2023, the regular and structured nature of the LAVP provided opportunities for greater cross-cohort connections. The Wellbeing team and student leaders worked together to create a cohesive program that allowed students from each year level to come together and work collaboratively in scheduled vertical sessions. This was a successful project and allowed us to look at ways to continue to involve students in developing LAVP ideas and future projects.

Staff continued working with student leaders to develop and broaden their leadership capacity through regular workshops and mentor meetings. Leaders collaborated within their portfolio and across the student leadership group on a number of projects including the planning and delivery of the whole school Community Assembly, the development of the Student Learning Framework and the SMASH netball competition. Senior leaders (Years 10-12) across a range of portfolios were also involved in the development of a parent conversation evening with their counterparts from Salesian, Mazenod and Sacred Heart Colleges. The student leaders from all four schools attended workshops facilitated by Respectful Relationship Team Lead, Aimy McAninly, and then worked in teams to develop their topics, presentations and delivery. The Conversation evening featured topics such as

gender identity, anxiety, social media and mental health, and stimulated significant intergenerational discussions.

Supporting our Year 7 students successfully transition from primary to secondary school continues to be a priority. Following the Orientation Program in Term 1, the Year 10 Peer Helpers continued to engage with Year 7 homerooms throughout the year, helping students develop connections, refine their organisational skills and build belonging. The Peer Helpers also organised a lunchtime netball competition which allowed students to have fun and get to know each other in a relaxed atmosphere. At the same time, the 2024 Year 7 cohort were being supported through a Google Classroom where they had the opportunity to connect with their future classmates and ask questions about starting high school. The Transition day at the end of the year gave them an opportunity to meet face-to-face on campus and familiarise themselves with the school community and learning spaces. Transition paperwork and processes were further customised and refined this year to ensure that the communication and information flow between families, primary schools and Avila is meaningful, timely and supports a smooth transition for all students. The collaboration and the partnerships that have developed over the years ensure we are working together to create a positive start to secondary school.

Child Safety continues to be paramount. The Wellbeing team worked together with staff and families and in some cases external agencies. All staff engaged in the Child Safety Professional Learning Day at the end of Term 1. Together as a school we reviewed the Child Safe Standards, the Code of Conduct, and explored the role each person places in the mandatory reporting process. Staff discussed case studies highlighting the key steps involved in reporting child abuse, as well as being informed about the different types of abuse and how to navigate this space when the situation arises.

Later in the year staff engaged in another full-day workshop focussed on student wellbeing for learning. The keynote speaker from the Australian Childhood Foundation discussed how to support students affected by trauma as well as strategies to implement trauma-informed practices in a classroom setting. Staff participated in a range of wellbeing workshops including de-escalating anxiety and how to engage students in their learning. In 2023 Professional Learning sessions were also undertaken in the areas of Reportable Conduct Scheme and Child Information Sharing.

Value Added

Students from all year levels were invited to volunteer to become a Child Safe Champion, and take a leading role in how student voice can be amplified in the development of our Child Safe Standards. Applicants were interviewed and a team of Child Safety Champions was recruited. Their first meeting was held late in the year where they workshopped ideas to create an overall plan of action.

The SMASH collaboration has continued to thrive in 2023 with a very successful Parent Conversation, netball competition and music soiree. This collaboration provides students from our four local Catholic Secondary schools to build connections and work together on a variety of projects.

Lunchtime co-curricular clubs and activities further built school connectedness for students and staff. These included:

- Random Acts of Kindness Day
- RUOK? Day
- Harmony Day
- Games Club
- Craft Club
- No Bullying Day

Student Satisfaction

The results of the MACSSIS survey demonstrated that Avila College students continued to report higher overall results as compared to the MACS average. Student satisfaction was particularly strong in the Year 7, 8 and 12 cohorts and with reference to school climate, student safety and student voice. The comparison with 2022 results was attributed to the return to face-to-face learning, daily routines and structure of school life.

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	93.3%

Average Student Attendance Rate by Year Level	
Y07	92.0%
Y08	89.4%
Y09	89.7%
Y10	87.5%
Overall average attendance	89.6%

Leadership

Goals & Intended Outcomes

Goals

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

Intended Outcomes

- That Avila's professional learning framework be renewed, enhanced and targeted.

Achievements

The 2023 Annual Action Plan (AAP) for School Improvement guided our endeavours for innovation and excellence across key priority goals and sat comfortably within the College theme of 'Unite as One'. Staff and students embraced the 'new normal', a school year without explicit COVID restrictions, but understood it was still different to pre-pandemic times. Together, united as one, new traditions were forged and old traditions such as physically coming together as a whole school community were celebrated.

The College Executive Team undertook a year-long focused formation program to build leadership consensus and further consolidate the team identity and trust. Modelled on a leadership research design with reflection, discussion and action cycle, themes included evidence-based research, leadership and management practices for school improvement and faith formation. Avila College was also selected as a pilot school for the new Rising Team for Schools program. Designed to boost collective efficacy and create high-performing teams in schools, it leverages evidence-based approaches and is well supported by a team from ACER. Throughout the year, four leadership teams participated in the sessions and provided feedback.

Our first Year 12 cohort enjoyed their final year at school learning, studying and collaborating in the new Ballygriffin Senior Centre. Their sense of ownership and belonging to the building contributed to the cohesiveness and connectedness of the year level. The flexibility of the spaces also provided teachers with greater agility to adapt, differentiate and access resources to suit student needs. The functionality, aesthetics and purposeful design of the Ballygriffin building was publicly acknowledged and commended when it won two design awards - the 2023 Excellence in Educational Facility Design Award from the Association for Learning Environments (Victoria/Tasmania) and the category award for New Buildings or Facilities (Small).

The physical campus site continued to be renewed throughout the year with scheduled maintenance activities and small scale renovations in the Carroll Centre and the Junior School Building. In line with the next phase of the Master Plan, the planning, design and submission requirements for the development of the new administration and food technology building were finalised. The new Food Technology learning space will provide enhanced student access to modern equipment and contemporary learning and will meet the needs of both the Hospitality and Food Technology curriculum. Enhancing the school's Catholic identity was a fundamental feature of the design of the new Welcome Administration building. This year we also took the foundational steps in the development of a physical Catholic Identity Master Plan. An external consultant has been engaged to provide a scope of possibilities of religious art across the campus.

In 2023 Avila implemented a review of IT Services. Designed in the spirit of continuous improvement, it also scoped out future needs and innovations for learning, teaching and support services.

This year saw a rise in the number of staffing shortages across the education sector. In response, Avila made the strategic decision to bring the annual recruitment drive forward, refine the recruitment process and build the interview and selection base experiences of College leaders. Successful candidates reported that the College provided timely responses to expressions of interest and prompt follow through with the shortlisting, reference checking, child safety checking and interviews.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

As part of this year's Professional Learning Program staff engaged in sessions that focused on 'Understanding How Childhood Trauma Impacts on Learning' and Resilience.

A strong emphasis was placed on deepening our understanding of our students, with sessions that unpacked the new data dashboard which complemented the 'Getting to know our students' sessions led by Year Level coordinators. Teachers all participated in focused professional learning sessions and Teaching Sprints where teams of teachers engage with cycles of inquiry to reflect on and improve practice. The foci for sprints included literacy, learning goals, co-teaching in mathematics, note-taking, differentiation and high-impact teaching strategies. Most sprints involved an element of classroom observation which is a powerful tool for improving practice. Teaching sprints continued to provide an opportunity to build collective teacher efficacy which is one of the most effective ways to improve teaching.

All staff attended a Professional Learning Day with Professor John Warhurst in July. Professor Warhurst delivered two keynote speeches on 'The Church of Pope Francis' and 'The Church in Australia'. Each session was followed by an opportunity for small group discussion to unpack some of the material.

All staff engaged in the Child Safety Professional Learning Day where the Child Safe Standards and the Code of Conduct were reviewed. The role each person plays in the mandatory reporting process was discussed and mock case studies were presented.

Four leadership groups also engaged with the Rising Team project. This is a trial project developed by the Australian Council of Educational Research (ACER) and the Menzies Foundation. Sessions focused on building collective efficacy and leadership skills.

In 2023 the Leadership Professional Learning program, grounded in the research of Kouzes and Posner 'Five Practices of Exemplary Leadership', was designed specifically for Avila POL holders. Externally facilitated and delivered onsite, the program was customised into small group workshops inside and outside of the school day. All POL holders attended the sessions and further developed their cohesiveness as a team and skills in line with their individual leadership journeys. The program was augmented with a coaching program for those staff with positions of leadership who were reviewed in the third year of their appointment.

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2023	97
Average expenditure per teacher for PL	\$1077.00

Teacher Satisfaction

Avila staff discussed and analysed the MACSSIS (Annual School Improvement Surveys) data in great detail, identifying themes and trends. The key theme from the staff surveys for further investigation was feedback.

Teacher Qualifications	
Doctorate	1.7%
Masters	14.9%
Graduate	21.5%
Graduate Certificate	7.2%
Bachelor Degree	44.8%
Advanced Diploma	8.8%
No Qualifications Listed	1.1%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	109
Teaching Staff (FTE)	94.0
Non-Teaching Staff (Headcount)	56
Non-Teaching Staff (FTE)	45.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals

- To create meaningful partnerships to broaden learning outcomes.

Intended Outcomes

- To create meaningful relationships with external entities such as Parishes, Schools, Tertiary Institutions, Community Organisations and Commercial Businesses.
- That parent engagement is strengthened.

Achievements

Avila College was proud to launch the Community Stories initiative in 2023. Designed to foster community connections through shared storytelling, a pilot group of students collaborated with alumnae members of the inaugural Avila College cohort of 1965. They researched the period, delved into the archives and conducted interviews. Students then retold the alumnae's personal stories through word or video and shared this back to them. Not only did it offer a chance to develop meaningful intergenerational relationships, but created valuable historical material for the school.

The connection with our neighbouring and priority parish primary schools continued to evolve with a number of initiatives. Year 9 students participated in the Book Buddies program, visiting Holy Family Primary School for morning reading sessions. This community literacy initiative was thoroughly enjoyed by both the primary and secondary students. The Secondary School Experience Days run across the year saw students from St Michael's, St Christopher's, Christ Our Holy Redeemer, St Judes, St Justin's and St Leonard's Primary Schools enjoy a chance to conduct experiments in the laboratories, get creative in the Design Technology studio and view a mock debate. As part of Avila's commitment to enhance STEM opportunities and develop leadership skills for girls in STEM, our first Digi-Day was held with Grade 5 students from Christ Our Holy Redeemer. They had the chance to learn about coding, VR and robotics with our Year 10 students. The day was a huge success with both the Christ Our Holy Redeemer and Avila students not just learning about digital technology, but also developing the skills needed for future success; critical thinking, creativity, communication and collaboration. Primary school students also had the opportunity to attend the Avila-Mazenod musical Freaky Friday and learn more about creativity with our Art Immersion.

School events provided an opportunity to engage with parents and families. We saw record attendance at our popular breakfasts celebrating International Women's Day, Mother's Day and Father's Day, the Creative Arts Spectacular and the Graduation Mass. Parents were involved with their daughters in our Community Cooking sessions, had the opportunity to hear from students in the Conversation evening and watch students perform at the Music Festival and various music soirees.

Our collaboration with our brother and sister Catholic Schools - SMASH - representing Salesian, Mazenod, Avila and Sacred Heart Colleges saw a number of musical, sporting and respectful relationship events.

Parent Satisfaction

This year Avila College made a sustained effort to elicit greater parent feedback through the School Improvement Surveys. Through a strategic communication campaign, a significantly greater number of responses was secured than had been previously. This highlighted the high level 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