



Avila College

Mount Waverley

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Michelle Cotter, attest that Avila College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

28/05/2021

NOTE: The School's financial performance information has 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

Our College Vision

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

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 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. This was particularly evident in 2020, when extended periods of remote learning and teaching were required in response to the global pandemic. Students and staff adapted quickly to a rapidly changing environment and pivoted to the College's Continuity of Learning and Wellbeing program with maturity.

Throughout 2020, Avila College continued to deliver curriculum together with VCE, VCAL and VET programs in a technology rich environment both remotely and on campus, together with a broad range of co-curricular options designed to offer students enriching learning experiences within and beyond the physical and virtual classroom.

Avila College also designed and delivered a number of signature interdisciplinary programs this year, including the SHINE mentoring initiative and the Alternate Week program. These programs provided students with an opportunity to engage in deep and critical thinking, further enhance their STEM, enterprise and personal development skills, while developing global awareness in a rapidly evolving and fast-paced world environment.

Avila College firmly believes that positive student wellbeing paves the way for better learning and this integrated and holistic approach aims to foster a sense of belonging and connectedness within the school community, promote resilience, nurture leadership, and amplify student voice and choice. A strong focus on respectful relationships, student agency, and restorative practice is at the core of all school activities together with a collaborative approach to the decision-making process of key projects such as the design of new learning spaces and buildings on campus.

The challenges of 2020 introduced a number of unforeseen circumstances that demanded immediate responses, but at the same time, 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. Of particular focus over the last year has been the acceleration of the adoption of contemporary multi-modal learning and teaching practices, the launch of the curriculum review, a strengthening of community connectedness, and engagement with our Master Plan.

Principal's Report

Open Hearts, Open Hands ... 2020 ... A Year Like No Other

2020 was not the year we all planned - students, teachers and parents alike. When we gathered in Term One we looked ahead hopeful of the year unfolding with optimism, passion, and the challenge of achieving great things in our learning community. At the close of the school year, there has indeed been enormous passion, a diversity of challenges, and a great spirit of optimism for the future with the Avila spirit ringing true.

There was no strategic plan for schooling during a pandemic and yet our students and our teachers found a way. They shifted their focus, resources, communication skills, locations, and technical expertise in quick time to continue on the learning journey of 2020. The list of achievements is diverse and long and the list of challenges that have been overcome is impressive. The diversity of outcomes for this year are in some ways not measurable, but they are significant. We have changed because of this year and the year has changed us and how we might go forward in some ways also.

Our 2020 theme, Open Hearts, Open Hands, challenged us all to open ourselves up to the possibilities of living the Gospel out in small and big ways. With hands moving quickly to keyboards and mute buttons at the end of Term Two we have evolved how we learn, teach and support each other. We have also been called to Open our Hearts in this year of reaching out to each other through screens, in Google classrooms, and via SIMON, to name a few. In doing so we have reinforced how our shared values connect and strengthen us, how our relationships are a comfort and support, and how our intellect has significance and centrality in all we aspire for as a learning community.

Our Catholic and Presentation identity, our creative expression, our sporting prowess, our eloquence in speech and debate, our commitment to justice, our gifts of language, our wholeheartedness in promoting wellbeing, and everything else that we do, say, and celebrate has been different.

Our scripture reference this year from the Gospel of Matthew called us to have faith: "Blessed are the pure in heart for they shall see God" (Matthew 5:8). Our faith has and will continue to hold us gently to see our way through to next year. As "Avila People" we have walked together, and I thank our students, staff, and parent community for our shared journey. Our student leaders have had a strong commitment to bringing their best to our community with enthusiasm and passion as well as individual flair and creativity.

College Board Report

When the school leaders met to select the College theme for 2020, they were clearly inspired to choose Open Hands, Open Hearts. Avila has embodied the spirit of boldness and perseverance of her founders, St Teresa and Nano Nagle, to enable the continuity of learning and new ways of flourishing.

Decisively led by Dr Michelle Cotter, the Leadership Team, and all staff, Avila has been able to not just face but thrive with enormous adaptation, innovation and creativity. We have continued to receive timely guidance, communication and causes for celebration even while focusing on keeping our distance.

The newest members of the Avila family, our Year 7's, have yet to enjoy the fullness of what Avila has to offer. In 2021 they will bring renewed freshness and enthusiasm as they dive in. For all those continuing students, the new year may see a deeper gratitude and invite them to explore more fully all the myriad opportunities on offer.

As our Year 12's, and their families, look back over this year we must acknowledge a certain loss. The opportunity to celebrate the culmination of their years of schooling together, the final celebrations of multiple annual calendar events that make Avila so much more, are missing. However, we will see them emerge from this year women of compassion and daring, with a heightened sense of community and the value of faith in keeping us hope-filled. We wish them every blessing for lives of action and love.

Education in Faith

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.

- 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, sharing their experiences and challenges of being at a new school. The day concluded with a liturgy.

As the school community transitioned to remote learning and teaching, we adapted many of our initiatives to home-based and online environments. Unfortunately, many of the other events that we would normally take part in were not possible including activities such as Year Level Reflection Days and Catholic Mission initiatives. However, the Faith and Mission team continued to draw awareness to issues in society and shared ideas and examples for each level, encouraging them to be proactive in reading and becoming better informed of key happenings across the globe. Students and staff were invited to take part in 'Knitting for Vinnies' which involved knitting or crocheting squares to make blankets for those in our community in need during the cold winter months. This initiative was well received by both staff and students with blankets being sewn

together for distribution by Vinnies Soup Vans (Dandenong/Berwick area) and for the Aboriginal Catholic Ministry in Canberra who were organising care packs for Aboriginal people in palliative care.

Our Community Cooking program continued with some of our neighbours taking up the invitation of receiving home-cooked meals prepared by Avila staff and delivered to their door. Throughout Term Two the Community Cooking program consistently provided meals for 3-4 Avila families as well as 2-3 neighbours on a weekly basis. The Avila staff have been generous with their time and skills in making meals and sweets for the community.

This year we celebrated Avila Day on the last day of Term Three. This was an opportunity for students and staff to come together and celebrate all things Avila and to share in a virtual celebration after a long term of learning remotely. Our Avila Day liturgy allowed for homerooms to pray and sing together to celebrate St Teresa of Avila. As part of the liturgy the focus was on gratitude. Students and staff were invited to reflect on the things they were grateful for and to use this as their prayer for intercession. The Gospel reading selected for Avila Day was Luke 10: 25-28. The Year 12 Faith and Mission Captains reflected on this passage and put together a reflective commentary for students, encouraging them to keep moving forward, to persevere with life's challenges, and to appreciate those that support and care for us. The liturgy concluded with some music and images depicting the story of St Teresa of Avila. This was a great opportunity to come together (even though it was done virtually) as a school community and celebrate our Patron Saint in a time that was unpredictable and unprecedented.

Once students and staff returned to school, the challenge was to include as many of the yearly events and activities as possible in a COVID-safe manner and to ensure the sentiment of each was still upheld. We were able to conduct fortnightly LAVP liturgies for homerooms allowing students and staff to take part in and gather together in prayer. We were also able to conduct a graduation and end of year liturgies with year-level cohorts in accordance with density limits. Whilst 2020 was a challenging year, an agile and adaptable approach ensured that although members of our school community were physically separated and unable to engage in traditional faith activities, they were not socially or spiritually isolated.

VALUE ADDED

Lunchtime Liturgy was introduced during Term Two. This was an invitation to the Avila community to come together remotely in prayer each Thursday for 10-15mins during lunch time. The Faith and Mission Captains met weekly via Google Hangouts to plan the liturgies, focusing on key themes in line with the Church calendar and special events. Themes for the liturgies included: CatholicCare Family Week, May as the Month of Mary, Reconciliation Week, Solemnity of the Ascension of the Lord, Pentecost, and the Solemnity of the Most Holy Trinity. These liturgies consisted of prayers, scripture, reflection, and music. Students and staff were invited to be active members, sharing the presentation with them so that they could follow on and pray together as a community.

As part of our ongoing communication with the Avila community during the remote learning period, the Friday Faith EDM provided the opportunity to share prayers, reflections, short liturgies, and activities with the Avila community. Short liturgies were included as part of this for families to come together in prayer for ANZAC Day, Mother's Day, Pentecost, and Reconciliation Week. These prayer services were designed to provide both students and families with the opportunity to stay connected in faith and to share in the prayer life of the college. Family Week allowed us the opportunity to encourage families to engage in a range of activities where they could come together not only in prayer but in sharing meals, playing games, and being together as a family. The Reconciliation team also provided opportunities for students and staff to stay tuned and aware of the issues relating to Indigenous Australians, conducting a Zoom gathering and small discussion groups focusing on key issues affecting Indigenous communities across Australia. Reconciliation Week gave an opportunity for the Avila community to remotely watch a range of documentaries and movies and then be involved in Zoom meetings for discussion and collaboration. This was well received by the Reconciliation group members and staff.

Learning & Teaching

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

The year of 2020 proved to be like no other in Learning and Teaching at Avila College. Following a shortened Term One, the College pivoted rapidly to remote learning and teaching with both students and staff offsite for extended periods of time. Teachers engaged in collaborative professional learning to improve their knowledge and skills to use digital learning platforms such as Google Classrooms and video conferencing tools. Pedagogy also evolved to support a fully online learning environment. An online Professional Learning Community was created as a forum for staff to share strategies and resources and to further enhance collaborative practice at the College. The Continuity of Learning framework was developed to support student learning and to promote a shared vision for best practice in remote learning with our community. This was translated to a video and Prezi interactive presentation to ensure that students, parents and staff were informed and engaged. At the same time, new learning initiatives were introduced to support students in remote learning including supplementary online Maths tutoring for senior students, an online Maths 'Boot Camp' and additional staffing to assist with providing feedback for senior English students. The inaugural SHINE program paired Year 10 students with dedicated teacher mentors who helped identify and support the achievement of their individual learning goals for 2020. Students who participated in the SHINE program provided positive feedback about developing their self-efficacy as a learner.

The challenges of remote learning in the VCAL and VET programs required a creative and innovative approach to maintain a learning environment where a more hands-on approach is taken. Projects moved online and the students were still able to meet many of the outcomes of the program. Students were also involved in a range of community initiatives. The Year 11 VCAL class launched a project to provide used computers for the clients of not-for-profit group Wellsprings for Women, and the Year 12 VCAL class successfully ran an online Trivia event for Year 12 students providing a fun interactive experience while also raising money for McAuley Women's Refuge in Footscray.

Additional structures and processes were put in place by the Learning Enhancement and Enrichment team to support our SWANS/PLP learners remotely. These included the allocation of Learning Support staff into virtual classrooms to assist students with remote learning, options for vulnerable students to attend school and engage in online learning onsite, a "help desk" ticketing process for additional requested assistance, and changed arrangements for PSG meetings.

Avila College's team of Curriculum leaders worked collaboratively to support team members in preparing for and delivering remote learning. Curriculum planning sessions were held online and the curriculum planning days at the end of Term One and start of Term Three were structured around collaboration and teams were appreciative of the time to prepare for a changed way of

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 to refine and adapt effective pedagogical practices and enhance their digital toolbox as they provided meaningful learning for students whilst working from home. The increased engagement with parents highlighted the benefits of continuous reporting on SIMON in providing opportunities for parents and students to reflect on learning with their daughters. Many students also embraced the opportunity to be self-directed in their learning and adopt a more proactive approach to their educational journey.

STUDENT LEARNING OUTCOMES

Considerable reporting changes in response to remote learning during 2020 were also made. This included progression point removal for all subjects apart from English, Mathematics and Religious Education. The Homeroom report significantly changed to reflect the reporting of the Personal and Social Capability standard and engagement with remote learning.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

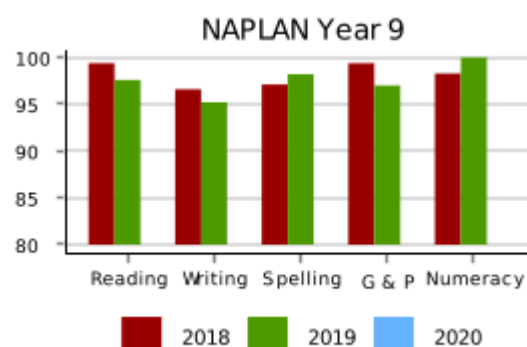
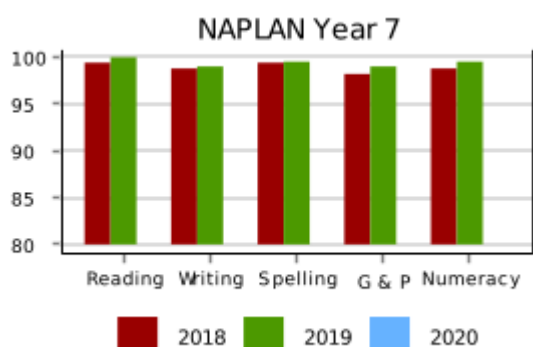
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	98.2	99.0	0.8		
YR 07 Numeracy	98.8	99.5	0.7		
YR 07 Reading	99.4	100.0	0.6		
YR 07 Spelling	99.4	99.5	0.1		
YR 07 Writing	98.8	99.0	0.2		
YR 09 Grammar & Punctuation	99.4	97.0	-2.4		
YR 09 Numeracy	98.3	100.0	1.7		
YR 09 Reading	99.4	97.6	-1.8		
YR 09 Spelling	97.1	98.2	1.1		
YR 09 Writing	96.6	95.2	-1.4		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

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

During the period of remote learning and uncertainty which characterised the 2020 school year, more than ever, it was important for our young people to be and feel connected. The goal of the Wellbeing team was to help students continue to build resourcefulness, resilience, self-care, and maintain a healthy lifestyle whilst working remotely and through our integrated pastoral program support students to identify their unique character and ability strengths and to draw on these when things got tough. Child Safety was equally and differently important to the work of all staff in the 2020 school year. The existing Child Safe practices and protocols that support the enactment of the policies continued with critical awareness and commitment to protecting all of our young people.

The common theme across all year levels was to continue to build and maintain connections ensuring that the Homeroom identity was maintained within a safe nurturing environment. Homeroom teachers maintained connections with students via Zoom and Google Meet sessions each week. The Learning Enrichment and Enhancement team provided remote support to PLP students and SWANS. Vulnerable students and those in the high-risk category were identified early through our Continuity of Learning and Engagement model and extra support was provided by the Wellbeing team. Families were connected with external agencies such as Monash Youth Services and headspace as well as the Office of the eSafety Commissioner. This was a challenging time as many families were still trying to manage their own work as well as support the learning environment for their daughter/s. Having open and transparent conversations, sharing updates on progress as well as being a 'sounding board' for families, especially those with heightened anxiety and stress, reinforced the shared understanding of the needs of each party. This holistic approach built trust, helped us understand their journey and target the type and level of support each student/family needed. During the period of remote learning, the Wellbeing team continued to work closely with both staff and families to ensure students were engaging appropriately online.

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. There has been an ongoing focus on building links with community organisations, services and agencies to assist in the early identification of need and to collaboratively plan targeted support for students and families, including those from vulnerable groups. This has also been done at a regional level. Additionally, the Wellbeing team developed and disseminated a suite of resources to support student's wellbeing in maintaining positive mental health over the extended holiday

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, passions, and challenges that our 2021 cohort were experiencing.

VALUE ADDED

Year Level Coordinators and Homeroom teachers devised and delivered a suite of online activities which included mindfulness and meditation techniques, online safety skills, goal setting, developing a growth mindset and incorporating gratitude and kindness as part of daily routines. Regular contact points during the week via virtual platforms meant Homeroom teachers were able to monitor student engagement and wellbeing. Students were provided the opportunity to identify how they were feeling and how they were managing remote learning. Many students indicated they learned more about their own resilience and motivation and realised that they were able to cope with challenges, whilst others stated that they had to reassess their organisation, learn to prioritise what was essential, and develop a level of independence.

The altered teaching and learning landscape meant that student leaders explored and availed themselves of creative ways to lead from home. Using a range of virtual platforms, student leaders endeavoured to connect with the school community whilst in isolation. A Student Leaders Google Classroom was set up as a central point of communication and collaboration. Leaders had the opportunity to share resources that were of interest and were provided literature on leadership such as "101 Ways to be a Leader Whilst in Isolation". Student Leaders, namely the Wellbeing Captains, contributed to content for the wellbeing sections of the EDM's. They also emailed their relevant cohort messages of hope, gratitude, and 'shout outs'. The marked increase in student applications for a student leadership position evidenced in 2020 is testament to student passion, interest, and desire to make school a better place for other students now and in the future. Each student is regarded as having leadership potential and are encouraged to recognise it in themselves, As a community, we are invested in preparing our students to thrive in the world of their future. With this in mind, whether it be in an official

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.

STUDENT SATISFACTION

Our 2020 student leaders continued to serve their community with a shared vision, emphasising hope and purpose, building connections and deepening partnerships within the wider community. They demonstrated initiative, resilience, resourcefulness and strength of character and good humour in the face of new challenges. Underpinned by the 2020 college theme "Open Hearts, Open Hands" and the Presentation values of Faith, Compassion and Justice, student leaders worked energetically and collaboratively to formulate their aspirations for the year ahead: 'Open to listen, Open to new ideas, Open to opportunity'.

The 'Telehealth model' continued to be a successful platform for student engagement with our Counsellors. The digitised referral form also made it easy for students to self-refer and parents were also aware of this option via SIMON. Counsellors were involved in providing a range of wellbeing ideas and suggested helpful information sites for students and families to further explore for extra support. Peer helpers regularly connected and supported Year 7 students to encourage them to maintain their engagement with remote learning.

STUDENT ATTENDANCE

During remote learning student attendance was monitored by student sign in via SIMON with follow-up contact made by administration staff, Homeroom teachers and Year Level Coordinators as appropriate. Attendance/engagement online was high with some individual cases of disengagement supported through appropriate wellbeing services and family connections.

Usual attendance marking applied to the periods of onsite learning with rolls marked by teachers and an accurate database of attendance kept via SIMON. Follow-up emails, texts and phone calls took place in the usual manner if the absence was not explained prior by parent communication.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	92.6%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	92.2%
Y08	93.0%
Y09	92.5%
Y10	89.1%
Overall average attendance	91.7%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	97.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	78.0%
TAFE / VET	3.0%
Apprenticeship / Traineeship	7.0%
Deferred	10.0%
Employment	1.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

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

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 the ultimate goal of keeping students safe from harm, including all forms of abuse in our school environment, on-campus, online, in other locations provided by the school and during the extended remote learning periods experienced in 2020.

As part of our commitment to Respectful Relationships, we ran the 'Responding to Disclosures' training for all staff, an interactive workshop presented by the Department of Education. The purpose of the training was to support all staff to know how to respond in the moment when a student, family member or colleague makes a disclosure of family violence. The session covered background information including what is family violence, types of violence and current statistics; intersectionality and barriers some people face; signs to look for and the steps to take to support the young person who makes the disclosure.

There has been an ongoing focus on building links with community organisations, services and agencies to assist in the early identification of need and to collaboratively plan targeted support for students and families, including those from vulnerable groups. This has also been done at a regional level.

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. In general, students are recognising that 'Mobiles off make a difference - Sleep better. Wake better. Think better'.

During the period of remote learning, the Wellbeing team continued to work closely with both staff and families to ensure students were engaging appropriately online. Our evidence-informed practices related to personal safety, help-seeking and protective behaviours for students, continued to be implemented and tele-counselling was introduced to support students at home. Year Level Coordinators and College counsellors connected parents/guardians with external agencies such as the Office of the eSafety Commissioner and Child First. This was particularly important for families to help their daughters to safely navigate the online environment that played such a significant role in 2020.

The implementation of mandatory child safety risk management practices is an important and clear focus at Avila as we drive a child safe culture. Throughout the year, several mandatory reports were made with a number of 'home based' safety plans introduced. Families were connected to various support agencies and referrals made via DHHS.

Avila has continued to engage families and communities in promoting child safety by linking them to support agencies such as Child First and Monash Youth Services. Student Safety and Management plans are developed for 'at risk' students (for example due to low attendance or school refusal) and those students are individually managed by the Wellbeing team. Further, Avila students continue to be part of the Respectful Relationships Student Network.

Leadership & Management

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.

- 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-reflective and self-regulated growth planning and reflection tool. The process had every staff member (teaching and non-teaching) aligned with a professional growth mentor whose role was to facilitate a growth-oriented conversation with the staff member, driving their area for energy and effort investment as a learner themselves. The academic year culmination of this professional growth process was the Annual Review Meeting (ARM). Whilst it is an industrial requirement, the interpretation and spirit of this at Avila is intended to be a reinforcement of achievements and a setting of directions for the next steps in learning skills, knowledge, and capacity as a teacher, staff member and leader.

Collaboration blocks of time, rather than set meeting times, have featured in the structure of the working day for teaching staff. Our commitment to having staff working together in pursuit of improved outcomes for all students is what has motivated this re-structure of after-school-hours meetings/collaborations. Teachers self-select the teams that need to meet, discuss and develop pedagogical approaches, curriculum resources and wellbeing awareness and interventions during these time slots. Staff embraced this opportunity to work with each other and the remote

learning experience was a catalyst to take meetings online via video conferencing platforms.

The College Executive team also reflected on and reviewed how to meet, collaborate and raise each other's awareness of major projects, portfolio areas and daily activities. The use of a strategic timeslot rotating thematically through portfolios has built individual and collective leadership capacity. The practice of developing our own faith identity as a senior leadership group has grown through the exegesis process for each strategic meeting. Using the Church calendar as a focus, the Executive team has sought to deepen and broaden our sense of spiritual and scriptural awareness, appreciation, and knowledge lead by the Director of Faith and Mission.

While supporting our students in the best way possible, teaching and support staff changed their work practices, re-skilled and flipped methods of learning and teaching. A pragmatic approach that enabled teachers to customise their methods to support student learning was the first step in moving to remote learning. The next foundational piece in the whole school approach to remote learning was to explicitly enable teachers and students to engage in a flexible way with their scheduled learning. Avoiding full days of screen time and giving time for students to move around and complete learning activities was important. At the height of remote learning, when all teachers were delivering online learning to all students in all year levels, this approach also supported our teaching staff with their own families learning from home. Teachers undertook their roles with compassion and passion for each individual and the outcomes have seen strengthened knowledge, understanding, and empathy for their students.

As with our teaching staff, our non-teaching colleagues responded to the challenges of remote learning for schools with optimism and resilience. A number of non-teaching staff, whose core work is student-facing, pivoted to new and different work on the school site, offering to be a part of the provision for supervision of students unable to learn remotely from home. Some support staff worked remotely where their work enabled this. Areas such as the Finance team took up a rostered approach to maintaining a presence onsite whilst others worked from home.

Middle leaders provided much practical and pedagogical support to their colleagues and led them through the many new learnings about how to manage personal professional practice and student engagement. The spirit of collegial endeavour and collective responsibility for each other and for all students reflected a great strength of moral and professional responsibility. Senior leaders undertook shared responsibility for managing the overall remote experience for the Avila community. Our approach reflected a commitment to learning outcomes, pastoral support for the wellbeing and faith identity that supported our community members and ensured compliance and safety for all.

Enrolment interest remained strong throughout the year despite the wider community health crisis and an inability to conduct onsite school tours. Our outreach to the community was adapted in response and included the launch of a virtual school tour and live online Q and A with the Principal for prospective parents and their daughters. The College website was also redeveloped to provide additional online resources.

The Marketing and Communications department proved to be an invaluable source of clarity and creativity throughout the term. Their expertise has shaped and guided excellent communications

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 to, forecasted, and managed the support of families impacted by the lockdown in a highly responsive and empathetic way. In addition, managing the future development of the Master Plan and securing a State Government grant of two million dollars for the Ballygriffin Senior Learning Centre has been a significant achievement. The project planning and foundational site investigations were able to be coordinated and undertaken onsite without students in attendance which is a positive by-product of the remote learning period of the time. People and Culture also liaised with staff about their health and safety whilst working remotely or onsite in the usual areas of that work and in new areas also. The support provided to staff as they have adapted has been invaluable.

Similarly, College leaders have led, directed, and supported their staff groups in the most unusual working period of our lives. Staff confidence in their leaders to be transparent, authentic, and mutually trusting has been an enormous benefit to the period of almost exclusive remote working. Staff engagement in virtual briefings at the close of the week has been evidence of this commitment and collegiality.

Effective teamwork has been a critical dimension of leadership and leading. The collective efforts have enabled us to be as successful as we have been, always with our students at the centre. Further, developed professional relationships and capacity to communicate and collaborate for future innovation will hold us in good stead as a continuously improving school.

2021 will evolve and planning for leading and managing the ongoing direction of the college as a school of first choice will continue to shine a light on possibilities, opportunities, and growth.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Teacher professional learning was at its height in 2020. Our teachers did an outstanding job in self-paced, self-directed and instructional learning, in their pursuit of maximising learning for students.

Teachers actively engaged with online/in-house and externally delivered professional learning throughout the year. The design, delivery and just-in-time support provided by the Pedagogy

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 SATISFACTION

Avila College teachers worked with energy, enthusiasm, and dedication to ensure students had the best possible opportunities to learn and grow during remote learning and for those times schooling was onsite. The design and structure of the remote learning experience enabled students and staff to connect regularly around the structure of the usual timetable but not 100% of the usual face-to-face time. This flexibility acknowledged and respected the diverse home contexts of staff and students and the many demands and pressures of teaching and learning from home with all other members of the household.

Teachers provided feedback through the communication tree which was established at the time of the Term One announcement of the closure of schools and remained in place for the year. Individual and small group connection to a member of the Executive team and frequent and timely updates and scheduled communication to alert teachers to new developments and to recognise and celebrate achievements were well received. Virtual staff briefings were very well attended and were adapted to after-school hours to allow for maximum participation. Logon rates to these virtual updates were consistently at 90% or greater engagement.

The volunteer rate for the onsite supervision of students who were unable to learn from home was consistently high. On many occasions, more staff than was needed volunteered to be onsite and to supervise and support students. All teachers returned to the school site at the times throughout the year when students returned. Staff were comfortable with the Covid-safe measures put in place to protect each other and reported strong levels of support and comfort about the OH & S measures implemented.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.0%
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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
Indigenous Teaching Staff (Headcount)	0.0

College Community

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

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 rapidly changing circumstances. Where possible, events and programs were delivered virtually, via video links or in Covid-Safe settings with reduced density levels. Teachers were also able to invite external providers into their virtual classrooms to deliver interactive sessions in place of excursions and a range of digital platforms such as jamboards were harnessed to engage students in team building homeroom activities. Throughout the period of remote learning, themed digital newsletters were sent out thrice weekly under the banners of 'Maintenance Monday', 'Wellbeing Wednesday', and 'Faith and Community Friday'. As a result, the adapted initiatives were able to build connectedness and a sense of community identity in a unique and different manner between students, staff, parents, and alumnae.

One such example was the annual Avila Day celebration, a traditional highlight on the school calendar. Scheduled for the last day of Term Three, when all students were learning remotely, it was a virtual extravaganza of fun, spirit and community, all delivered as an interactive online program. Avila Day began with students across the school meeting via Zoom or Google Meet in their homeroom groups to share a liturgy.

The bulk of the day was then spent in a series of 45-minute virtual sessions where hundreds of students from all year levels participated in activities organised by different student leadership groups. Sessions included virtual scavenger hunts, make-up tutorials, a teacher DJ, trivia competitions, a teacher MasterChef class, a Zumba class, a Masked Singer competition, an aerobics workout, and an art competition. At recess, students gathered together in homerooms to have a shared morning tea with their Homeroom teacher, while after lunch the competition winners were announced, the Year 12 students presented a special video, and the day concluded with the Student of the Term awards delivered by our College Co-Captains.

In place of Mothers' Day and Fathers' Day celebrations, video packages were produced and distributed with students sharing messages of support, gratitude, and joy. Year 12 students were sent a specially designed pair of 2020 'study socks' in the mail accompanied by a handwritten message from a staff member and Year 7 students received their lantern badges by post as a special surprise. The stories and experiences of Avila alumnae were showcased in a digital edition of the Avila Connect magazine while former students enrolled and connected online using the alumnae network website.

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.

PARENT SATISFACTION

Due to the global pandemic, the annual CEMSIS survey was not conducted in 2020. However, Avila College received spontaneous feedback from parents across a variety of platforms which indicated an overwhelmingly positive response and a theme of gratitude, community connection, and trust. A sample of messages is printed below:

'Thank you so much for your incredible leadership, support and encouragement you have displayed. We are very grateful to you and Avila College and feel very blessed that our daughter gets to learn from such an inspiring team of leaders.'

'I would like you to know that we have had many discussions in this house over the last weeks about the people who we think have been the forgotten heroes in all this - the beautiful teachers. You are the ones who had to scramble everything together in order to make learning at home possible. From our point of view that has been done superbly. The communication and emails couldn't have been better. And now you and the teachers have made so many changes again so that the girls can be back and feeling supported and looked after. Really, we are absolutely appreciative of all the changes the staff have had to undergo and stepping right outside your

comfort zones to make the students' lives as easy as possible. That's not always a straightforward thing to do and I don't want you to think it goes unnoticed. We really think you have all been terrific role models for our daughters. Thank you sincerely.'

'We really appreciate all the time, effort and dedication all the staff at Avila have put into supporting the girls and their families. You are all amazing.'

Thank you for the continued support of our children during this difficult and challenging time and know that we fully support the continued learning of our Avila community. We really appreciate the stability and positivity staff are providing during this time of immense uncertainty, fear and worry. '

'I have wanted to jot you a note for some weeks now, to thank you for how you and your staff have handled yourselves and have communicated to us (both the girls and us parents) over the last few months with regard to CoVID19, the implications for school and now remote learning. It has been a calm and reassuring voice that each communication has been given to us. The information given to us and our daughters has been comprehensive and well-thought-out. The transition to remote learning has been fairly smooth, with it being obvious how each teacher has done their utmost to make it this way for their classes. My daughters will no doubt remember this time as they get older and will have funny stories to tell their grand kids. But one thing I am so grateful for right now is being a part of the Avila Community and the support we are all receiving because of this.'

'I wanted to email you to say an enormous thanks for the absolutely amazing job you are doing in keeping my two girls engaged motivated and happy with remote learning. Both girls have been busily working away each day, with a great balance of online, interactive, face-to-face teaching, and time to complete work. The communication from the school has been spot on, and we have always been kept up to date with current practice and any changes that have needed to occur. So, thank you to the dedicated teachers, and everyone who has kept the school running in these very unusual times. You all deserve a great big celebration when this is all over! With our deepest gratitude and best wishes.'

'Thanks so much for all you and the staff are doing. Thanks for the work going in to ensuring lessons can continue in the future, in whatever form that takes. Thanks for the updates and keeping us informed. We appreciate all your efforts!'

Future Directions

Avila College continues to look to the future and equip students and staff with pedagogy, facilities, technology and pathways to suit a rapidly evolving 21st century learning environment.

Ballygriffin

In 2020, Avila was awarded a \$2 million grant from the Victorian Non-Government Schools Capital Fund towards a major building project, the Ballygriffin Senior Learning Centre. Ballygriffin, named in honour of Nano Nagle's birthplace, has been purposefully designed as a future-focused 21st Century learning and teaching hub that holds on to Avila College's campus heritage and identity, while taking us on an exciting new journey.

The new facility will feature flexible spaces and zones to create a dynamic and adaptive environment that promotes collaborative learning, encourages community connections and supports independent study and research. This agile design approach is reflective of contemporary tertiary learning environments and modern workplaces, equipping students with practical skills and experience for their future. A future-oriented learning space, the Ballygriffin facility will be an integrated environment, equipped with digital technology, audiovisual equipment, and ICT devices to support innovative learning and teaching.

It is anticipated that the Ballygriffin building works will commence in 2021.

Curriculum Review

In line with Avila College's commitment to continuously improve student outcomes, foster learning and teaching innovation, and develop a relevant and engaging syllabus that builds student engagement and success, a Curriculum Review was launched in 2020.

The Curriculum Review aims to:

- Improve student engagement in learning
- Amplify the voices of teachers, students and parents in the learning process
- Ensure equity and excellence for all students
- Develop a viable and guaranteed curriculum
- Ensure all students have the skills, knowledge and dispositions for life-long learning and future success
- Build strong authentic relationships between teachers and students

This year the focus has been on the senior school, and in 2021, Years 8 to 10 will be reviewed.

Bunjil Auditorium

The Bunjil auditorium was renovated significantly during 2020, to offer additional contemporary learning and teaching spaces and provide a 'fit-for-purpose' event and performance theatre. Lighting, sound and projection equipment was upgraded, and retractable seating introduced to enhance the quality and breadth of performance options available in the college. As a result, this space is now a fully equipped modern performance facility that offers the college community greater opportunity to engage with future events.

