



Ave Maria College
14-22 Vida St, Aberfeldie 3040

2013 Annual Report to the Community



REGISTERED SCHOOL NUMBER: 1625

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Contact Details

ADDRESS	14-22 Vida Street Aberfeldie VIC 3040
PRINCIPAL	Mrs Elizabeth Hanney
PARISH PRIEST	Very Rev Fr Denis Stanley
COLLEGE BOARD CHAIR	Mr Fernando Schiavone
TELEPHONE	(03) 9331 9300
EMAIL	principal@avemaria.vic.edu.au
WEBSITE	www.avemaria.vic.edu.au

Minimum Standards Attestation

I, **ELIZABETH HANNEY**, attest that **AVE MARIA 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

Our College Vision

We are people of faith. As disciples of Jesus Christ we say, as Mary did, "Yes" to God. Like Blessed Mary of the Passion, we are inspired by St Francis and St Clare to see God as the source of all good. Thus, the Ave Maria College community encourages our young women to develop the goodness in themselves and to share their God-given gifts, in living by Gospel values.

We are caring people. We are each created in God's image and we are called to see the good in others. This occurs through fostering relationships imbued with integrity and compassion between all members of the College community. With integrity and compassion, we are driven to answer the Gospel call for justice for those in need, wherever they may be.

We are people of learning. As a Catholic school, we wish to guide each young woman to develop as a whole person, striving for excellence in all her endeavours. Our Catholic values are the lens through which all learning occurs, thus young women of Ave Maria College will be inspired to be critical thinkers and life-long learners, contributing to the wider community.



College Overview

Ave Maria College is responsible and accountable to its 780 students, staff, parents, local Catholic communities, the Bishop and to both the State and Commonwealth Governments.

The College, as with all Catholic schools, is committed to care for each student's physical, emotional, intellectual and spiritual wellbeing. The College prepares students to take their place in society as educated young adults, whose decisions are inspired by the teachings of Jesus. As a Catholic school, we are called to foster partnerships with parents and guardians in their role as the principal educators of their child.

Ave Maria College was established by the Franciscan Missionaries of Mary in 1963 as a Catholic College for young women in the Franciscan way. *Helene de Chappotin*, Foundress of the Franciscan Missionaries of Mary was deeply inspired by St Francis and the Gospel as the way for all to further God's reign of justice, truth, peace and love. Our vision, '*Striving for Truth through Love*':

- Compels us to view learning as a striving for truth
- This same striving for truth becomes our imperative in requiring all within our community to act with integrity and authenticity, with truth
- In addition and most fundamentally, our vision invites us to bring the truth of who we are to a relationship with God who is Truth and Love.

With an enrolment of approximately 800 students, and a wonderfully committed and capable staff, Ave Maria College is large enough to offer a comprehensive Years 7 – 12 course of study, yet small enough for our girls to be known as individuals.

The College is focussed on: the core business of education, implementing sound financial management, developing long-term strategies and staff development.

Principal's Report

Ave Maria College is a Catholic learning community in the Franciscan tradition, committed to care and excellence for every member.

We seek to educate each young woman such that she develops the courage to excel, the confidence to thrive and the compassion to love. Our energies are at the service of the girls. It is our hope and our endeavour that in their time with us, each young woman will develop under the inspiration of the Franciscan way, a strong sense of self, an informed global outlook and a firm willingness to serve the world. This will be inspired by her experience of Ave Maria College. Her faith and contemplation, her family and her education will be her lifelong gifts to the world. These same gifts will be her source of comfort and growth throughout life.

The staff of the College are exemplary in their commitment and modelling of all that we do with and for our young women. They lead with excellence and positivity, daily.

Ave Maria College experienced significant growth and development over the period of the Strategic Plan 2009 – 2014. This was a credit to the Executive team, the Board of Governance and the staff of the College under the leadership of the outgoing Principal, Ms Olwen Horton. With a clear focus on basing all efforts within a Catholic context, concerted work has been undertaken to strengthen our Franciscan charism and strengthen also the 'organisational climate' of the College (Insight SRC 2013) to best enable an enhancement of teaching and learning into the future.

A number of significant achievements in 2013 are outlined in this report:

- A Social Justice Policy and protocols was developed
- The Enhancing Catholic Identity Project was launched and completed
- A staff Professional Learning Day was led by Franciscan Br William Short, highlighting Franciscan pedagogy
- A new schedule for Middle Leader Positions of Leadership was implemented with corresponding and targeted leadership formation
- The Organisational Climate of the annual School Improvement Survey made significant gains
- The College commenced a Learning and Teaching Review to align with a renewed focus on Learning and Teaching
- The formation of Student Leaders at the senior level was further strengthened, as was the furthering of Restorative Practices as the bedrock of our relationships with and amongst students
- Community engagement was strengthened by three significant initiatives in 2013: Parent Workshops, "Tuning Into Teens", Mothers' and Fathers' Day Breakfasts and Community Clubs and Organisations utilising the College facilities.



College Board of Governance Report

Ave Maria College continues to strengthen its reputation as an outstanding Catholic college for young women. Its reputation is a tribute to the combined efforts of many people, including teachers, staff, College executive, students and parents who all contribute to making the College among the best.

It is a privilege to be a member of the Board of Governance working with Board members who are both supportive and dedicated to ensuring the college is an outstanding place for young women to learn and grow.

I would like to acknowledge Very Rev Anthony Kerin's (President of the Delegated Canonical Administrators) leadership and pastoral support, and Mr Peter Devery and Mr Adrian Klep (Delegated Canonical Administrators) for their contribution and wealth of experience they freely extend to the Board.

This year we saw the retirement of our Principal Ms Olwen Horton, after 16 years of outstanding and transformative leadership. On behalf of the Board, I would like to thank Ms Horton for her dedication and commitment to the College. Ms Horton has helped transform Ave Maria College to its current standing, one that has a sound financial base and enjoys a reputation of being a College of first choice for prospective students. Her leadership over these years has seen a long list of achievements centered on the principles of faith, learning and caring. Reinvigorating the Franciscan charism, giving students a stronger voice in the College's future and learning process, and greater focus on staff professional development are testament to her leadership.

There were several presentations to the Board during 2013. The 2012 VCE results review provided a thorough insight into the achievements and destination patterns of Year 12 students. It also highlighted areas for improvement, reinforcing the ongoing commitment to both teacher and student development. In addition, an update on the second phase of the Objectives for Improvement Plan (OIP) for staff was presented; highlighting progress towards becoming a learning organisation in all facets of the College. We also reviewed the *Strategic Master Building Plan*, which incorporates the additional floor on the North Wing. The Plan embodies a more student centred approach to learning and prepares students for a more technologically advanced world. It is a great example of how students participated, offering ideas and feedback via Homeroom Ambassadors to help shape the development of this Plan.

This year the Board introduced a Frequently Asked Question (FAQ) section on the Ave Maria College website that covers common questions regarding the Board and its role. We encourage you to visit the website at www.avemaria.vic.edu.au

Mr Fernando Schiavone
Chairman
Board of Governance



Education in Faith

Goals and Intended Outcomes

- To continue to build the Catholic culture and Franciscan tradition of the College
- To continue to build an understanding of and awareness of social justice
 - To further develop the spiritual charism of the College.
 - To increase opportunities and participation rates in social justice action.
 - To integrate social justice issues into the curriculum.

Achievements

The College is most grateful for the priestly ministry of our appointed chaplains, Very Rev Fr Anthony Kerin EV PP, Rev Mgr Cavarra and Rev Vinoth Santiago who helped us to celebrate our Golden Jubilee year on such important whole school occasions as the Opening Mass at St Patrick's Cathedral, Ave Maria Day Mass and a variety of other year level and class Masses. Ms Kayla Sims, music teacher has continued fostering a group of girls from a range of year levels to become an accomplished choir and has added greatly to a variety of College masses.

We continued our tradition of presenting new staff and Year 7 girls with a House badge and a Tau cross, a symbol of St Francis of Assisi.

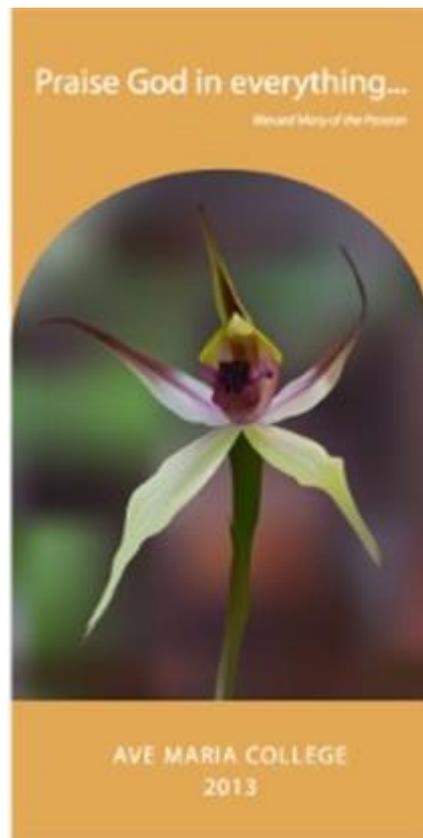
The College Easter Liturgy, through a combination of drama and audio-visual presentations, gave students and staff the opportunity to reflect upon the richness of the Catholic tradition of the Stations of the Cross in the context of life today.

A wide range of students were engaged in planning liturgical celebrations and social justice activities. Faith and Social Justice Captains worked successfully with the Director of Faith and Religious Education to implement a number of awareness raising and fundraising initiatives.

- "Kick Arts" where the girls were afforded the opportunity to work with students from St Bernard's and St Columba's Colleges to showcase their talents in dance, music or drama and raise over \$4000 for the School of St Jude in Tanzania
- "Winter Sleep-out"
- The FIAT (Faith in Action Today) project continued for Year 10 girls which engaged students in a range of community service activities over two days. We had over twenty staff volunteering to drive a group of girls from Years 10, 11 or 12 to the Edmund Rice Refugee Centre in St Albans to help primary students in the "Homework Club".
- Mission Action Day, where the whole College undertook a walkathon around the Maribyrnong River track. Over \$10,000 was raised, which went to the advocacy work of Franciscans International.

The Ministry Team, which included teaching and administrative service staff and chaired by Mr Patrick Jurd, Director of Faith and Religious Education, continued its work. There is evidence that the desired outcomes of the newly formed team are occurring, these being broader staff participation in developing the faith life of the school and increased social justice activities. A Social Justice Policy and protocols was also developed. Time was also given to exploring the data from the *Enhancing Catholic School Identity* survey.

The College continued to support teachers in attaining *Accreditation to teach in a Catholic School*. All staff attended two faith day seminars during the year. Br William Short OFM, spoke about Franciscan pedagogy. This was followed up by a workshop allowing staff to explore how that Franciscan material might be lived each day, which gave rise to our 2014 College theme, "Goodness matters, beauty matters, matter matters".



Learning and Teaching

Goals and Intended Outcomes

- To increase student engagement that will encourage lifelong learning in all areas
- To establish explicit, high standards for learning
 - To improve student engagement in learning
 - To develop and implement a variety of teaching strategies
 - To continue to use ICT to broaden and improve Learning and Teaching
 - To use the school intranet as a communication, information management and learning tool for the College community

Achievements

The 2013 VCE results for Ave Maria College were strong, with a noticeable improvement in the upper-middle band of ATAR and study score results, and a strong increase in median ATAR score compared with 2012 results. As part of the College's focus on consistent teacher improvement, Domain Team Leaders and 2013 VCE teachers again prepared a detailed and focussed 2013 VCE results analysis.

	2012	2013
% of students who received ATAR greater than 90	10	9.0
% of students who received ATAR between 80-90	19	23
% of students who received ATAR between 70-80	16	26
Median ATAR score	67.1	73.5
% of individual study scores over 40	9.9	7.6

The College is above the state average and the average for all Catholic schools, with the exception of the Maximum study score achieved. The median study score, by definition, of all schools is 30. For all Catholic schools the median was 30.5. The cohort of 2013 at Ave Maria College achieved a median study score of **32.1**. Given that this figure is an average taken from all students in all studies, it shows a consistent, above average achievement at the College.

Highlights

There are a number of highlights that are worth noting in the 2013 VCE results. The strong median study score remains a pleasing result, indicating that the College is catering to students across the ability spectrum, and enabling them to return pleasing results across their studies. Table 3 shows 2013 as the strongest of the last six years in terms of median study score.

Year	Median Study Score
2013	32.1

The Mathematics and Science Domains introduced the *Absolute Maximums* lunchtime support program that enables students to obtain support in Mathematics and Science classwork and assessments. The English Domain holds its annual Public Speaking contest, where students prepare and present a short speech on a topic of their choosing. The overall winner competes in the State-wide Plain English Speaking competition.

STUDENT LEARNING OUTCOMES

NAPLAN data for the 2011-2013 year period indicates that the majority of students in Years 7 and 9 are meeting the National Minimum Standard in each of the five NAPLAN testing areas; in the areas of Literacy, there is an average of 98% of students meeting the minimum standards across the year levels; and in the areas of numeracy 97.95%. The variation in changes in the proportion of students in Years 7 and 9 meeting the National Minimum Standard, from one year to the next, is an average of less than 1.5%. This small variation could be attributed to the normal variations between cohorts.

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	73%
TAFE / VET	17%
APPRENTICESHIP / TRAINEESHIP	5%
DEFERRED	3%
EMPLOYMENT	2%

In our Learning and Teaching endeavours, we are encouraging and developing students to have a curious and inquiring mind through questioning rather than providing answers. A curious and inquiring mind unsettles and shakes what's comfortable, and by Years 10-12 our students are looking not only to consolidate what they know but to overlay this knowledge with a disposition to question, to push back and to see what's possible.

Learning and Teaching was prioritised in 2013 with the arrival of a dedicated staff member taking a senior leadership position as the College's Learning Leader. The position was designed to grow our learning and teaching culture from one of curriculum documentation, with excellent practice largely behind classroom doors, to one of shared discussion about best pedagogical practice. The Learning Leader chaired the College's Learning and Curriculum Team, and has a standing item at each General Staff Meeting focusing on 'Teaching for Learning'. In these sessions teaching staff were shown latest pedagogical theories and also share their own good practice with colleagues.

Research shows that teacher collaboration and collectively developing new classroom approaches is a key step to school improvement. Our efforts here were then further guided by our 2012 VCE data Analysis of available data continues to inform our teaching practice across the College. The College built on NAPLAN data analysis during a Professional Learning session facilitated by Peter Congdon from Kmetrics. This activity provided teaching staff with the opportunity to analyse the trends and data from the 2013 NAPLAN tests and make recommendations on how to use the data when planning learning and teaching programs.

The Year 9 Project continued to provide a different learning experience for the students. Some students took the opportunity to develop and explore a topic of their choosing and design. Students had to seek and book a suitable guest speaker. This experience enhanced the student's skill development, as well as providing a more direct form of research. All staff were involved in the presentation 'dress rehearsal' stage where they provided constructive feedback to the groups prior to the final presentation. Parents of the Year 9 students attended a Project presentation night, and were impressed with the quality and standard of the work displayed.

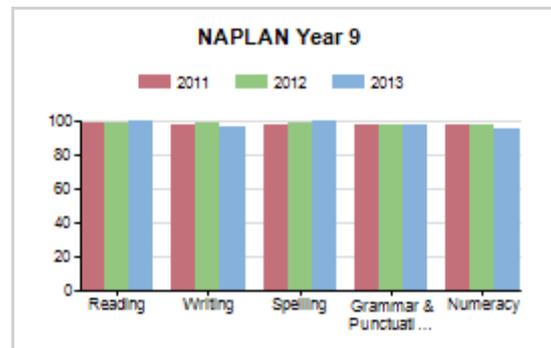
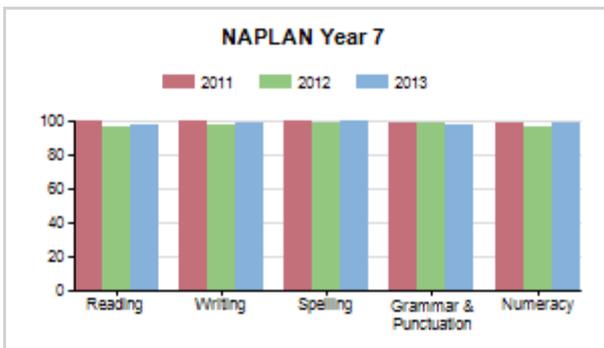
In Semester 2 the College Executive began planning for a review of the Learning and Teaching program. Stages 1 and 2 of the review began in November. This review will continue in 2014, with a view to implementing any changes in 2015.

These initiatives all worked towards the achievement of the goals of Learning and Teaching sphere of the 2013 Annual Action Plan, particularly our aim to “offer a variety of opportunities for teacher Professional Learning” and to “Deliver purposeful teaching in a planned and effective manner”. More broadly, they were part of an articulated desire to put learning at the heart of everything we do here at the College.

VRQA Compliance Data

E1231
Ave Maria College, Aberfeldie

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2011 %	2012 %	2011–2012 Changes %	2013 %	2012–2013 Changes %
YR 07 Reading	100.0	96.9	-3.1	97.5	0.6
YR 07 Writing	100.0	97.6	-2.4	99.4	1.8
YR 07 Spelling	100.0	98.5	-1.5	100.0	1.5
YR 07 Grammar & Punctuation	99.2	99.2	0.0	97.5	-1.7
YR 07 Numeracy	99.2	96.2	-3.0	98.8	2.6
YR 09 Reading	99.2	99.2	0.0	100.0	0.8
YR 09 Writing	98.3	99.2	0.9	96.1	-3.1
YR 09 Spelling	98.3	99.1	0.8	100.0	0.9
YR 09 Grammar & Punctuation	98.3	98.3	0.0	98.4	0.1
YR 09 Numeracy	97.5	97.5	0.0	95.3	-2.2



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	92.80%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	93.86
Year 8	92.93
Year 9	93.92
Year 10	93.39
Overall average attendance	93.53

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.62%

STAFF RETENTION RATE	
Staff Retention Rate	90.7%

TEACHER QUALIFICATIONS	
Doctorate	1.85%
Masters	16.67%
Graduate	31.48%
Certificate Graduate	3.70%
Degree Bachelor	29.63%
Diploma Advanced	1.85%
No Qualifications Listed	14.81%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	53
FTE Teaching Staff	53.1
Non-Teaching Staff (Head Count)	24
FTE Non-Teaching Staff	19.3
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	0.00
Year 9 Writing	0.00
Year 9 Spelling	0.00
Year 9 Grammar & Punctuation	0.00
Year 9 Numeracy	0.00

Student Wellbeing

Goals and Intended Outcomes

- To further nurture the development of our young women into confident young adults with a sense of compassion
- To continue to provide a positive learning environment for all students
- To further enhance the wellbeing provision for all students
- To continue to build connections and positive relationships between students / staff / parents
 - To continue to expand the leadership capacity of students from Years 7-12
 - To expand the role of the student leadership team
 - To ensure the learning environment is a positive one for staff and students
 - To increase student connectedness to school

Achievements

The Student Wellbeing Team continues to proactively implement preventative wellbeing programs, with a full review of Wellbeing Plans being undertaken in 2013. These plans have been sequenced and audited so that each Year level's program builds on the previous one. The Student Counsellor is an integral part of this group, providing regular updates about the types of issues students are presenting with. In line with this proactive approach, the Student Wellbeing Team attended training in 2013 with Orygen Youth Health regarding suicide risk identification and self-harm critical incident response. A series of protocols were developed and the College now has a standard, best-practice response to such situations, which is informed by current mental health research.

The Student Leadership Team continues to have an important role in the decision making processes and organisation of the College. The 2013 team attended a training conference run by YLead at the University of Melbourne. Feedback from student leaders continues to be overwhelmingly positive, with the conference developing leadership skills seen throughout the year. The Student Leadership Team entered the YLead Community Leaders Awards with their Mental Health Initiative run at the College in 2013. Their entry placed in the top five in the State. This initiative marked an important shift in moving student wellbeing from solely the preserve of staff, to students contributing to the maintenance of their own wellbeing.

The College remains a Restorative Practices School accredited by the CEOM. New staff receive information about Restorative Practices through their induction process, and all staff receive refresher training through the General Staff Meeting professional learning program. We remain committed to Restorative Practices with evidence remaining strong that our wellbeing programs are working and continue to ensure the best opportunities for learning for our students.

Opportunities increased in 2013 for students to engage across Year levels, such as through Peer Support, the musical *Fame*, and the House dance-off on Ave Day. Connections between students at the College, and between all members of the College community remain a key part in developing and maintaining wellbeing for our students.

Non-attendance

The College has a rigorous and effective process for dealing with student non-attendance. Parents of students who are absent without explanation on any day receive a text message that morning. Students who are absent are required to bring a written explanation from home and submit this to their homeroom teacher. Students who fail to do so are followed up by their homeroom teacher and by their Year Level Team Leader. Each week Year Level Team Leaders are given summary documents of students with unexplained absences in order to identify emerging patterns of behaviour. The small

number of cases of school refusal are managed by relevant members of the Student Wellbeing Team, including the relevant Head of School, Year Level Leader and the Student Counsellor.

Value Added

The College continues to add value to each student's experience of school through an extensive and growing list of programs, extra-curricular activities and external opportunities. In 2013 these included, but were not limited to:

Musical production – <i>Fame</i>	...and a full range of SCSA sport offerings,
Evening and primary-school musical concerts	including:
Public speaking and the VCAA Plain English	Athletics
Speaking Competition	Basketball
Maths and Science competitions	Cross Country
Life drawing classes	Hockey
Artists in Residence	Indoor Cricket
Writers in Residence	Indoor Soccer
Language and poetry competitions	Netball
Indonesian Study Tour	Soccer
Faith and Social Justice Groups	Swimming
Samaritan's Purse project	Tennis
St Vincent de Paul Society	Volleyball
Refugee tutoring	
Year level charities	

Student Satisfaction

Data suggests that students are happy and safe at Ave Maria College. On every measure of student wellbeing in the School Improvement Framework data, students rate the College as being in the top 25% of Victorian Catholic secondary schools, with improvements in three of the six measures from 2012 to 2013. There is anecdotal feedback from students which would suggest that the slight drops in the other three measures of student wellbeing relate to the introduction in 2013 of the 'Conduct Card', and the continued firm line being taken on student behaviour. We provide an extremely safe environment, with students themselves providing highly favourable responses to all SIF questions regarding student safety, with 'favourable response' results for these items ranging from 90.7% to 94.8%.



Leadership and Management

Goals and Intended Outcomes

- To develop a leadership style that is distributive, inclusive and collaborative
 - To have increased evidence of distributive leadership

Achievements

2013 began the first year of our new Positions of Leadership (POL) schedule for middle leadership. Leadership was redefined to align roles with strategic direction and to focus specifically on team and individual performance and development. The following paragraph is from a document titled POL Profile in Broad Terms which was a precursor to this new direction. "... our POLs are key drivers of staff performance. Whilst meeting their administrative responsibilities they view improving the performance of staff, and therefore learning outcomes for students, as being a key focus of their leadership role. As such, they encourage and promote professional dialogue around performance and targets. This leadership style underpins the performance management practices of our POLs."

In order to support our leaders the College embarked upon a training program to provide leaders with the necessary tools and learning required to live out a performance management approach to leadership. Our formal leadership development program for 2013 consisted of four sessions spread over the year:

- Collaborative Leadership - how will we work together as leaders?
- Performance Management training - Managing Performance in a High Performance School
- Team Consolidation – how are we travelling at this stage?
- Leadership Reflection – what have we learned about leadership at Ave Maria College?

The Objectives for Improvement Plan (OIP) became further entrenched in practice for our teaching staff and was introduced to non-teaching staff for the first time. The OIP also underwent some evolutionary changes in 2013. The traditional Annual Review Meeting was superseded by the Learning and Performance Conversation (LPC) model. In a climate of professional dialogue centred on learning and performance, the LPC celebrates evidence-based, professional growth. These conversations also identified further growth opportunities for each member of staff setting out timeframes and targets.

Distributive leadership practice was evidenced with middle leaders conducting LPCs rather than the Principal. They occurred formally in Terms 1 and 4 and informally between these meetings as the opportunities arose. The process put POLs in a position to know each team member's objectives and also formed the framework around which informal performance conversations took place.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

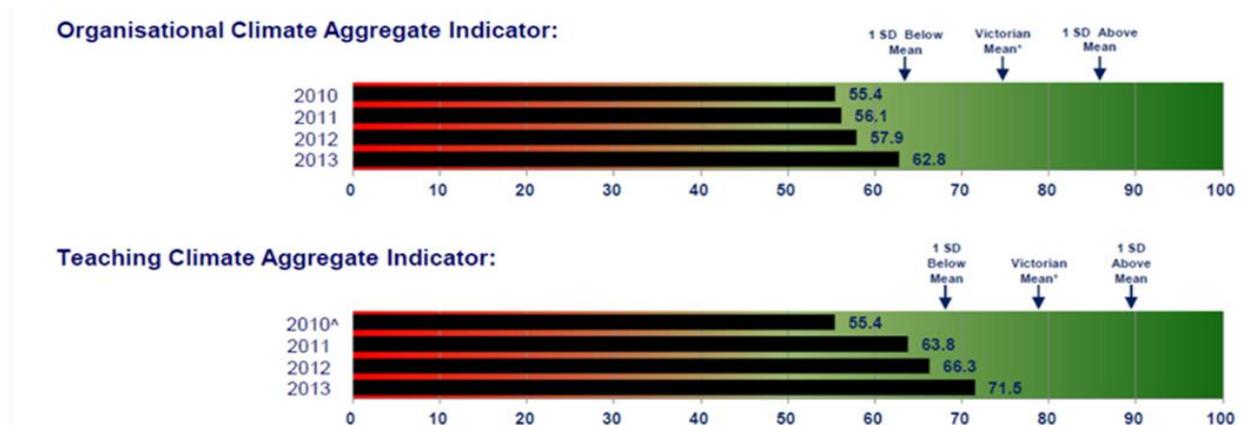
DESCRIPTION OF PL UNDERTAKEN IN 2013

Professional learning included subject specific conferences, supporting a differentiated approach to student learning, enhancing student engagement and pedagogy, evidence based learning for improvement, occupational health and safety and emergency management, leadership training and development and School Improvement Framework data analysis and strategic planning

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	53
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$5,907.07

TEACHER SATISFACTION

The Organisational climate of the annual School Improvement Survey data was nominated as the measure of improvement in the Leadership and Management sphere. Below is a chart taken from the 2013 SIS Interpretive Report which tracks this figure over the past four years.



This data indicates significant improvement in both the overall climate within the College and more specifically the climate for teaching over the life of the current strategic plan. Looking into the factors that generate the Teaching Climate Aggregate we see major improvements relative to other secondary schools in the areas of Teacher Confidence, Engaging Practice, Quality Teaching, Supportive Leadership, Empowerment and Ownership. These improvements have coincided with the change in the middle leadership structure and role definition and give evidence that a distributive leadership style has been practiced and experienced by our staff.

School Community

Goals and Intended Outcomes

- To nurture a sense of connection and strengthen community engagement to promote high levels of achievement, opportunity and ongoing development
 - To consistently achieve full enrolment
 - To increase parental engagement within the College
 - To further enhance College / community links

Achievements

The College continues to have a high Catholic enrolment. In 2013 over 93% of our students were members of the Catholic faith tradition.

The College's student retention for 2013 was 90.8%. This figure represents the net number of Year 9 (2010) students who were enrolled in Year 12 in 2013.

	2013	2014
Enrolment of Baptised Catholics	93.5%	93.8%
Including Orthodox	96.3%	96.6%
Retention Rate	90.8%	95.9%

The College continued to develop and promote the Parent Portal for parents to access information about their daughters, including their interim and semester reports. The Parent Portal also provides parents with links to teacher emails, and publications such as the College Newsletter.

As part of the Wellbeing programs, the College Student Counsellor facilitated the parenting workshop "Tuning in to Teens". Three groups of 42 families completed this innovative and interactive evidence-based group parenting program which aims to increase parent-child connection by improving emotional communication in the family.

In a new initiative in 2013, the annual Mother's and Father's day breakfasts introduced guest speakers to broaden the purpose of the event. The inaugural speakers were Ellen Sandell, National Director of the Australian Youth Climate Coalition, who spoke about the ways young people can make a difference with environmental action and causes; and the Moonee Ponds Police Youth Liaison officers, who talked about cyber safety and general matters regarding the law and young people.

The Academic and Community Awards Night (ACAN) event once again recognised academic excellence and student achievements in sporting and cultural endeavours. Sponsorship for the event, in particular the Year Level Dux awards was invited from suppliers, contractors and local community organisations. Parents of award recipients were invited to attend the event and share in the celebration.

Value Added

The College continues to make facilities available to community organisations, sporting clubs and other schools. During 2013 the College's facilities were used by:

- The Australian Girls' Choir
- The Children's Performing Company of Australia
- St Oliver Plunkett Primary School
- Our Lady of the Nativity Primary School
- East Keilor Dance Studios
- Ayers School of Irish Dancing
- Hospitality Training Australia

PARENT SATISFACTION

As has occurred in previous years, a proportion of parents were invited to complete the School Improvement Survey. This year, the survey facilitators SRC Insight, extended the invitation to include all parents; 294 parents/families (more than 40% of invited participants) took up this opportunity. In a similar vein, parents were also invited to participate in the Enhancing Catholic School Identity (ECSI) survey. Eighty-one parents (or 11.6% of the invited parents) took part.

Financial Performance

REPORTING FRAMEWORK	ACCRUAL \$
Recurrent income	Tuition
School fees	2,499,250
Other fee income	567,914
Private income	180,394
State government recurrent grants	1,604,461
Australian government recurrent grants	5,635,143
Total recurrent income	10,487,162
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	6,479,395
Non salary expenses	4,554,530
Total recurrent expenditure	11,033,925
Capital income and expenditure	Tuition
Government capital grants	0
Capital fees and levies	987,945
Other capital income	43,586
Total capital income	1,031,531
Total capital expenditure	787,770
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	1,730,000
Total closing balance	1,440,000

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.