

Ave Maria College Aberfeldie

2022 Annual Report to the School Community



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Contact Details

ADDRESS	14-22 Vida Street Aberfeldie VIC 3040
PRINCIPAL	Tanya Hutton
TELEPHONE	03 9331 9300
EMAIL	principal@avemaria.vic.edu.au
WEBSITE	www.avemaria.vic.edu.au
E NUMBER	E1231

Minimum Standards Attestation

I, Tanya Hutton, 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 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

04/04/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our College Vision

We follow Mary's model for life. Mary invites us to trust in the truth of God's love and the truth within ourselves. In our teaching, learning and relationships, we are seekers of truth and people of Love. Mary teaches us humility and strength; leading the way to a relationship with God.

We are inspired by a Franciscan way of knowing Jesus. St. Francis of Assisi invites us to imitate Jesus, who took the side of the vulnerable and drew all into a shared humanity through inclusion and peace. St. Francis teaches us to delight in God's gifts to us; shared, grown and sustained for all. Created in God's image, we are called to see the face of God in others. Drawn from the Gospels, we profess the Franciscan values of peace, justice, simplicity and compassion, such that "All may be One" (John 17:21).

We value Helene de Chappotin's vision for education; that learning is for fullness of life for all. Learning excellence at Ave Maria is contemporary and collaborative, rigorous and relevant. Every member of our community contributes to a learning culture of endeavour and excellence. Together, we develop a love for learning and a readiness to contribute to the world.

We are strengthened by St. Clare of Assisi, a woman of firm faith, commitment and sisterly love. The women of Ave Maria College are educated to develop a strong sense of self, sisterly love for others, and generous action in the world. We come to know ourselves in our relationships with each other. This is central to our understanding of wellbeing, resilience and growth.

Together, we strive for Ave Maria College to be a learning community of Truth and Love.

College Overview

Since 1963, Ave Maria College has been an intrinsic part of its local community, providing a welcoming and nurturing environment for young women, guided by the Franciscan values of Truth, Love, Peace and Compassion. Our College motto - *Striving for Truth through Love* - inspires us to learn about ourselves, our relationships with others and the world around us, so we can belong, grow and thrive.

Established by a number of visionary sisters of the Franciscan Missionaries of Mary in 1963, Ave Maria College has committed itself to the care of each student's physical, emotional, intellectual and spiritual wellbeing and growth. With the 834 enrolled at Ave Maria College in 2021, students are known and nurtured so they can thrive. Unique skills are recognised, developed and celebrated, imparting students with the courage to excel in whatever career pathway they choose.

At Ave Maria College, we foster a culture of rigorous academic achievement, underpinned by self-confidence and a deep relationship with God. It is through these principles and the pillars of learning, growth, community and faith, that our students leave the College thriving - both personally and professionally - empowered to shape their own future.

Ave Maria College is a high performing Catholic secondary school. We challenge our students to strive for excellence from Year 7, ensuring they are prepared for their senior studies in VCE and VET along with their future pathways. Our success is ultimately measured by the accomplishments of our students - with no less than 11.4% of Year 12 students achieving an ATAR score greater than 90 in 2021.

The heart of the College is - and always will be - the enrichment of faith and the wellbeing and growth of our students. We are committed to building a safe, open and supportive community where our students feel a strong sense of belonging and connectedness. This creates collaborative and compassionate young women who are prepared to be the positive change they want to see in the world.

We work closely with families and students to address specific interests, needs and capabilities by developing bespoke learning programs that may include off-campus VET and university subjects.

Educating young women involves a community approach that commences with a robust transition program in the first week of Year 7. We embrace positive relationships with our wider community, including families and local businesses, to develop a strong network for our students and alumnae to connect with, for future study opportunities, employment or mentorship. The Ave Maria College community becomes the foundation of belonging for our students beyond the school years.

We are rich in tradition and we are future-focused. We provide contemporary learning environments that spark curiosity and encourage students to seek new knowledge and skills with the view of opening pathways to new and emerging professions. With an emphasis on design thinking, STEM and enterprise skills, our innovative and challenging curriculum prepares our students with the dispositions for their chosen career and workforce of the future.

Educating young women of the future requires the infrastructure to match. The College boasts state-of-the-art facilities including contemporary learning spaces, which work to maximise the learning potential in all students and enable them to thrive.

Above all, Ave Maria College seeks to empower our students, providing a foundation of belonging and giving them the curiosity to explore, courage to excel, confidence to thrive, compassion to love and community to grow.

Principal's Report

2022 was a busy year for the Ave Maria College community, with the return of a full year of face-to-face programs. This return brought with it some challenges, as the community adjusted to the pace of life on campus, but it also enabled us to reopen and renew the plethora of opportunities that were again available to students to choose from.

The year commenced with the new college theme, "For it is in the giving that we receive," a quote which was taken from a well-known prayer of St. Francis of Assisi. It is a quote that really exemplifies the life and ministry of St. Francis, but also provided a richness that enabled our community to engage in reflection and contemplation. As both students and staff explored the different layers of this theme, this is exactly what occurred. For each person this has been different. But what we know is that in giving, we help others, strengthen connection, grow spiritually, and invoke gratitude. Our students were able to give a living witness to this through action which has been both articulated, recognised and celebrated.

The College hosted several key community events which had been missing from our calendar over the last two years. These events included Ave Day; our College Musical, *Beauty and the Beast*; our Arts and Technology Festival; Drama and Music Performances; Year 12 Graduation; Kick Arts; Visible Wellbeing Parent Presentation; Back to Ave Day; and our annual Mother's / Father's Day Breakfasts to just name a few. The events were a true celebration of not only the gifts and talents of our students, but also of the connection and community that extends well beyond the formal years of education at Ave Maria College.

Following the re-imaged Learning Charter into the Ave Charter for Education, the College implemented a renewed staff leadership structure, one that continues to be student centred and brings to fruition key elements of the charter. Additional leadership roles in the areas of faith, instructional practice, wellbeing, and transition commenced from the beginning of this school year.

There was some minor building works conducted to accommodate an updated First Aid Centre for students and new staff offices to complement the additional leadership roles.

Throughout Semester 1, 2022 the College engaged in a four-year review process which following feedback from students, staff and families, was used to write the 2023 – 2026 Strategic Plan.

The three key priorities for the new Strategic Plan include:

- Student Learning
- Teacher Instructional Practice, and
- Strategic Leadership.

This will ensure the College continues to focus on the learning needs of our students moving forward into the future. Additionally, I was pleased to announce the introduction of two new pathways options for senior students. This included the introduction of the Vocational Major (previously known as VCAL) and the Ave Tertiary Preparation Program. These two new program offerings will engage students looking for an applied learning pathway or a non-scored VCE pathway, the latter with a guaranteed entry into tertiary studies at RMIT University.

Finally, 2023 marks the 60-year anniversary of the College having first being established in 1963 by the Franciscan Missionaries of Mary. Planning for this very important celebration is well under way for what will be an opportunity to honour our past while planning for our future.

Catholic Identity and Mission

Goals & Intended Outcomes

To enhance a faith community that lives the Gospel and models Franciscan values

Achievements

Our annual theme for 2022, *'For it is in giving that we receive'*, guided our faith formation opportunities this year. Each Domain, enacted the theme within their context and at each Whole School gathering, it was further reflected upon by speakers and student leaders. The theme originated from the Peace Prayer and speaks to the heart and life of the ministry of St. Francis of Assisi, one of our College Patrons.

The House Patrons Mary, Francis, Clare and Helene continue to provide a model of servant leadership and Catholic faith within our community. These names and the various activities and celebrations that occur in houses provide a regular focus for Catholic culture and Franciscan tradition at the College.

The design and introduction of iconography, signage and symbolism complemented by the evolution of our tradition enhance our Catholic and Franciscan heritage. This in addition to the various House areas around the campus provide a living and breathing model of our faith in action whilst also allowing our community to strengthen our connection with identity.

A wide range of students were engaged in the planning of liturgical celebrations and social justice activities throughout 2022. The Franciscan Captains worked successfully with the Director of Faith and Religious Education to continue our practice of a Catholic social justice focus for each year level, implementing a number of awareness raising and fundraising initiatives. This was enhanced by the Faith Formation Days that operated at every year level.

Staff at the College also continued to receive support and opportunities to gain accreditation and engage in spiritual growth. This included the Accreditation to teach in a Catholic School and the Accreditation to teach Religious Education. All staff also participated in various activities and days associated with spirituality and faith formation as well as external Professional Learning Programs.

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

Part of 2022 was also devoted to planning for the 60th Anniversary of the College in 2023.

VALUE ADDED

Throughout 2022 the College ran a series of Curricular and Co Curricular activities that aimed to provide an opportunity for us to continue to strengthen our faith and sense of community.

We hosted our annual Mission Action Day (MAD) Walkathon. This event provided an opportunity for us to walk in solidarity and to raise awareness as we met our Lenten

obligation and continued to build our sister school relationship with St Maria Mazzarello School in Venilale, Timor-Leste.

Students participated in a series of year level based Faith Formation Days and our Year 12 students attended the annual Year 12 Retreat. Each of these events provided the space and opportunity for students to strength their faith and spirituality whilst also furthering their discovery of self.

The College hosted various year level, small group and whole school masses and liturgies. These enabled our community to gather in prayer to model faith in action and give thanks. The annual College Feast Day Mass and the Year 7 Special Persons Mass were two of the many celebrations hosted throughout 2022.

The College Feast Day provided an opportunity for our community to gather together and celebrate. In addition to our annual Mass, the community participated in a range of activities that highlighted the faith life of the College and the various components of our mission, vision, values and charism. Our College patrons and their values formed key compoinents of the design of the program for this event.

The College Franciscan Leaders continued to help to support the social justice focus at each year level. The initiatives and focus at each year level aimed to raise awareness whilst offering support to various community groups and organisations.

The College also celebrated Mother's Day and Father's Day with our annual celebrations.

Learning and Teaching

Goals & Intended Outcomes

To improve student learning by implementing a whole school approach, reflective of our AMC Charter for Education.

Achievements

In 2022, Ave Maria College continued to embed its Charter for Education with a focus on its Franciscan beliefs, the Learner Attributes and Wellbeing Values. Each of these proved to be essential ingredients within the Charter, providing a platform for high impact learning and teaching. The Charter aimed to facilitate growth and engagement, providing experiences that enabled each individual to be their best version of self.

Driven by the Charter for Education and the establishment of a learning culture that is innovative, collaborative and rigorous, the College continued with its Whole School Reading Focus in 2022. The committee established to drive the project, employed a focus on disciplinary literacy. This group facilitated a professional development program for all teachers, delivering strategies and skills to teach reading and enhance learner engagement with a range of texts. Staff engaged with best practice research and explored their own craft to improve learner outcomes associated with reading.

The implementation of the Charter for Education was also strengthened by the design and introduction of various senior pathways in preparation for 2023. In addition to the Victorian Certificate of Education, teams at the College collaborated to plan for the implementation of the VCE Vocational Major and the Tertiary Preparation Program in 2023. Each of these programs aimed to further enhance learner engagement and growth whilst also enabling the key principles of the Charter to be further embedded into College culture and practice. The introduction of the VCE Vocational Major aimed to provide a formalised applied learning pathway for students in Years 11 and 12 whilst the Tertiary Preparation Program aimed to provide an additional accelerated learning option for students supported by a College partnership with RMIT University.

As part of our goal associated with improving learning outcomes, the College also continued with its focus on differentiation. To assist with the design of personalised learning experiences, staff engaged with various forms of data and teams worked to further establish the College Data Dashboard. This was complemented by various models of collaboration to facilitate learning design and practice that aimed to maximise access to learning and growth.

The College Tuition Program continued to operate. The design of each of these was informed by the Learner Attributes and aimed to provide a vehicle for students to receive 1:1 and group support. The program was facilitated via in class support, literacy and numeracy groups and various strands of Homework Club that focused on the development of knowledge, skills and understanding.

The 2022 VCE results for Ave Maria College showed that students continued to strive for excellence and perform to their full capacity. The table below provides a summary of the College VCE Results.

College Dux	97.90
College Dux Proximus	95.50
Median Study Score	30
Percentage of Study Scores 40 or above	6.1%
Highest Study Score	49
Subjects offered with a 40+ Study Score	55%

The Median ATAR for 2022 was 73.7 with 8.8% of students achieving an ATAR over 90, 34.3% of students achieving an ATAR over 80 and 60% of students achieving an ATAR over 70.

In 2022, 104 of the 119 graduates completed an application through VTAC. 92% of these students received a first or second preference offer.

STUDENT LEARNING OUTCOMES

Throughout 2022 students continued to be assessed on both formative and summative tasks for each Learning Area, with timely feedback being provided through a practice of continuous reporting provided on Ave Learning (SIMON). The College continued with ACER Progressive Achievement Testing (PAT) for Mathematics and Reading across Year 8 – 10. This data was used to plan for student learning as well as to measure and track growth at different increments throughout the Academic Year. The collection and analysis of PAT Data will continue as a tool to ensure learning is targeted and differentiated whilst also ensuring that pedagogical impact is maximised.

When compared to 2021, the 2022 NAPLAN data showed some positive results. In Year 7, students performed better in Spelling, Grammar and Punctuation than the 2021 Year 7 cohort. The Year 7 results for Writing and Numeracy was similar when the two years were compared.

The NAPLAN Data for Year 9 in 2022 showed an improve in Reading, Writing and Numeracy when the 2022 Year 9 cohort was compared to the Year 9 2021 cohort. The College will continue with its focus on Differentiation, Reading, Writing and Numeracy into the future to support the data provided for Year 7 and 9 students.

The College has various vehicles in place to continue to address our Academic Data Narrative. The Literacy, Numeracy and Subject Tuition Program continues to operate as do the various strands of the College Homework Club. Each of these initiatives aim to provide strategic intervention and support to enhance student growth and the development of key knowledge, skill and understanding.

The College also continues to explore its curriculum offerings and the pathways available for student learning. This approach aims to ensure various pathways options exist that support the strengths and learning styles of each individual.

Processes for coaching continue to be embedded at the College with a focus on maximising pedagogical impact and learner growth and engagement. This coupled with the introduction of various vehicles associated with differentiation and data literacy aim to ensure learning design and practice are targeted.

In 2022, the College continued with its Whole School Reading Focus. This aimed to assist with the employment of multidisciplinary approaches that aim to build skills associated with

comprehension and inference, Complementing this is the Day 8 Professional Learning Program that assists with embedding best practice learning and teaching.

The College continues to embed a cyclical process for the collection and analysis of academic data. This data is used to evaluate learning programs, goals and individualised learning programs.

MEDIAN NAPLAN RESULTS FOR YEAR 9

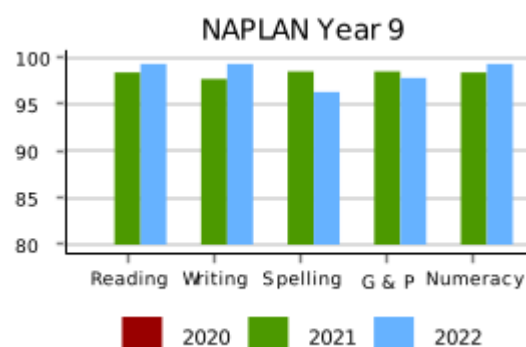
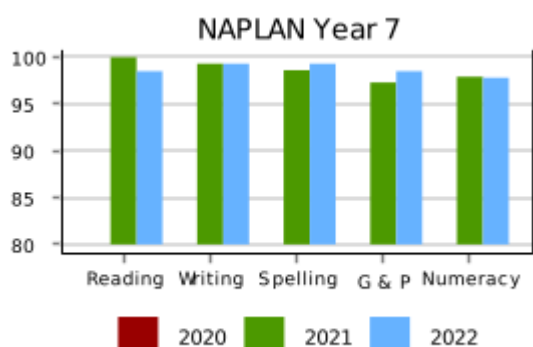
Year 9 Grammar & Punctuation	600.3
Year 9 Numeracy	583.8
Year 9 Reading	606.6
Year 9 Spelling	593.7
Year 9 Writing	597.5

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	97.3	-	98.5	1.2
YR 07 Numeracy	-	97.9	-	97.8	-0.1
YR 07 Reading	-	100.0	-	98.5	-1.5
YR 07 Spelling	-	98.6	-	99.3	0.7
YR 07 Writing	-	99.3	-	99.3	0.0
YR 09 Grammar & Punctuation	-	98.5	-	97.8	-0.7
YR 09 Numeracy	-	98.4	-	99.3	0.9
YR 09 Reading	-	98.4	-	99.3	0.9
YR 09 Spelling	-	98.5	-	96.3	-2.2
YR 09 Writing	-	97.7	-	99.3	1.6

* 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 enhance the learning architecture that supports the growth and wholeness of all.

Achievements

In 2022 the College introduced a new structure for the Wellbeing Team. Each Year level had appointed a separate Sub-School Leader. This structure was created to facilitate better wellbeing and management of the young people at Ave Maria College. The Assistant Principal (Students and Engagement) would have oversight over the Student Wellbeing Team (SWT) chaired by the Director of Student Wellbeing, and comprising of the six Sub-School Leaders, the Counsellors and the Learning Enhancement Team Leader. The Assistant Principal (Students and Engagement) would chair the Student Management Team (SMT) comprising of the six Sub-School Leaders and the Counsellors.

The need for 6 Sub-School Leaders was created in response to the high needs of students coming out of the COVID-19 environment, and the increased complexities facing young people. These heightened needs centred on both the physical and mental health of the young people we served. Lockdowns for extenuating weeks in 2020, and 2021, had increased the numbers of students seeking counselling support for anxiety, self-harm and eating disorders. The lockdowns had also created larger gaps between where students learning should have been at, and where in reality it was at. With the return to the classroom after each lockdown, behaviours witnessed by many staff, had developed out of student's insecurities in being within a classroom environment again and aware that personal learning progress was not at expected levels for that year's cohort.

The purpose of both the Student Management and Wellbeing Teams was to create a nurturing environment where students could reconnect to their peers and to the school. This effort to connect was continually emphasised. The Wellbeing Program offered students a 15-minute prayer and togetherness time, for nine out of ten days, and then a 40-minute period on one of the cycle days, ensured that each student was known by name and nurtured as an integral member of the College who has their own special gifts and talents. The 40-minute Mentor Period enabled programs such as Respectful Relationships to be undertaken, to grow student's sense of self, of others within and outside our Ave Maria community, and the development of resilience to handle an increasingly changing world. Students were very aware of the challenges their worlds were now facing, with the impact of COVID-19 on their families and friends. Lessons were adjusted to incorporate student voice, with their experiences of how COVID was impacting on their lives, as well as their learning.

To establish greater connection for students all staff at the College undertook professional learning based on Visible Wellbeing. This program was facilitated by Professor Lea Waters from the University of Melbourne. In the professional development time with Lea Waters, staff undertook training to further understand mood and mental health. Visible Wellbeing activities were trialled amongst staff, and then in the classrooms. Students enjoyed the activities and connected better to their peers, teachers and non-teaching staff.

To establish greater restorative culture, Ave Maria College formed a 3-year partnership with Real Schools. Cassie Kitani (from Real Schools) was the expert facilitator who worked with staff on the Professional Learning Day to understand limbic and neo cortex responses and how the adult versus the adolescent brain needs to be understood in all interactions, even more so when

students are making poor behavioural choices. Cassie observed classrooms and then worked with staff to increase their repertoire of restorative responses.

Student management continued, based on data from incidences recorded, attendance, academic performance, staff and parental observations, and outside organisation's involvement (e.g. The Royal Children's Hospital Travancore Centre). Restorative conversations, involved re-establishing the trust of the student in themselves, and in the College. Suitable restorative consequences occurred to provide a time for reflection on actions. Communication with parents was key to the student, parent, and school partnership to provide opportunity for the young person to grow from making a mistake. Ongoing support was provided through the Director of Student Wellbeing, the student's Sub-School Leader, the Counselling Team, the Learning Enhancement team and the Assistant Principal (Students and Engagement).

To enhance the development of the full person, the College provided a range of extracurricular activities. To enhance the transition to secondary school, students in Year 7 were able to participate in a three-day camp at Campaspe Downs and a one-day excursion to Adventure Park. This provided an opportunity for students to connect with each other, and to be supported by welcoming staff and their Year 11 Peer Support buddies during both events. Many of the students had been prevented from attending camps whilst they were in Year 6 due to the impact of Covid 19. Students embraced the activities on the Year 7 camp and rose to the challenges such as the high-flying fox.

The Year 9 cohort were also fortunate to have their Outdoor Education camp run at Anglesea. Students grew in their resilience as they collaborated in teams to cook, live in tents and use their bush survival skills.

The Year 12 Retreat experience run locally provided a faith-based retreat and time for the senior students to reflect on themselves and their pathway in life. The experience created a bond within the cohort that remained throughout the year.

Each Year level also supported its students with a Wellbeing Day to focus on issues that age group may be experiencing, for example stress and task management in the senior years.

Student leadership continues to provide a voice at the College. The student leaders continued to meet with the Assistant Principal (Students and Engagement), the Director of Catholic Identity and Mission, the Co-Curricular and House Leader, the Director of Learning and Pathways and the Domain Leader of the Arts, on a fortnightly basis. They collaborated on their initiatives and proposed and embedded free sanitary dispensers for emergency use in all bathrooms. This was well received by the student body as it was seen as a less embarrassing support, than attending Student services. The Student Leaders also developed and implemented a Multicultural Week. The week involved music, dancing, kahoots, Scavenger Hunt around the world and Cultural Dress day. It was positively received by all the community as teachers and non-teaching staff also dressed up culturally. Student Leaders were instrumental in providing leadership to ensure the continued signing of the Pledge Sticks for National Day of Action against Bullying and Violence and also ensured that each Mentor class developed an action pledge that was appropriate to their Mentor room. There were over one hundred leadership positions filled from Years 7 to Year 12, and all were involved in the Student Leadership seminars. Senior students modelled leadership skills to the junior students who quickly gained in their confidence to be involved in leadership activities.

VALUE ADDED

College Production: Beauty and the Beast

DAV debating

Year 9 Outdoor Education Camp

Year 12 Retreat Camp

Year 7 Transition Camp with Peer Support Leaders

Year 7 Adventure Park Excursion with Peer Support Leaders

Transition Program for Year 7

School Athletics Carnival

School Swimming Carnival

SCSA Cricket interschool Competition

SCSA Tennis

SCSA Swimming

SCSA Futsal

SCSA Badminton

SCSA Basketball

SCSA Athletics

SCSA Cross Country

SCSA Hockey

SCSA AFL

SCSA Volleyball

SCSA Soccer

SCSA Netball

SCSA Table Tennis

SCSA Softball

Art and Technology Festival

Homework club

Kick Arts with St Bernards and St Columbas

Maths Support Club

Language Competitions

Choir

Theatre Sport Interschool competition

Ave Maria Day: Whole School Celebration of Patron Saints

- Whole School Opening College Mass
- National Day of Action against Bullying and Violence
- International Women's Week Celebration
- SCSA Sports Leaders Breakfast
- International Womens Day breakfast with Lord Mayor of Melbourne
- RUOK day
- Ave Maria Day Spec Spec Lip Sync Competition

STUDENT SATISFACTION

Using the 2022 MACSSIS data it was found that there was a 9% decrease in how students feel that teachers hold them to high expectations of their effort, understanding, persistence and performance. Whilst this was a drop from 2021, it had strong alignment with other MACS schools post 2 years of lockdown, and interrupted learning. The Student Wellbeing Team and the Student Management Team worked to support student re-engagement with the face to face learning environment and their socialisation within it. It can be noted that student safety, where perceptions of student physical and psychological safety while at school were surveyed, that compared to other MAC schools that Ave students were 7% higher in feeling their safety both physical and psychological. The efforts of the Student Wellbeing Team and the Student Management Team to grow connection and to follow up social and behaviour issues are testimony to this response.

STUDENT ATTENDANCE

Student attendance is monitored every period (there are 5 periods and the Mentor time each day) through the teaching staff indicating the presence or absence of a student. This is recorded on the SIMON platform, and is monitored each day by Student Services. Parents or guardians of any students absent, on any given day, are expected to contact the College in the morning to indicate the student will be absent. When a Parent Notification does not occur, the Student Services contact home to ascertain the reason for the absence. This process continued throughout remote learning. Support for students being absent is offered through the Mentor Teachers and the Sub-School Leaders.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	90.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	90.4%
Y08	88.4%
Y09	86.7%
Y10	86.2%
Overall average attendance	87.9%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	0.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	70.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	5.0%
Deferred	12.0%
Employment	4.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

In 2022 the College aimed to audit Child Safety standards in the College to ensure full compliance with the standards as well as ensuring that the spirit of the standards was part of the fabric of the College. The audit was conducted by the Child Safety Reference Group with participation from students and a range of areas within the College.

One area of particular focus was the development of Human Resources practices that complied fully with the Child Safe Standards. Another area was the development of clear processes and protocols around Mandatory Reporting and the PROTECT Protocol.

The College also aimed to continue the ongoing development of student engagement and leadership. This included developing opportunities for involvement and feedback.

The College also aimed to expand its provision of support for Student Wellbeing in order to ensure the inclusion of our most vulnerable and at-risk students.

Achievements

Child Safety was clearly embedded into the fabric of the College. The College had policies that explicitly address Child Safety, ensuring that the standards were embedded within the policy, as well as existing in stand-alone policies. Employment practices in the College reflect attention to these standards. Candidates were asked to address their previous conduct in applications, about their understanding of Child Safety practices in interview and referees were explicitly asked about a candidate's experiences in light of Child Safety regulations. All staff and volunteers sign the Code of Conduct. The Code of Conduct is also displayed in staff spaces.

The Student Wellbeing Team led the practices and protocols around the PROTECT Protocol. This included ensuring that the protocol was followed with appropriate recording and follow up of disclosures, incidents or concerns. Staff completed the Mandatory Reporting compliance module, and this was followed up with explicit training for Mentor Teachers and Wellbeing Staff. The College created Student Support Groups for students who experienced, or were at risk of acts of violence, sexual assault, verbal abuse or neglect. This included providing both pastoral and counselling support and working in partnership with families and carers where appropriate. The College ensured the proper recording of any reports to DFFH, SOCIT and MACS.

A Child Safety Reference Group continued the work in 2022, with a focus on auditing Child Safety practices within the College. The group included representation from different areas of the College, including student representation. Students were encouraged to actively participate in the group. They provided important feedback to help guide future assemblies, information sharing and workshops for students. This work was continued in Mentor Period, the College's pastoral period for social and emotional development.

Students were encouraged to actively engage in the life of the College. This included formal leadership opportunities through leadership roles, as well as informal leadership opportunities. This included leading assemblies and school tours, participating in House Carnivals and providing feedback through surveys or discussion. Using these mechanisms, the College was able to navigate both onsite and online College life, by maintaining the conversation with our students. The College responded to student requests by making accommodations with bell times or uniform in order to support students in changing conditions. Students also led

assemblies, masses and events. They designed the creative aspects of events and wrote for the newsletter and other publications.

The College took an active approach to inclusion in 2022, providing extensive learning and well-being support throughout the year in response to student needs. This included increasing the provision of counselling services, resulting in the restructuring the Wellbeing Team to include 6 Sub-School Leaders. The Student Wellbeing Team worked to support our most at-risk and vulnerable students with social/ emotional needs and with learning needs, as well as working extensively with external agencies, including Mackillop Family Services, Royal Children's Hospital, CAMHS, Travancore, DFFH, Child Protection, and a range of private psychologists. The College also worked extensively with the Learning Diversity team from MACS in order to provide the most appropriate support and interventions for students. Added to this, the College implemented a more evidence-based approach to intervention, with regular monitoring and evaluation to ensure best-practice interventions that met the needs of the individual.

The College continued the Visible Wellbeing framework, designed to empower students to understand their own emotional world and to be able to harness their goals, habits and relationships. Teachers participated in this training, supporting their own understanding and helping them to be able to confidently articulate well-being concerns and provide learning environments that supported student well-being and learning. By explicitly articulating the connection between well-being and learning teachers are able to support students to achieve their goals.

The College worked with the extended community to develop an awareness and understanding about Child Safety concerns and issues. This was done through the newsletter, email notifications, letters about online learning and the return to on-site learning and Parent Information Nights for each year level. Added to this, risk assessments for each event meant that parents and carers were included in discussions about the supports required to ensure the safety and well-being of the student. Members of the Student Well-being Team were also in regular contact with parents and carers throughout the year to discuss any issues and to ensure appropriate supports. Parents signed the Code of Conduct and any concerning behaviours from parents were addressed quickly in light of this Code.

Leadership

Goals & Intended Outcomes

To develop a new strategic plan and enhance the ongoing collective efficacy of staff.

Achievements

In 2021 the College reviewed the staff leadership structure. Following this review, several new positions were introduced to bring to fruition key elements of the Charter for Education. These additions were predominately in the areas of faith, staff instructional practice, wellbeing and transition. 2022 marks the introduction of the revitalised leadership structure. Two key changes included the transition from three to six Sub-School Leaders and the introduction of the Data and Growth Team.

Both Real Schools and the Truth Agency were engaged to work with the Wellbeing Team to enhance the work underway, and to ensure a common understanding and approach in the application of school policy and response to student matters. The Real Schools Partnership was new for 2022, and will be in place for the next three years. The emphasis of this program to strengthen the College approach to restorative practice, ensuring consistency between staff and to ensure a common understanding of best practice when working with students when issues arise. While a key aspect of the work completed by the Data and Growth Team was to work with the University of Technology, Sydney, to develop a data dashboard. The purpose of the dashboard is to foster and develop a culture of data driven dialogue and data informed instructional practice. The development of dashboard was sponsored by ACER with phase one completed in 2022 and phase two to commence in 2023.

2022 marked the final year of the current College Strategic Plan. As such, the College in 2022 undertook a whole school review process that included the following two dimensions:

- Improvement – a self-assessment and reflection of performance and growth that informs planning for future growth.
- Compliance – an audit/verification process of minimum standards for school registration and other State/Commonwealth requirements for Catholic schools.

There was much to celebrate with respect to the review findings and recommendations with the following strengths highlighted as part of the review report:

- Our sense of identity and community
- The environment which is conducive to student engagement, learning and growth
- Staff commitment to students
- Student appreciation of and respect towards their teachers and their support
- Opportunities for student learning and staff professional development
- Our commitment to continuous improvement
- Curricular and co-curricular program offerings to students and the continued willingness to expand and diversify these

The areas of focus identified for inclusion of the new strategic plan include the considered approach to continuing to strength and enhance the Catholic life of the college, the culture of

learning and the professional development of staff. This led to the the following three priority areas within the 2023-2026 Strategic Plan:

- Student Learning – learner attributes and learner agency
- Teacher Instruction – purposeful teaching and engaged learners
- Strategic Leadership

At the conclusion of the whole school review process, the role of Executive Deputy Principal was also introduced in readiness for the 2023 school year to support the implementation of the new College Strategic Plan.

In continuing to develop the capacity of our staff, a key focus for the Day 8 Staff Professional Learning Program in 2022 included participation in the annual STEP Process (Supporting Teachers to Enhance Practice). The STEP Process enabled staff to reflect on their current practice and engage in goal setting, classroom observations and mentoring. Staff engaged in collaboration and best practice research reflective of the key principles within the Ave Maria College Charter for Education. Staff professional learning has focused on embedding the College Charter for Education into culture and practice. Key components of this include the Visible Wellbeing Program led by Lead Waters from the University of Melbourne, the Real Schools Program focussing on Restorative Practices and various Curriculum Planning Days that focus on the development of curriculum reflective of the Learner Attributes and best practice research.

Finally, the College continued to develop its Middle Leaders who engaged with coaching and mentoring, an internal cyclical process and a range of external programs inclusive of MACS Leadership Development Courses.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Staff professional learning in 2022 centred around 5 focus areas: Data and Growth, Whole School Reading Focus project, Visible Wellbeing, our Real Schools Partnership and Faith formation. The Day 8 program, where staff attend Professional Learning for 90 minutes every fortnight, continued to be the central feature of the College professional learning program. Teaching staff completed the annual STEP process, which includes a range of professional learning activities, including professional reading and professional practice. Each teacher set a goal and completed a small action research project designed to improve student learning outcomes and engagement, based on one of the Ave Charter for Education's principles.

Each of the focus areas had targeted programs and goals. The Data and Growth focus was on building staff capacity in the use of data and data literacy. This included developing data conversation starter questions, including data discussions as standing items at meetings, and exploring key sets of students performance data in both our LMS and the College Data dashboard. The Whole School Reading Focus project provided time and resources to build both awareness of different reading strategies and to increase capacity and application of disciplinary literacy in all subject areas. This project also provided opportunities for collaboration within and across Domains.

The College completed the 2-year partnership with Professor Lea Waters, University of Melbourne, and the Visible Wellbeing program. This continued with a series of professional

learning sessions where staff completed additional modules of the SEARCH framework. The program provided all staff opportunities to practice skills and techniques that help to shift wellbeing from an internal experience to a resource for learning by making it less subjective and more observable.

General Staff Meetings were a further source of professional learning. During this meetings, which took place once or twice a term, the focus was on compliance. This included the mandated Child Safety PL, as well as updates on Covid-safe protocols and practices. Reportable conduct, the new EBA, and a range of school-based projects, including collaboration opportunities related to the College review were also covered.

Professional Learning in the area of Faith was primarily the staff Faith Formation Day. In 2022 we continued to discuss Catholic Social Teaching with support from the work of Dr Anna Rowland. A large focus was also on the Marian charism. A number of opportunities were provided to deepen our understanding of Mary, the mother of Jesus.

Non-school based professional learning consisted of similar activities to previous years including - VCAA Assessing in at least 7 different subject areas. First Aid training, upskilling for platforms such as Synergetic, SIMON, MS Teams, Network meetings (e.g Northern network LDL, Careers LLEN), Leadership for Learning - Middle Leaders Making a Difference, Podcasting for beginners, Law sense various sessions). Some staff were also involved in completing action research as part of the Global Alliance Research Collaborative, Real Schools Leadership Program and Pathways to Principalship.

Number of teachers who participated in PL in 2022	78
Average expenditure per teacher for PL	\$8933

TEACHER SATISFACTION

The 2022 MACSISS staff data indicates a slight decrease in the overall positive endorsement by staff compared to the 2021 survey. It is important to note that the response rate for staff was 59% of all staff. In terms of the 14 categories covered by the MACSSIS survey, there was a general decline in each category ranging from 4% difference to 20% difference. Some positives from the survey included relatively stable perceptions around staff collaboration, Catholic identity and the perceptions of student physical and psychological safety. Some particular highlights identified include:

- 89% of staff agree that student wellbeing is often discussed
- 97% of staff agree that staff are respectful to students
- 81% of teachers believe there are collegial relationships between staff
- 92% of staff believe school leaders are friendly to them, and 87% believe they are respectful
- 86% of staff believe that school leaders are understanding when challenges arise in their personal lives

In addition, there was a small increase in the percentage of staff who indicated that they had been able to access professional learning in 2022, compared to 2021. Similarly, there was an increase from 71% to 78% of staff who indicated that they participated in one or more content

ears teams, indicating an increased opportunity for collaboration. In the area of teacher practice, there was an increase from 61% to 69% of staff who indicated they used student work as the basis for discussion around teaching decisions, and a consistent 75% of staff who indicated it was easy to access student data.

In terms of areas for growth and future focus, there are opportunities across all 14 areas, most notably in of School climate and the perceptions of the overall social and learning climates. Feedback, including the amount and quality of the feedback provided by leaders which scored the lowest percentage of positive endorsement in 2022. Perceptions of the schools’ improvement strategy is a further focus area, however, with the introduction of a new Strategic Plan from 2023 this may easily be addressed. Over the course of 2022 staff had a number of opportunities to provide feedback, this occurred during General Staff Meetings and other forums. Actions arising from this feedback will be used in 2023, which should mitigate the drop in positive endorsement in this area in 2022.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.6%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	27.1%
Graduate	49.2%
Graduate Certificate	10.2%
Bachelor Degree	84.7%
Advanced Diploma	15.3%
No Qualifications Listed	3.4%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	77.0
Teaching Staff (FTE)	71.5
Non-Teaching Staff (Headcount)	45.0
Non-Teaching Staff (FTE)	38.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

1. To enhance the faith community that lives the Gospel and models Franciscan values:
2. To continue to act as co-creators and stewards of God's gifts
3. To enhance the learning architecture that supports the growth and wholeness of all

Achievements

In 2022, the College actively looked for ways to recommence community-based celebrations and events following two years of limited opportunities. A number of community events were held to showcase and celebrate student achievement and success. Community events held onsite and offsite include the College Opening Mass and opening Whole School Assembly, 2021 VCE Awards Assembly, Swimming & Athletics Sporting Carnivals, Year 12 Graduation and the Annual Academic and Community Awards Night which saw the return not only of students on site, but also parents. We also held Mother's Day and Father's Day breakfasts onsite, which included alumnae as guest presenters and student musical performances. The College was also able to host the first 'Back to Ave' day in three years. This alumnae event celebrated the graduating classes ending in a '0', '1' or '2' across the decades. The social gathering saw students from different graduating years, hear from several alumnae as well as from the College captains, who outlined what school life is like today. All attendees had the opportunity to explore the College grounds.

Another community highlight was the return of the onsite Arts and Technology Festival. This event showcases student work from years 7-12 in the areas of Art, Digital Technology, Design Technology (food and textiles) as well as the Performing Arts. This event was well attended by staff, students and parents, with more than 300 people in Francis Hall for the ever-popular student performances and fashion parade.

The College continued to grow its online presence to showcase the school community. There were 2 Ave Belong publications, a summer and a winter edition, which presented a range of College programs, celebration of Ave Alumnae and celebrated student events and achievements. The College Newsletter was an additional publication, distributed primarily online in 2022, which enabled the wider community to hear from key personnel on a regular basis. The social media presence also increased with regular posts such as the 'Friday round up' which puts a spotlight on some highlights each week, our regular Sunday Gospel posts which always include a reflection and message, and an increase in our Alumnae, Student leadership and subject spotlight profiles. Data analytics from our social media platforms suggest both stable and high engagement across each platform, with Instagram our most popular format.

With a full return onsite, the College enrolment tour program was strengthened. There was an increase in the number of onsite tours. These 90 minute tours, led by students in Years 9 & 10, as well as members of the College Senior Leadership team, provide authentic and practical observations and information. Feedback from attendees suggest that they both like and appreciate the mix of information sharing from the College Principal, touring the facilities in real time, and hearing from a range of students.

In terms of Community partnerships, the College continued to develop a relationship with the University of Technology of Sydney and ACER to further develop a data dashboard for use

primarily by teachers. We also continued to build a relationship with our new neighbours, Ryman Health Care as they opened their aged care facility. This will be a relationship that will continue to grow over time.

VALUE ADDED

College Production: Beauty and the Beast

DAV debating

Year 9 Outdoor Education Camp

Year 12 Retreat Camp

Year 7 Transition Camp with Peer Support Leaders

Year 7 Adventure Park Excursion with Peer Support Leaders

Transition Program for Year 7

School Athletics Carnival

School Swimming Carnival

SCSA Cricket interschool Competition

SCSA Tennis

SCSA Swimming

SCSA Futsal

SCSA Badminton

SCSA Basketball

SCSA Athletics

SCSA Cross Country

SCSA Hockey

SCSA AFL

SCSA Volleyball

SCSA Soccer

SCSA Netball

SCSA Table Tennis

SCSA Softball

Art and Technology Festival

Homework club

Kick Arts with St Bernards and St Columbas

Maths Support Club

Language Competitions

Choir

Theatre Sport Interschool competition

Ave Maria Day: Whole School Celebration of Patron Saints

Whole School Opening College Mass

National Day of Action against Bullying and Violence

International Women's Week Celebration

SCSA Sports Leaders Breakfast

International Womens Day breakfast with Lord Mayor of Melbourne

RUOK day

Ave Maria Day Spec Spec Lip Sync Competition

PARENT SATISFACTION

In referring to the 2022 Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS) parent responses on all areas of family engagement, school fit, school climate, student safety, communication and Catholic Identity were of higher percentages when compared to like MACS schools. Whilst the percentages for parents satisfaction had dropped in comparison to the 2021 Survey results of the Ave Maria College Community, the results need to be viewed in terms of 2 years of lockdown, and the anxieties of students increasing, thus effecting the home environment. The College uses the Parent Access Module (PAM), email and the College Newsletter to transmit information, and parents continue to appreciate these platforms as appropriate forms of communication. An area for future focus and growth includes increasing opportunities for parent engagement in the life of the College post 2 years of COVID lockdowns. The College continues to explore the ways in which it can embrace the voice and views of parents and enhance the relationship between the College and the community.

Future Directions

Following the 2022 School Review, the College will implement a new Strategic Plan in 2023. This Strategic Plan aims to build upon our current strengths and successes whilst also further embedding the College Mission, Vision and our Charter for Education into culture and practice.

The Strategic Plan aims to build the capacity of staff to differentiate learning, teaching and assessment to enable growth for all, with particular emphasis on:

- Developing learner engagement, confidence and agency
- Making effective use of data to inform instruction, ensuring learning is personalised and explicit
- Improving literacy and numeracy outcomes
- Staff committing to professional growth that drives improvement in learning and teaching

The key priorities associated with the College Strategic Plan (2023 – 2026) include:

- Student Learning
- Teacher Instructional Practice
- Strategic Leadership

As we prepare to implement the next Strategic Plan, the College will continue to foster a number of strategic partnerships with external providers inclusive of but not limited to:

- RMIT University – Tertiary Preparation Program
- University of Technology Sydney – College Data Dashboard
- Real Schools – Restorative Practices
- University of Melbourne – Visible Wellbeing Program

The College has various teams that will continue to operate internally to support the implementation of the new Strategic Plan and build upon progress made. These include:

- Senior Leadership Team
- School Advisory Council and Sub Committees
- Innovation and Growth Team
- Data and Growth Team
- Learning and Curriculum Team
- Student Engagement and Wellbeing Team
- ICT Future Directions Team

A key component of our progress moving forward will be to ensure that we continue to live our vision of striving to educate young women of Truth and Love whilst also ensuring that we provide a holistic faith based education that enables each person to reach their potential through positive relationships and the provision of diverse and engaging programs and pathways.

A snapshot of some of the strategies that will be employed as part of the new strategic plan include:

- Launch of a revised menu of Senior Academic Pathways inclusive of the introduction of the VCE Vocational Major and the Tertiary Preparation Program
- Launch of a revised Professional Learning and Growth Framework
- Continued development of the College Data Dashboard
- Implementation of further programs for STEM and Interdisciplinary Learning
- Implementation of Learner Profiles and Micro Credentialing
- Establishment of further external partnerships to enhance learning, engagement and growth
- Redesign of College Marketing and Growth Campaign
- Continued implementation of the Charter for Education, Visible Wellbeing and Real Schools Program, the Pedagogy of Encounter etc.
- Research of a Pedagogical Coaching Program
- Focus on High Expectations and College Efficacy
- College Timetable Review
- Design of College Iconography