

2016

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



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## KILLESTER COLLEGE SPRINGVALE

REGISTERED SCHOOL NUMBER: 1547

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## Minimum Standards Attestation

I, Leanne Di Stefano, attest that Killester 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
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

## Our College Vision

Killester is a school that prides itself on providing a strong, broad curriculum in a caring environment based on Gospel values. In the current social and educational climate, we seek to provide education that empowers students to become life-long learners, who can think critically and achieve their potential. We want students to become adults who are confident in their interactions with others and can make positive contributions to society.

They need to have a sense of their own voice, a passion for learning and an understanding of community. In order to provide an authentic Christian environment for our learning community to exist, we endeavour to keep Gospel values at the heart of the school, in particular, those of justice and service.



Our school motto is 'Strength and Kindliness'. We hope that when students leave Killester they will embrace these qualities in their daily lives.

*Killester College has as its distinctive mission the provision of Catholic secondary education for young women, who are drawn from the diverse cultural and economic backgrounds of the Springvale area. We value the diversity of our students and strive to develop the whole person. Our motto, 'Strength and Kindliness' links us into a network of other Brigidine schools signifying that we belong to a large community.*

We will try therefore to:

- ▶ Create a school community which is clearly based on the values of Jesus.
- ▶ Nurture Christianity in the Catholic tradition.
- ▶ Appreciate one another's differences and individual worth.
- ▶ Work co-operatively to develop responsibility, self-discipline and adaptability.
- ▶ Maintain a school environment in which enthusiasm, joy and simplicity are valued.
- ▶ Offer educational experiences that develop creativity, initiative and a love for learning.
- ▶ Provide opportunities for leadership that enable young people to make a contribution to their environment and their world.

## College Overview

Killester College, a Catholic Secondary school for girls, was founded in 1955 by the Brigidine Sisters. The school is part of Kildare Education Ministries, a newly created public juridic body and is administered by Kildare Ministries Education Board. There are approximately 900 students and 106 staff. The Sisters established the school in response to the needs of the growing migrant population in the Springvale area in the 1950s. The area has always been diverse in its ethnicity which is reflected in the school population and has resulted in a rich multicultural environment. The traditions of the school are founded on the qualities of our patron Saint Brigid, and expressed in the school motto, “Strength and Kindliness”.

As part of its mission Killester College aims to offer educational experiences that develop creativity, initiative and love for learning. The curriculum will provide a broad education to assist students in understanding the world in which they live. Underlying our curriculum is the belief that teachers need to explicitly develop in our students engagement, assertiveness, resilience, and a positive sense of self and be cognisant of gender issues and the spirituality of our students.

As a result, curriculum at Killester has four purposes:

- ▶ To develop knowledge, values and skills
- ▶ To engender a love for learning for its own sake
- ▶ To contribute to the formation of citizens who are aware of their role as members of a community and democratic society
- ▶ To prepare our young people for further study and/or the workplace

Killester develops, organises and delivers its curriculum through subject departments and through many extra-curricular learning opportunities for students.

In order to achieve the above purposes, the following principles are to be used in all of the learning areas.

- The spiritual and religious enrichment of our students is a priority. The development of values and spirituality should be fostered across the curriculum, in addition to the formal Religious Education programme.
- Literacy and numeracy skills and strategies will be explicitly taught and developed across the curriculum.
- All students will be encouraged to strive for personal excellence
- Curriculum should provide students with opportunities to develop their creativity.
- Critical thinking and problem solving skills are essential in all aspects of learning.
- The range of intellectual needs of students will be catered for in both differentiated curriculum strategies and in the provision of special programmes.
- Learning technologies should be a basic tool integrated across curriculum.

The curriculum will prepare students for the VCE, provide career education support and assist students who wish to undertake other post-compulsory education pathways.

## Principal's Report

Our 61st year as a school was punctuated by a number of reviews. We engaged in a Full School Review of Teaching and Learning, Leadership, Student Well Being and Stewardship of Resources. We were also assessed on Catholic Identity and Occupational Health and Safety, and in between, Principalship at Killester was reviewed. The silver lining of having every aspect of school life reviewed by external assessors is that it gives us a springboard to move into the next decade. Killester has never been a school that sits on its hands. There is a rich history of innovation, activity and improvement. In particular, there is an energy across our 60 years to work for the betterment of the young people who enter our school gates. This is evident throughout this year's school magazine.

Our school theme for 2016 was taken from the values articulated by Kildare Ministries: *Compassion - walking with and having empathy for all*. Girls have explored ways to embrace such a value and have certainly engaged in many activities this year to challenge their comfort zone and preconceptions. Whether it is visiting centres for people with intellectual disabilities, working on soup vans or talking to homeless people, girls have learned that the Gospel challenge to have empathy is to be able to show compassion and friendship to the stranger. Through such opportunities understanding is developed and, in the Christian tradition, strangers become our brothers and sisters. Our exploration of compassion was enriched by the stories shared by past Killester students across the year. As guest speakers at school assemblies, each spoke of their work with and for the vulnerable in our society, both locally and internationally.

Looking back over the year there have been many highlights for which the girls can be proud. The school production of *Annie* was the result of commitment from well over 100 students who worked either on stage, back stage or in the music pit. The Student Leaders hosted a wonderful Brigidine Day which was entered into by all students with a great sense of fun. Girls also participated strongly in a range of subject based competitions to test their skills and knowledge and there was a host of sporting activities across the year. All of these are showcased in this year's magazine.

The rich life of a school doesn't happen without the energy, care and commitment of people behind the scenes. Killester has been fortunate to have a staff who share the focus of ensuring the school is life giving to every girl. It also has a number of important groups who support staff - the Stewardship Council and parent committees. Two other groups which need to be acknowledged are the School Leadership Team - a group of people who work tirelessly to promote a school where all decisions are measured by authenticity to the Gospel teachings and our Brigidine heritage, and the Student Leadership Committee who work hard to bring life to the school motto - Strength and Kindliness.

## Church Authority Report

Killester College is administered by the Kildare Education Ministries who have responsibility for seven Catholic secondary colleges. As the authority in civil and canon law for Killester College, the Kildare Education Ministries are active in the sponsorship and governance of the school. They hold reserve powers that include appointment of Principals, a need for schools to seek approval for capital borrowings and a requirement for approval for significant change in educational direction. Such responsibilities are exercised through the promotion of a series of core values which state:



### **In Kildare Education Ministries we will:**

#### **Be faithful**

to our Catholic heritage

#### **Welcome**

all people, especially the most vulnerable

#### **Celebrate**

all that is good with joy and gratitude

#### **Engender**

a love of learning, hope and a sense of purpose

#### **Image and practise**

justice and service

This statement of core values informs policies and guidelines that are developed across each of the seven Kildare Education Ministries secondary colleges. In addition, the Kildare Education Ministries promote a strong sense of networking between their schools through such means as the provision of professional development opportunities for staff, through regular meetings of their Principals and through active involvement in local Stewardship Councils.

Kildare Education Ministries schools are student focused. We are proud of the quality of teaching and learning programs in each school, the focus that exists on student and staff wellbeing, and the careful stewarding of physical and financial resources that have been built up over many years.

## College Board Report

*If someone listens,  
or stretches out a hand,  
or whispers a word of encouragement,  
or attempts to understand a lonely person,  
extraordinary things begin to happen.*

*Loretta Firzaris (born 1920), educator and writer.*

When Father Brian Collins presided over the Opening School Mass, on 1 March 2016, all of us (students, teachers, parents and friends of Killester College) who were gathered in the Kennedy Hall were invited to ponder the idea of walking in another's shoes. The College had adopted as its theme for 2016 the concept of *Compassion: walking with and having empathy for all*.

We can only imagine what it must have been like for Jessica Hackett, a past Killester student and present day Killester teacher, to walk in her several pairs of shoes all the way from Melbourne to Canberra to collect signatures and deliver a petition of care and support for refugees and asylum seekers to political leaders and Members of the House of Representatives. This was one person's remarkable gift of compassion.

However, as we read in the weekly *Killester College Newsletter*, the students and the staff of the College have all taken up seriously and energetically the special focus for the year, moving their understanding beyond an attitude of kind sympathy towards others to a much deeper expression of true empathy and compassion. Whether in the simple ways suggested by Loretta Firzaris (above) or in planned class or school community service projects, the students have developed their own gifts of compassion as they have reached out to others.

If we consider the origin of the word "compassion", we find it comes from the Latin "com" meaning *with* and "patior, passus" *to suffer*, and here is the real challenge for us all. In exercising **compassion**, we are being called to suffer in our imagination and understanding **with** those in pain, even though we can never truly know the experience of another. We are then called to take some small steps towards alleviating the suffering, whether through service or by sharing our resources or through giving a kind word and a listening ear.

The students will have a strong focus on their academic studies, with assessments of their year's work. But there will also be many activities in sports, music, community service and celebration. Symbols around the school property will constantly remind the Killester Community that first and foremost this is a Catholic school in the Brigidine tradition, now proudly part of Kildare Ministries.

Your Stewardship Council has greatly valued its supporting role. Council members for 2016 have been: Michael Kupsch, Martin McPhee, Rhonda O'Connor, Bernadette Rae, Rosalynn Rechichi, Anna Thomas and your Chair. Gabrielle England is our representative from Kildare Education Ministries Board and contributes from both her personal expertise in education and as our liaison with the Board. We have welcomed several visitors from Kildare Ministries at meetings during the year.

At the mid-point of 2016, we sadly farewelled Mr Martin McPhee from Council, after his outstanding record of service dating back many years. After working on the Risks and Resources Committee, Mr McPhee joined the Council in May 2010. His wisdom, commitment to Killester and friendship have been greatly appreciated. His wife, Mrs Bernadette McPhee, has also given loyal and valued service as a parent and committee member.

On 16 March this year Killester warmly and proudly greeted the Trustees of Kildare Ministries on their official visit. It was a most successful occasion. In their *Newsletter No. 3 for 2016* the Trustees acknowledged the welcome. They greatly enjoyed meeting student leaders. They were: "very impressed by the breadth and depth of the subject offerings; by the innovative building designs and by the calm yet focused environment they experienced when visiting the classrooms". In August, several Council members and school leaders attended the inaugural Kildare Ministries Conference, "Gathering together: lighting our way".

Another highlight for the year was the production of the musical **Annie** at the Drum Theatre, Dandenong. After all their hard work, under the direction of Mr Steve McPhail, the students produced a delightful, enthusiastic series of excellent performances. Most impressive of all was the sheer number of students and staff and parents involved. Whether orchestra, cast, backstage crew, costume crew, programme designers or production team, all played their parts admirably. What a wonderful experience for the students to be involved in a major international music theatre classic in a venue that is a home to many professional theatre productions!

Killester College is under the outstanding leadership of our Principal, Ms Leanne Di Stefano. In the words of the Kildare Education Ministries Board, she is "an exceptional Principal who is committed to a future that continues to provide the best possible outcomes for its students". We thank her for her leadership and the fine example she sets to the students and the entire Killester Community.

**Dr Wendy Dick, Chair, Killester Stewardship Council**

## Education in Faith

### Goals & Intended Outcomes

Enrolment at Killester College is an invitation to ‘come and see’ an education offered in the Catholic tradition, but also with an appreciation of other faiths and cultures.

The school offers both formal and informal ways for expressing faith. We strive to bear witness to gospel values through our day-to-day responses to school experiences, interactions and relationships. The Religious Education programme offers students, irrespective of their understanding or belief, the potential to be engaged in meaningful ways in learning about faith and spirituality. Values, scripture, prayer and liturgy in the Catholic tradition permeate the life of the school.

We aim to develop young people who understand and appreciate religious values, who are positive about life, who have a sense of their own worth and of their contribution to the world. We hope they will be able to apply the religious values they have acquired in the context of the community in which they live and work.

The Religious Education team at each level has continued to work hard at designing and teaching programmes aimed at acknowledging the personal experiences of the students, and providing shared experiences which enrich our conversations and explorations. They aim particularly at developing a knowledge and understanding, firstly of the Catholic Faith tradition, and also of other faith traditions, along the way.



At each year level the Religious Education teams have provided the students with shared experiences through both guest speakers invited into the school, and excursions. This year some of these included: a walking tour of the Christian Churches within the Springvale area (Year 8), a visit to the historical Catholic Churches in the inner city, and later a tour of places of worship relating to other religions (Year 10), a very entertaining guest speaker on Aboriginal Heritage (Year 10), and an inner city excursion to visit the Big Issue office – a project to support homeless people in Melbourne (Year 11). Further, an alternative R.E. programme is being developed for VCAL students with a focus on the meaning of life, social justice and prayer.

### Personal and communal engagement – getting involved.

Together, Killester College has continued to build a community which is compassionate and oriented towards creating a more just world. In the Catholic Christian tradition this is doing the work of the Gospels: *bringing about peace, love, joy, justice and compassion for all*. Students and teachers have actively and regularly participated in lunchtime groups which support, learn from and contribute to, the work of Justice and Democracy, Saint Vincent De Paul Society and Community Services. Of course, the Celebrations Committee has a special role in helping us express an attitude of joy and gratitude for all the good things we receive. The Year 9 students have also made a special contribution through our School Community Involvement Programme.

#### VALUE ADDED

- *Students at Years 11 and 12 have the opportunity to join the St Vinnies or Justice and Democracy Groups which aim to raise issues and awareness around homelessness, poverty and marginalisation. These groups consider the gospel call to service, justice and working with the marginalised as the foundational motivation for the activities of each respective group;*
- *We also support Joey's Food Van in Springvale and so over the past few years we have addressed asylum seekers and Education for Young women;*
- *An annual sleep out for the homeless takes place at school;*
- *In addition to the school St Vinnies group all students have the opportunity to support the local Springvale branch of St Vinnies through food and clothing collections and attend the annual Poor Persons Mass.*
- *Students fundraise for, and develop an awareness of the local Cyrene Centre for family support;*
- *We have a large campaign each year for Caritas and Project Compassion both in fundraising and awareness of their work in the context of Gospel values;*
- *Year 8 students participate in a programme for Disability Awareness which is underpinned by the Gospel value to "welcome all people, especially the most vulnerable" at Wallara;*

*Year 11 students participate in an excursion which focuses on homelessness and empowerment as well as being involved in the 'Big Issue' as part of their Texts and Traditions programme;*

## Learning & Teaching

Learning and Teaching in 2016 has been focussed on continuing the excellent work of our expert teachers, who strive to enhance the growth of every student. We have implemented several actions across the year including mapping and renewing the Year 7-12 Curriculum in response to the new Victorian F-10 Curriculum and new study guides in a large number of VCE subjects. We have also begun a process of realigning Killester College's Curriculum with the Mission and Vision of the school. This has brought about the development of a set of Learning Principles and changes in structures for Learning and Teaching Leadership roles in 2017. As a dedicated team of teachers we believe that we are the leaders of learning and therefore continue to open ourselves to learning opportunities and have therefore worked collaboratively and creatively using critical thinking and high level communication skills to continue to develop and improve ourselves.

### Curriculum Renewal

The greatest challenge of mapping and exploring our constantly changing curriculum is to ensure that core skills and knowledge are balanced with contemporary learning, in all its ramifications. The Faculty leaders and their teams have spent many hours examining what they teach and assess so that we reach compliance with the new Victorian F-10 Curriculum which becomes the framework for what is taught in all Victorian schools in 2017-8. While doing this they have also wrestled with how we best deliver this new Curriculum so that it is vital and relevant to all students in Years 7-10. This challenge has been approached with enthusiasm and intelligence across all learning areas and is testament to the community that our teachers are deeply committed to ensure rigour and success for all our students.

Concurrently many Year 11 and 12 teams and individual teachers have been busy applying their expert knowledge and experience to re-vitalising the changes to study designs in Humanities, Sciences, Digital Technologies and Mathematics. Subjects such as Music and Texts and Traditions have been preparing for these changes in 2017 while those with new study designs in Year 11 in 2016 consequently are planning for Year 12 changes in 2017. This primary work of teachers is ongoing but often unrecognised but always applied with dedication and forethought at Killester College.

## Big Picture Thinking

Commencing late in 2015 and continuing into 2016, teachers and leaders have been developing a set of Learning Principles upon which we build an understanding of how Learning and Teaching decisions are made in our school. These have been given much thought, discussion and reasoning and will be the foundation for future curriculum and pedagogical development. Each Learning Principle is accompanied by a set of deeper practices and beliefs to explain the values underpinning them. The principles are:

- Learning is rigorous
- Learning develops the whole person
- Learning is student centred and active
- Learning is transferable
- Learning is visible
- Learning is reflective
- Learning is optimised in safe environments

## New Leadership for Teaching and Learning

As a result of deeper thinking into how we strive to improve learning and teaching at Killester college, we have adapted our Learning and Teaching leadership structure for 2017 - 2019. While each faculty will still have teacher leaders, for English, Humanities, Mathematics and Science we have divided these roles into a Year 7-9 leader and a Year 10-12 leader. We have also adapted Arts and Technology faculty leadership into Performing Arts, Visual Arts, Digital Technology and Materials Technology leaders. Faculty Leaders in Health and Physical Education, Languages, Religious Education will remain the same although all leaders will be empowered with more time to fulfil their roles.

In addition to this we have also introduced two Interdisciplinary Curriculum Leaders, one for Year 10-12 and one for Year 7-9. Their role will be to further develop and improve learning across the school aligned with the abovementioned Learning Principles and the enormous challenges of disruptive technologies and contemporary philosophies about how students best learn. In 2017 -19 there will also be two new roles in our Learning and Teaching team; Targeted Teaching Leader and STEM project leader. Both of these roles will lead teachers in development of using data to improve student outcomes and exploring the growing, inter-related areas of Science, Technology, Engineering and Mathematics. The Senior Pathways Leader and ELearning Innovation Leader roles will continue within this new structure.

## Teachers as Learners

In 2016 our teachers have continued to look at new ways to continually develop their professional expertise. With the introduction of Staff Development Leader teachers have been more strategic in their choices and processes to continue to keep abreast of how we can best accommodate student learning. This year our Professional Learning Teams have explored how ICT can best be used to enhance classroom learning, how critical and creative thinking can best be used to enhance student learning, how different strategies can be used to personalise learning to all students, how our Catholic identity help define how we teach and what are best practice strategies to enhance the teaching of numeracy and literacy. Teachers have used empirical and classroom based research, compared the two and reflected and re-applied their interventions to learn more about these specific areas. We eagerly await the sharing of reports from these professional learning communities to the wider school community.

As you might well imagine, my role in the school is an exciting one as I have the privilege of overseeing how our dedicated team of teachers continually strive to ensure that students at Killester College continue to make progress and improvement in their learning. On behalf of our leadership team, our wider community and our students, I sincerely thank our teachers for their enthusiasm and commitment.

**Steve McPhail, Teaching and Learning Leader**

**Proportion of Students meeting National Minimum Standard**

	Year 7			Year 9		
	2014	2015	2016	2014	2015	2016
Reading	96.6%	100%	100%	98.7%	99.3%	95.1%
Writing	96.8%	98.1%	98%	94%	98.6%	95.7%
Spelling	98.7%	97.4%	99.3%	96.7%	97.9%	97.9%
Grammar & Punctuation	96.1%	97.4%	100%	95.4%	97.3%	95.1%
Numeracy	97.4%	100%	99.3%	98.7%	100%	96.5%

**Change in Proportion of Students meeting National Minimum Standard**

	Year 7			Year 9		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Reading	-2.8%	3.4%	0%	0.1%	0.6%	-4.2%
Writing	-1.9%	1.3%	-0.1%	-3.2%	4.6%	-2.9%
Spelling	-0.6%	-1.3%	1.9%	-1.2%	1.2%	0.0%
Grammar & Punctuation	-2.6%	1.3%	2.6%	0.3%	1.9%	-2.2%
Numeracy	-2.0%	2.6%	-0.7%	1.5%	1.3%	-3.5%

**Median Standardised Results (Estimated VELS Equivalent Score) - Year 9**

	Average Standardised Results			Change in Average Standardised Results		
	2014	2015	2016	2013-14	2014-15	2015-16
Reading	0	0	0	0	0	0
Writing	0	0	0	0	0	0
Spelling	0	0	0	0	0	0
Grammar & Punctuation	0	0	0	0	0	0
Numeracy	0	0	0	0	0	0

## STUDENT LEARNING OUTCOMES

### Year 7

- proportion of students above NMS improved in domains of Reading, Spelling, Grammar & Punctuation.
- proportion of students performing below NMS in Numeracy and Writing increased (-0.7 & -0.1) respectively.
- Significant gains in the area of Spelling and Punctuation

### Year 9

- proportion of students above NMS declined in all domains except Spelling which showed no change from 2015.
- Greatest percentage difference was -4.2% in Reading
- Results in Reading were the lowest in 5 years
- Results in Writing and spelling were above the state mean

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	72%
TAFE / VET	20%
APPRENTICESHIP / TRAINEESHIP	1%
DEFERRED	0%
EMPLOYMENT	1%

## Student Wellbeing

2016 has been a year filled with initiatives and events that have offered opportunities for students to grow in their learning and personal development.

We began the year with the Parent Information Evenings at each year level. Students were asked to prepare for this event by reviewing their previous year and setting learning goals for the year. During the Parent Information Evening students were asked to share their reflections with their parents. This exercise proved to be highly successful, setting the students off to a positive start for the year. During the year staff have been reflecting on how their teaching promotes a range of social and emotional learning capabilities such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making. The semester Homeroom Reports have been improved to include feedback for parents on their daughter's progress towards achieving their goals and developing social and emotional learning capabilities.

Our school theme for 2016, "Compassion – walking and having empathy for all" has been enthusiastically supported by our Student Committees. Led by our ten committed school leaders, the student committees have worked hard to fundraise for our chosen charities. These are - the Cyrene Centre in Noble Park, the Brigidine Asylum Seekers Network and the Village school project.

The theme of our major fundraising event this year – Brigidine day was "Killester Komicon". The students put a lot of effort and creativity in preparing their costumes for the annual fashion parade. Each year level had a theme – movies, animation, books, TV, Internet games and music. The students enjoyed a wonderful school liturgy focusing on the Brigidine story and core values. A past student, Diana Nguyen gave an inspirational reflection on her years at Killester and how she continues to live the Brigidine values in her community work today. Other highlights of Brigidine Day included the annual St Vincent de Paul lunch basket auction and the staff versus students AFL football challenge.

Each of the committees with their year level representatives needs to be acknowledged for their commitment and enthusiasm this year. Each girl has attended weekly meetings, taken on extra tasks, represented and reported back to their year levels as well as acting as hospitality hosts for the school. A number of staff have worked with each of the committees offering much needed support and guidance.

Katie Mills, our Student Support Worker has continued to support a range of pastoral care programmes at Killester. Every school holidays a two-day programme has been offered to students that enable them to enjoy fun activities at school and on excursion. This successful and vital program is offered to students who may not have the opportunity to take part in supervised activities during the holidays. An after school Drop-in Centre has proved to be very popular with the girls who have to wait for a later pick up by their parents. Our Homework Club continues to be a valuable resource for our students as well. Our regular programmes that are so important in maintaining an environment that offers opportunities for our students to be connected to school and develop their resiliency and leadership skills continue to take place each year. These are:

Year 7 & 10 Peer Support Programme, Year 9 SCIP Programme, Year7-12 Personal Development Days and the Year 12 PAL Programme

Staff at all year levels that work tirelessly to be involved in these programmes realizing the importance of nurturing student well being as a key factor in ensuring a well-balanced education for our girls. We have a range of lunchtime extra-curricular activities for students in the areas of music, sport and social justice. Lunchtimes are a real buzz as students actively participate and learn from their experiences. Killester is proud of its commitment to a whole school approach and the benefits it can offer our students. Each staff member is acknowledged for the care they take to ensure that they teach individuals not just subjects and the effort they take to ensure our girls are loving the opportunities they have to learn and connect, in a safe and peaceful environment.

Central to the Pastoral Care of our students is our team of dedicated Student Development Leaders and Homeroom teachers. The support they give to the students in their year level is vital and much appreciated. Daily morning assembly and prayer, pastoral and learning guidance and contact with parents ensures that our students are connected and supported.

### **Luana Doko, Student Development Leader**

In the event of a student absence for two or more consecutive days, a homeroom teacher is required to make contact with the student's parents. Where students are only absent for single days, teachers use their discretion regarding parent contact based on the student's pattern of attendance. An SMS text will be sent for any student absences on any given day, when parents do not inform the school of an absence by 9.30 a.m. If a student has been away for more than five days in a semester, the Homeroom Teacher will contact the parent or guardian for any further absence where the parents have not notified the school by telephone. Students must always bring a note to explain these absences. If no note is forthcoming, the Homeroom Teacher should telephone the parent to get an explanation.

### **STUDENT SATISFACTION**

*In late 2015, after 2 years of the new Homeroom Structure that involves students and Homeroom teachers working as a cohort of Years 7 and 8 and Years 10 - 12, as student survey was conducted to obtain feedback. Year 8 and year 11 students were surveyed. overall the results were extremely affirming of the new Homeroom/Homeroom Teacher set up. Over 91% of students reported that their Homeroom Teachers knew their goals, abilities and achievements. over 91 % of students stated that they feel comfortable contacting their Homeroom teacher if they have an issue they wish to discuss. over 91% of students stated that the new homeroom system with the same cohort of classmates and the same homeroom teacher made the beginning of the school year easier.*

*Students have the opportunity to participate in a wide range of extra-curricular activities. These include inter-house and inter-school sports, a music program including band and vocal options, debating, a bi-annual stage production and well as a variety of lunchtime interest groups.*

*Student Committees where students from Year 7 – 12 can have input and develop their leadership skills such as Student Council, Arts Committee, Celebrations Committee, Sport Committee and the Community Service Committee. These committees also organise a range of activities for students at lunch time.*

*Various social justice groups such as St. Vincent de Paul Group and the Justice and Democracy Group will provide students a platform to learn about social justice and actively participate in fundraising activities as well as connecting with these most vulnerable in our community.*

*Participation and Leadership Program (PAL): this program involves Year 12 students conducting a range of lunchtime activities for Year 7 – 11 students. These can range from sporting activities, craft, quiz, breakfast club.*

*The development of leadership skills is also supported by the peer Support program, Year 10 students are trained to facilitate a 10 week transition program for the Year 7 students.*

*After School Drop in Centre: This centre is open one day per week after school for students to connect with the school youth worker. It is available for students who may feel disconnected or simply need a space to wait for parents to pick them up after school.*

*A 2 day school holiday program is offered each term holiday to provide support to those students that do not have access to stimulating activity during the school holidays.*

***Social Skills programs offered by the college include:***

- *Year 7 Transition program incorporated into Pastoral Care lessons.*
- *Year 7 Relationships Group – 8 week (1 lesson per week) for students who are struggling with transition due to under developed social skills.*
- *Year 7 Peer Support Program – 10 week (1 lesson per week) program facilitated by Year 10 trained Peer Support Leaders. The program covers sessions on friendship and communication.*
- *Incorporation of Social and Emotional Skills into all areas of curriculum and programs. Activities within lessons and pastoral care/personal development seminars emphasise the development of age specific social and emotional competencies.*
- *School Community Involvement Program (SCIP). This involves Year 9 students completing community work. This program develops confidence, independence, awareness and communication skills.*
- *Semester reporting of social skills development. The homeroom/pastoral care report includes feedback (developing – satisfactory) on the Key Social and emotional capabilities – self awareness, responsible decision making, relationship skills, self management and social awareness.*

## Child Safe Standards

The annual implementation of the Child Safe Standards are progressing well. There are many aspects to the implementation that need to cover professional development for staff, the review and updating of policies and protocols, information sharing for our students and parents. All of these are ongoing as each year brings new staff and families to our community.

Each year under the guidance of the Student Wellbeing Coordinator and Level Coordinators:

1. Staff complete Complispace on-line training on the Child Safe Standards, yearly.
2. Year Level Coordinators conduct Year Level Assemblies to inform students of the Child Safe Standards as well as our protocols for seeking assistance.
3. Information on the Child Safe Standards are included in our School Newsletters and on our website.
4. Continued training and support for our Child Safety Officers.
5. Review and development of our policies and protocols including reporting and record keeping.

## Leadership & Management

Four goals contained with the 2016 Annual Action plan were to:

1. review the Professional Learning Team model used in 2015
2. document an induction process for new Positions of Leadership (POL)
3. Review the Position of Leadership structure
4. Investigate an Annual Review process which includes elements of coaching

The Professional Learning Team model has been reviewed and documented for future years. It has identified the timing, purpose and link to Strategic Plan. The model has also trialled ways to share learnings from each Team so, where appropriate, successful practices can be adopted by all staff. The POL structure was reviewed by the school Consultative Committee and saw changes made to the structure of curriculum positions. It is hoped this new organisational structure will lead to a consolidation of work done at different year levels and also encourage more people to engage in leadership responsibilities. As part of the POL restructure an induction process was established and all new leaders participated in this at the end of the 2016 school year. Feedback from the participants was very positive.

### TEACHER SATISFACTION

*At the beginning of each year an informal staff interview is held for all staff by the principal to determine how staff have settled into the new year and if there are any areas of concern. Feedback from these interviews indicates that the morale of staff across the board is positive. At the end of 2016 3 staff retired, 3 staff member resigned to take up a position of leadership at another school, 1 staff member is on 12 months leave to complete further study and 1 staff member on contract moved interstate. Our teaching staff retention rate was 84.21% with an overall staff attendance rate of 90.95%.*

In preparation for a new Annual Review and Coaching process we have included an online educational management system which can be used by staff to record goals, reflections and professional development activities. Coaches can access and feedback to those staff they are working with.

During the course of the year 108 external training courses, workshops or conferences were undertaken by teaching staff at a cost of \$47,120. The average expenditure of teaching Professional Learning for 2016 was \$436.00. Professional Development opportunities at school were offered to staff on Complispace modules on Child Safety and OHS. Other PD offered included topic such as Inclusive Education, Action Research, New Victorian Curriculum, Spirituality and a presentation by Dr Ernesto Valiente.

## College Community

On the first weekend of the school year we welcomed the return of the class of Year 12 1966. It was a year in the making and was a resounding success. Some alumni girls arrived from Italy, Queensland, Darwin and country Victoria. Three further reunions for the classes of 1976, 1996 and 2006 have also occurred recently, with many past students and teachers in attendance. My congratulations to the organisers of these events, no small feat.

The Family Learning Centre (FLC) has seen great success this year with the Community Conversations. The Year 7 parents discussed the progress into secondary school for their daughters. This was very well attended and “let us know that we are not the only parents going through some of these issues”. Parents had the opportunity to talk about what life was like for them as a twelve year old, with everyone genuinely enthralled with stories of the aftermath of the Vietnam war and the famines of Africa, together with clear reasoning from many parents regarding why they wanted their daughters educated at Killester.

The Pathways team led Years 7-10 parents in a Community Conversation regarding the future for their daughters and the many and varied courses they can undertake here at Killester. The Years 7, 8 and 9 parents were invited to join in a conversations regarding Cyber-safety. They explored the issues surrounding cyberbullying, social networking, time spent on online and safeguards they can put in place to keep their daughter’s safe.

At Killester there is a strong belief that learning is for life and, with this in mind, the FLC has operated various educational programs for our parents and the wider community. This allows them to engage in learning opportunities they may otherwise not have had the opportunity to undertake. Led by Roger Langenberg and Sr Helen Toohey, the FLC provided opportunities in 2016 to engage in English Conversation courses by Jacqui Adams from AMES. The Technology Institute of Victoria also runs Certificate 3 courses in Business, with Natasha King as the teacher. Sr Helen is also the College’s Family Liaison Support person and worked tirelessly with many of our families. My sincere thanks to Roger and Sr Helen for their support and efforts this year.

‘Community’ at Killester has had so many various tangents for me in my first year at the College. It has meant acceptance into my role and meeting so many considerate and engaged students, highly committed colleagues and parents wanting the best for their daughters. It has involved visits to our local Primary schools and meeting the Primary Principals and teachers of our students. I have visited the various parish churches. It has meant meeting alumni girls who speak so affectionately of their school years at Killester. The Killester Involvement Committee (KIC) has met twice a term and its members have been involved in the Opening Mass and BBQ, the Easter Raffle, Winter Concert, Election BBQ, ‘Annie’ and Brigidine Day. What a committed group of individuals. It has been a privilege to work with you all this year.

The traditions of Killester are founded in the qualities of our patroness, St Brigid, and expressed in the Brigidine motto, ‘Strength and Kindliness’. As a community we try to show ‘Strength and Kindliness’ in our relationships with each other - be it as students, parents, staff, alumni, extended families and everyone else who interacts with the College.

## PARENT SATISFACTION

The Killester Involvement Committee (KIC) comprises a group of parents who contribute to the life of the College through fundraising activities, whole school events and various parent evenings. They represent many of the cultural groups present in the school. They act as a sounding board for new initiatives, as well as providing essential feedback on a range of school matters. The conversations in these meetings continue to display the great enthusiasm and commitment our parents have for the many events occurring in the school.

At Killester, we believe that our relationships with parents hold the keys to educational success for our students. To this end, Community Conversations are times when we can invite parents in to the school to lead and participate in educational and pastoral conversations that affect their daughters. We have both English and non-English speaking participants, together with translators, so that open dialogue can be achieved, together with positive outcomes. The aim is to bridge the gap with a section of the community that may otherwise be disconnected.

The Family Learning Centre continues to operate Adult Literacy classes, Computing courses and Business certificate courses. These courses have been popular with the wider community and have drawn parents from various cultural groups and educational backgrounds.

The Student Learning Conversation evenings, the Reports collection days, the Winter Concert, the School Production, in 2016 "Annie", guest speaker evenings and organised interactions with Primary schools and their parent community, via orientation visits, have seen ever increasing parent involvement within the Killester community.

## VRQA Compliance Data

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	89.12%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y10	96.10
Y09	95.96
Y08	96.63
Y07	97.07
Overall average attendance	96.44

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.95%

STAFF RETENTION RATE	
Staff Retention Rate	84.21%

TEACHER QUALIFICATIONS	
Doctorate	1.41%
Masters	12.68%
Graduate	52.11%
Certificate Graduate	12.68%
Degree Bachelor	88.73%
Diploma Advanced	28.17%
No Qualifications Listed	4.23%

<b>STAFF COMPOSITION</b>	
Principal Class	1
Teaching Staff (Head Count)	90
FTE Teaching Staff	81.240
Non-Teaching Staff (Head Count)	33
FTE Non-Teaching Staff	27.761
Indigenous Teaching Staff	0

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	583.50
Year 9 Writing	597.50
Year 9 Spelling	611.10
Year 9 Grammar & Punctuation	582.75
Year 9 Numeracy	591.50

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	30
VCE Completion Rate	98%
VCAL Completion Rate	89%

<b>POST-SCHOOL DESTINATIONS AT AS 2016</b>	
Tertiary Study	82.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	1.0%
Deferred	12.0%
Employment	2.0%