

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017



killestercollege
a Catholic School for Girls

KILLESTER COLLEGE, SPRINGVALE



SCHOOL REGISTRATION 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

April, 2018

Our College Mission and Vision

MISSION

Killester College seeks to create a dynamic learning environment which provides a strong, progressive education in the Catholic tradition, preparing students to successfully navigate and contribute to the ongoing and emerging needs of our world. Inspired by rich heritages of St Brigid and Bishop Daniel Delany, and immersed in Gospel values, we seek to shape young women of Strength and Kindliness who have courage and are generous of heart.



VISION

Based on the teachings of the Gospels, our vision is to create a learning community where everyone is welcomed, valued and can experience success. We want our students to engage in the challenge and excitement of learning. When students leave Killester College we hope they will embrace the core values of Kildare Ministries: wonder, courage, hospitality, hope, compassion and justice.

Our vision is that our students will be:

1. spiritually enriched with values based on Gospel teachings
2. life-long learners who strive for personal excellence, develop curiosity and can think critically and creatively
3. team players who can learn collaboratively and cooperatively with others
4. prepared for pathways post school, possessing the necessary skills in literacy, numeracy and technology to be successful
5. responsible and ethical citizens, who make positive contributions to their local and global environments
6. confident and respectful in their interactions with others and resilient when confronted with difficult situations
7. able to celebrate one another's differences and individual worth
8. self-disciplined and adaptable
9. able to value enthusiasm, joy, simplicity and humility

College Overview

Killester College, a Catholic Secondary school for girls, was founded in 1955 by the Brigidine Sisters. 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". In 2014 the Brigidine Sisters entrusted the governance of its schools to Kildare Ministries, a newly created public juridic body. Killester is now part of Kildare Ministries and is administered by Kildare Ministries Education Board in the Brigidine tradition.

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. The spiritual and religious enrichment of our students is a priority. The development of values and spirituality is fostered across the curriculum, in addition to the formal Religious Education programme.

As a result, curriculum at Killester has four purposes. To:

- ▶ develop knowledge, values and skills
- ▶ engender a love for learning for its own sake
- ▶ contribute to the formation of citizens who are aware of their role as members of a community and democratic society
- ▶ 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 learning principles underpin curriculum:

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

Principal's Report

2017 marks my 30th year at Killester. Not surprisingly, there have been many changes in education over the years, not least, the impact of technology and the demands on young people. When I first arrived as a Year 12 Coordinator the energy amongst the students was palpable, only to be outdone by those 1980s hairstyles. So what has changed? The cultural mix at Killester has changed. There are less South American girls or first generation Europeans and more girls from South East Asia, India and Africa. Also, the pressure to do well at school has increased as the job market evolves in the 21st Century and young people are required to have a broader set of interchangeable skills for the Technology Age. However, there are still some things that have remained constant over the years - the enthusiasm for school events, the excitement and support for fellow students' achievements, the commitment and engagement in community service and the formation of lifelong friendships. All of these have been nurtured carefully and constantly over the years within the traditions of our Brigidine heritage and our understanding of what it means to be a Catholic school.

One of the greatest joys of working in a school as long as I have, is to welcome to Killester the children of past students. It is here, that the continuity of a tradition is evident. So whilst it is obvious to all of us that our world is indeed different in many ways to the past, the tradition to build a community based on the teachings of Jesus where everyone is welcomed continues to underpin our story as a school

In 2017 our school theme was based on the Kildare Ministries value of *Courage – acting and speaking with integrity*. Girls were challenged to consider how they find courage within themselves to be people who act and speak with integrity. Lucy, a Year 11 student, addressed the school at our Brigidine Day Liturgy this year and outlined what courage means to her. Lucy, who has cystic fibrosis, faces daily challenges in order to maintain her health. Her wisdom was so profound that I have included the following excerpt that challenges us all to live a life with courage and gratitude.

'If there's one thing I can say about the courage I've shown whilst battling cystic fibrosis, it would be the practice of learning to find the beauty in all hardships... It is so easy to sit in our negativity and train ourselves to only feed off our sadness because sometimes choosing to be happy in the darkest of times is the hardest task of all... true courage lives in the very act of changing your mindset.... Each morning that you wake up choosing to think optimistically about the day ahead and appreciate your existence, you are showing courage. When you choose to walk into class and strive to learn even though your thoughts are elsewhere and your mind is finding it hard to concentrate on anything but the present moment, you are showing courage. When you choose to live yourself and accept that the mistakes you make and hardships you go through are a beautiful lesson in self-discovery, that is showing true courage and that is what we can all aim to do every day.'

This year we have worked on a new strategic plan to take the school into the next five years. In addition to learning goals, master plans and resource development, we have endeavoured to ensure that the plan is consistent with our values as a school and the Gospel message continues to inspire everything we do.

Sincere thanks to Killester staff, Stewardship Council and Committees and all our parents who contributed to our school community in 2017. Congratulations to the Student Leaders and the Committees who also worked to developing a positive, happy learning environment for all girls. We look forward, with hope, to build upon the work of this year and continue to shape young women of 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:

Kildare Ministries Values:

WONDER

Celebrating all that is good with joy and gratitude

COURAGE

Speaking and acting with integrity

HOSPITALITY

Welcoming all

HOPE

Bringing a sense of purpose

COMPASSION

Walking with and having empathy for all

JUSTICE

Making the needs of the vulnerable paramount



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

For 2017, as introduced at assemblies and by Father Brian Collins at the Opening School Mass on 7 March, Killester College has taken up as its theme *Encourage Courage*. Mark Twain (1835-1910), a famous American author, succinctly reminded us that "Courage is resistance to fear, mastery of fear, not absence of fear".

One of the most difficult challenges for all of us throughout our lives is to have the courage to say "No" in situations where we are under pressure or become caught up in events where the easiest path is to follow others, rather than standing up for what we know in ourselves is right. Those of us who follow a football team know what it is like to feel the full range of emotions, from gloom and despair to the ultimate joy of sharing in a victory. But we also witness what can happen at sporting events, with potentially disastrous consequences, when people fail to say loudly "No!" when a situation is rapidly growing out of control. For young people, who have had less experience in dealing with potentially volatile situations, social media can also be a factor in leading them into words and actions that are not the expression of their true, better selves. Every one of us, young or older, who uses any form of "social" (which is often extremely **anti-social**) media is vulnerable to the hurts it can inflict. Perhaps we need to keep encouraging ourselves and others to have the courage to use the media for their best purposes of friendship, understanding and mutual support.

At the beginning of 2017 the Council farewelled with regret one of our long-serving members, Mrs Anna Thomas. Anna and her husband, Brendan, have given great support and service to Killester over the years that their two daughters completed their studies at the College.

We were very pleased to welcome someone who is already well-known to Killester, a recently retired leading teacher of many years, Ms Mary McDonnell, who has generously agreed now to join the Council. Continuing Council members for 2017 have been Michael Kupsch, Rhonda O'Connor, Bernadette Rae, Rosalynn Rechichi, with Wendy Dick as Chair and Gabrielle England as our representative from Kildare Education Ministries Board. We have been pleased to welcome visitors to several meetings, especially Senior Co-ordinators of the College and, at different meetings, three of the officers of Kildare Ministries: Erica Pegorer, the Executive Director; Andrea Grant, the Mission Leader; and Rita Grima, the Executive Officer of Kildare Education Ministries.

Schools constantly engage in reviews and surveys and Killester is no exception. While students are busy with their studies and all their wider activities in music, sport, community service and various clubs, the Principal, members of Leadership Teams, teachers and administrative staff have as part of their roles the gathering of data of many kinds and then the writing of reports or the leadership of meetings of staff to analyse and make good use of the findings from reviews and surveys. Parents and students have contributed to some of this gathering of views and data this year. We thank them for their participation. Your Stewardship Council appreciates being kept fully up-to-date with all the reviews and surveys as they run. Here we see another situation in which as a community we all seek to encourage courage. For we must keep asking questions about how the College can provide the best possible education for our students. Sometimes the findings call for the courage of some or all of us to face a demand to strive for improvement in an identified area of need.

Among the many people to thank and congratulate in 2017 for their willing contributions to a fine school are the students who acted as tour guides on Open Day. These were mostly younger students and their enthusiasm and informative commentaries as they led visitors around the school were much appreciated. They helped visitors to enjoy the wealth of educational experiences that life at Killester offers. Teachers and students in every department of the school were ready to show or demonstrate their particular area's activities as each group arrived.

The girls learn so much from their teachers each day, not only about the particular learning area in which each teacher's expertise lies, but about commitment and energy and the guiding principle that learning is a life-long activity. The Stewardship Council thanks all the staff across the College who support the teachers in so many ways.

We are grateful to parents and friends and staff who attend the meetings of the Council's three sub-committees: Community Involvement (with Loreto Cannon); Policy (with Steve McPhail); and Risks and Resources (with our Business Manager and the Principal).

Our thanks on behalf of the Killester Community are offered to our Business Manager, Sandra Rotunno, and to our Principal's Secretary and Personal Assistant, Susanna Douglas. Both of these ladies have major responsibilities within the College, duties which are performed efficiently, with a smile and genuine friendliness and care.

Again in 2017, our Principal Ms Leanne Di Stefano has provided inspiring leadership. The Stewardship Council was delighted to learn that Ms Di Stefano has accepted reappointment for a further five year contract period from 2018. Kildare Education Ministries, in announcing the reappointment affirmed that Ms Di Stefano's "ongoing commitment to and vision for Killester College stands up as an exemplary model of Mission Leadership".

To conclude this report, I turn to the words of another writer whose wisdom might encourage courage in all of us who work in a strong and treasured community such as Killester: "There are those who never stretch out the hand for fear it will be bitten. But those who never stretch out the hand will never feel it clasped in friendship." [Michael Heseltine, born 1933]

Dr Wendy Dick, Chair Killester Stewardship Council

Education in Faith

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;*

Learning & Teaching

The greatest challenges for our teaching faculty in 2017 have been both ongoing and novel. These include working collaboratively to live out our Learning Principles; managing change in a complex and volatile world; caring for the learning and wellbeing of every student; continuing to learn and improve our practice and designing and implementing a curriculum that is relevant, viable and accessible to all.

Teachers also continue to face a challenging reform agenda from forces beyond our gates; however, in order to meet their primary purpose at Killester College, to ensure the achievement growth of every student, it is the challenges above that most inform the lives of students and teachers at our wonderful school.

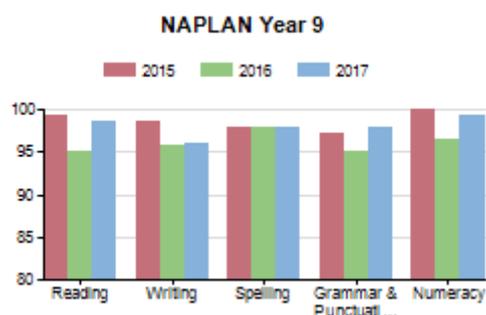
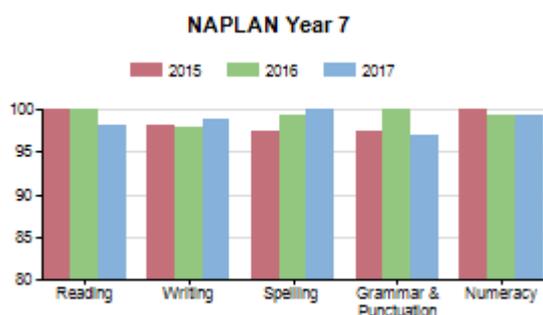
In 2017 we have seen a new structure to our Teaching and Learning faculty that is both a distributed and instructional leadership model. By expanding leadership responsibilities we have developed a number of experienced and new leaders in Teaching and Learning. These leaders have focussed on further enhancing the Victorian 7-10 Curriculum through exploration with brain-based learning techniques, incorporating a growth mindset amongst teachers and students alike. Concurrent with this, Terms 2 and 3 also involved all teachers developing their understanding of and implementing visible learning strategies further within their classroom practice. This involved identifying student learning needs, researching what has the most impact on student growth, using the research techniques in their classrooms, then reflecting upon and sharing their findings with one another.

We also introduced benchmark testing using the Australian Council for Educational Research tool called PAT - Progressive Achievement Tests. Students in Years 7-10 were tested and will be tested each year in November so that our teaching faculty can access the result data to ascertain their level of effectiveness in the individual growth of each student. This is aimed to assist teachers to target learning more expertly to the individual needs of each student. We eagerly await the results and trends over the ensuing years.

Another ongoing challenge for us as a teaching faculty is to continue to learn and improve our practice so that all students improve in both their academic achievements and their understanding of what it is to be a learner in a rapidly changing world. In 2010 we commenced a program at Year 7 called Raising The Bar-Closing the Gap. This year we employed a team from Monash University to research the effectiveness of this program on student achievement. They examined our NAPLAN results, particularly our healthy gains in literacy and numeracy and they interviewed teachers and leaders involved in the program. The final report, while very detailed, was positive in its findings particularly in regard to the innovative and collaborative practice used by teachers in English and Humanities, and by the significant gains by students in Mathematics. An emphasis on Mathematics teachers' excellent abilities to combine the pastoral and academic transition was also explained. We hope to use these findings to further improve innovative, collaborative and student centred approaches in 2018 and beyond.

Stephen McPhail, Head of Teaching and Learning

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	97.4	100.0	2.6	97.0	-3.0
YR 07 Numeracy	100.0	99.3	-0.7	99.4	0.1
YR 07 Reading	100.0	100.0	0.0	98.2	-1.8
YR 07 Spelling	97.4	99.3	1.9	100.0	0.7
YR 07 Writing	98.1	98.0	-0.1	98.8	0.8
YR 09 Grammar & Punctuation	97.3	95.1	-2.2	98.0	2.9
YR 09 Numeracy	100.0	96.5	-3.5	99.3	2.8
YR 09 Reading	99.3	95.1	-4.2	98.6	3.5
YR 09 Spelling	97.9	97.9	0.0	98.0	0.1
YR 09 Writing	98.6	95.7	-2.9	96.0	0.3



STUDENT LEARNING OUTCOMES

Year 7

- Proportion of students above NMS improved in the domains of Spelling and Writing
- Proportion of students performing below NMS in Reading (-1.8%) and Grammar and Punctuation (-3.0%) increased significantly
- Some gains in Numeracy (0.1%)

Year 9

- Proportion of students above NMS increased in all domains
- Greatest percentage difference was in Reading (3.5) followed by Grammar & Punctuation (2.9) and Numeracy (2.8) respectively
- Results in Grammar & Punctuation were the highest since 2014
- Results in Spelling were the highest since 2014

Student Wellbeing

The school theme for this year – Encouraging Courage, is a key feature of our work in the area of Student Development. Through our programs, we aim to “Encourage Courage” by focusing on the development of our student’s social and emotional skills. These skills focus on the development of five core capabilities that educate hearts, inspire minds and help our students navigate the world more effectively.

Our whole school approach encompassing student wellbeing, teaching and learning strives to develop our student’s skills of self-awareness, self-management, responsible decision-making, relationship skills and social awareness. This drives many of our programs and informs how our staff and students relate to each other, creating a welcoming, participatory, and caring climate for learning.

During the year staff have been reflecting on how their teaching promotes these social and emotional learning capabilities. The semester Homeroom Reports included feedback for parents on their daughter’s progress towards achieving their goals and developing social and emotional learning capabilities.

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, Year 7-12 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 buzz as students actively participate and learn from their experiences. Participating in the wide range of curriculum and learning opportunities as well as taking part in the wide range of extra-curricular opportunities definitely “Encourages Courage”

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.

Each of the Student Leadership Committees with their year level representatives are 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.

A special thank you goes to the ten Year 11 and 12 leaders who have led the younger girls and steered each committee this year – you have been wonderful role models for the rest of the school. Your commitment, hard work and enthusiasm embody what we as teachers strive to instil in all our students. No task has been too much for you and it has been a pleasure to work with you all this year.

Killester is proud of its commitment to a whole school approach and the benefits it can offer our students. Most of all, I thank each staff member 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 Coordinator

VALUE ADDED

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.

The School Community Involvement Program (SCIP) allows our Year 9 students to develop their independence through service placements. The program is linked directly to the Year 9 Religious Education Curriculum.

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.*

STUDENT SATISFACTION

Five student committees exist with year level representatives from Years 7 – 12. Each committee represents a key aspect of school life – Student Council, Sport, Community Service, Celebrations and Arts. Committees meet weekly to discuss issues relating to their area (student feedback) plan activities and explore initiatives. Planning is underway to develop a Consultative Committee of senior leaders from each committee to meet twice per term with the Principal and Leadership Team members. Its purpose is to discuss a wide range of big picture issues that relate to general life at Killester and overall directions of the sc. Regular consultation combined with surveying students will provide good qualitative and quantitative data to measure student satisfaction.

MANAGEMENT OF NON-ATTENDANCE

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.

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

The College introduced a new Middle Leadership structure to support professional learning at and development at the grass roots level. It also aimed to encourage younger staff to take risks and lead one of the new teams.

The Professional Learning Teams focussed on Visible Learning.

Staff professional development took place to meet the legislative requirements for Child Safety.

Informal feedback suggests that the new middle leadership is promoting greater collaboration and communication. The structure will take three years before more accurate assessment can be made. To assist this a mid term review will take place in 2018 to offer feedback to Middle Leaders and the school Leadership Team.

The PLTs were effective in allowing staff to focus the work on what was concurrently being taught in the classroom. All groups presented their findings and reflections back to staff.

All staff have completed the required training for Child Safety. The school continues to complete training in other policies as they are reviewed.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

During 2017, 79 teaching undertook internal and external training courses, workshop or conferences at average expenditure per teacher of \$648.00. Courses, workshop and conferences were undertaken on a wide variety of areas across the curriculum.

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 2017 1 staff retired, 3 staff members resigned to take up a positions at other schools, 1 staff member is on 12 months leave and another took 2 years leave to complete further study. Our teaching staff retention rate was 85.90% with an overall staff attendance rate of 88.62%.

College Community

2017 has been about so many things, but **collaboration** has certainly been the word to describe it. It has been through collaborative efforts over the past year that we have seen the rejuvenating of the school's publications and signage. It has taken many to produce the profile of the College for years to come. The new Prospectus, website, stationery and most of the signage are now in place. Collaborative efforts have seen action regarding increased interaction with Primary schools and the sharing of facilities. We have seen students venturing out into the community to undertake external training and partnerships and community service activities. Alumni members have collaborated at various levels, so that current students can learn from their experiences and knowledge.

As a community we aim to show strength and kindness in our relationships with each other and so it was, in 2017, we saw the commencement of a new pathway for girls, called the 'Life Skills Program'. This, coupled with the Victorian Certificate of Applied Learning for Seniors (Year 12) and Intermediates (Year 11), has seen many girls being able to move into work experiences, external courses and life beyond school activities. One of these activities has been the English Language workshop, where girls on the alternative pathway programs are able to share workshops, occurring in the FLC, with parents and other adult community members. Having our students conversing with parents who are learning English or IT skills has been a wonderful experience for everyone. These pathways are a recognition of the varying needs of our students and have been a welcomed addition by parents, students and teachers alike.

We continue as a community 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

2017 has been a year of discussions regarding Parent Engagement. How we make connections with parents and the wider community were the central point for many professional development (PD) workshops available during 2017. One of those PD sessions included the inaugural 'Parent Engagement Conference', which the team from the Family Learning Centre (FLC) attended. This Conference was a reminder that a child's education is about more than what happens in the classroom. The challenge is to give more support to the people who generally have the strongest influence on a child's future: the parent (s). "All parents want the best for their children. The more we do to facilitate their engagement in their children's learning, the better the long-term outcomes will be." (Dr Lisa O'Brien, The Smith Family CEO)

At Killester, the FLC was initiated in order to provide that important support to parents. We run English Language classes, certified Business courses, computer classes and parent morning teas. We also have Community Conversations each term, when we encourage parents to come in and talk to other parents and community members. Thanks to Jacqui Adams and the various alumni members for volunteering in the FLC this year.

Also this year, SIMON has been trialled as a new administration platform for teachers and student welfare, with wider possibilities for students, parents and reporting for discussion in 2018. The aim has been to continuously be considering how best to engage with our parents. The Killester Involvement Committee (KIC) has been involved in many events this year, with increasing numbers of parents assisting. They began the year with the incredibly successful Easter Raffle. They have assisted the FLC, undertaken fundraising for the Energy Breakthrough teams, including the hugely successful Winter Concert fundraiser in conjunction with Mr Bill Tucker and Ms Lucy Collins and the Hospitality girls. They have organised BBQs for the opening Mass, the Year 7 Orientation Night and Open Day. They also organised the inaugural Multicultural Dinner, which gathered over 120 people to a smorgasbord dinner, speeches and entertainment.

The introduction of the Multicultural Dinner, the Student Learning Conversations, the various performing arts events, the guest speaker evenings, interactions with Primary schools and their parent community, school liturgies and days of celebration have seen ever increasing parent involvement with the Killester community.

Loreto Cannon, School Organisation and Community Development

VRQA Compliance Data

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	97.45%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	95.91
Y8	95.10
Y9	94.35
Y10	94.70
Overall average attendance	95.02

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.62%

STAFF RETENTION RATE	
Staff Retention Rate	85.90%

TEACHER QUALIFICATIONS	
Doctorate	1.33%
Masters	13.33%
Graduate	50.67%
Certificate Graduate	14.67%
Degree Bachelor	93.33%
Diploma Advanced	22.67%
No Qualifications Listed	2.67%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	96
FTE Teaching Staff	84.150
Non-Teaching Staff (Head Count)	39
FTE Non-Teaching Staff	36.564
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	598.10
Year 9 Writing	582.50
Year 9 Spelling	611.90
Year 9 Grammar & Punctuation	589.70
Year 9 Numeracy	594.90

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	98%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	77.0%
TAFE / VET	16.0%
Apprenticeship / Traineeship	1.0%
Deferred	3.0%
Employment	1.0%

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 <http://www.acnc.gov.au>