

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



killestercollege
a Catholic School for Girls

KILLESTER COLLEGE, SPRINGVALE



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Contact Details

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|---|---|
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| KILDARE EDUCATION MINISTRIES BOARD CHAIR | Annette Broadfoot (Acting) |
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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 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

April, 2019

Our College 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

Time has certainly moved quickly this year. With so much happening you could be forgiven for having missed some of the action but hopefully we have captured most of this in our annual school magazine. Building our year on the value of hope, our community has worked to focus on how we can live hope filled lives through a sense of purpose and action. We took on the challenge of Pope Francis to be a person who uses their voice to speak of hope and to choose action which helps build a community of hope. The students are commended for their enthusiasm across the year to continue being outward looking whilst working hard to achieve academic success and knowledge.

This year we have engaged in a number of reviews, including a review of Leadership at Killester. The external panel praised the work of staff who are leading the delivery of quality programmes to students. Two panel comments that capture the character of Killester follow:
Both staff and students recognise Killester College as a place of welcome, hospitality and respectful interactions. Many people spoke of the life giving relationships that they experience in this educational community. This is a real positive and one that should be celebrated.... It was evident there are many confident and capable student leaders at Killester College and they described in positive terms, their role in establishing a strong community.

We have had many shared experiences this year, which have showcased the talent and hard work of students. This was evident in the first school assembly when we celebrated the outstanding achievements of our 2017 Year 12 students. It followed with the junior and intermediate swimming squads stepping up to replace the seniors (away at camp) at the Interschool Swimming Competition. Not long after this, was the outstanding success of the jazz band who competed in the Mount Gambier Jazz Festival, the culmination of lots of work and willingness to learn as an individual and as a team. The school production, Sound of Music, continued to showcase what could be achieved through hard work, collaboration and commitment. Of course, the annual Brigidine Day was filled with laughter and entertainment with a focus on fundraising, traditions and fun. It was a highlight for the Student Leaders and their respective committees.

However one important event that must be highlighted in this year's Magazine, is the Land Ritual which took place in September. Killester has enjoyed a long history of stewardship under the governance of the Brigidine Sisters. In 2014, the Sisters successfully petitioned the Vatican to allow them to establish Kildare Ministries. This new body has become the governance authority for all the Brigidine schools in Australia. Importantly though, it is open to other Religious Orders to join and is not confined to schools. The Victorian Presentation Sisters have become a part of Kildare Ministries and this includes not only Star of the Sea College, but also their two Community works. The establishment of Kildare Ministries has allowed the Sisters to move back from running schools and enabled them to guide lay people to take over the vision of the schools and community works into the future. The Land Ritual was the last symbolic stage of Killester moving into a new relationship with Kildare Ministries. Legal ownership of the school property has been handed to this new organisation.

As a school, we have been extremely blessed over the past seven decades to have been shaped and guided by the many Sisters and they have left us a rich heritage on which we will continue to build. Forever grateful, we will continue our work as a Kildare Ministries school in the Brigidine tradition. As always, no school is based on one person. There are many people to thank this year. Our Stewardship Council, parent committees, student body and those in Kildare Education Ministries and Kildare Ministries. Sincere thanks to everyone for helping shape and guide Killester in her journey. This year Mrs Teresa McIntosh who has taught at Killester for the past forty years retires and we acknowledge and thank her for being part of our school family and contributing to the school's story. An enormous thank you to all staff at Killester, including the Leadership Team, who work with such passion and commitment to ensure every student has the opportunity to fulfill their potential and be a person of hope.

Leanne Di Stefano, Principal

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

*All my hope on God is founded
He does all my trust renew
Me through change and chance he guideth,
Only good and only true.*

Robert Bridges (1844 – 1930)

The Killester theme for 2018, an expression of the theme taken up for all the Kildare Ministries' programs for this year, has been *Hope: living with purpose*. Hope based on a deep trust in God's guidance through all the stages of our life gives us strength and confidence that even amid the uncertainties of change there is direction and a path for good for us to follow.

At the Opening School Mass for 2018, celebrated on 2 March, Father Brian Collins spoke to the gathered students, teachers, parents and friends about coming to the New Year with openness, faithfulness, trust, love and hope. He asked the girls (and all present) to place in sacredness and silence before God their prayers for their year ahead. Father Collins then offered some thoughts about the heroes we each have in our lives – people who give us hope and inspiration as they live out their highest values with courage. There can be for us no greater hero than Jesus entering into the vulnerability of ordinary people and giving them, and us, hope.

Drawing the Mass to a close, each year level made its own prayer of commitment as their hope for the year ahead, with all the learning and opportunities that would be offered and shared.

Reviewing the year

The Killester Stewardship Council meets regularly with the Principal throughout the year and its members also attend school events and Kildare Ministries' conferences where possible. Council members in 2018 have been: Michael Kupsch, Mary McDonnell, Rhonda O'Connor, Bernadette Rae, Roslyn Rechichi and Wendy Dick (Chair). Gabrielle England is our representative from Kildare Education Ministries Board. We have also welcomed Erica Pegorer, Executive Director of Kildare Ministries, and Andrea Grant, Mission Leader of Kildare Ministries, to some meetings, thus strengthening our place within Kildare Ministries' group of schools and community works.

The whole school year is filled with a rich banquet of events, highlights, and the enhancement of our facilities for educational progress. May I mention just a few aspects of learning at Killester in 2018 from all that you can read about weekly in the newsletter.

The College's enrolments and finances are very strong. A high standard of pedagogical excellence continues to guide the educational program. The latest data are studied by staff to inform learning goals. Underpinning all activities are the values espoused in a Kildare Ministries' Catholic college offering education to girls within an historic Brigidine tradition. Special Masses and paraliturgies are beautifully prepared and are attended by the whole school with great respect and thoughtfulness.

When reviewing school events for 2018, one is impressed by the range of activities and the enthusiasm of students and staff as they share in sports, the arts, community service, consultations and planning. A new and major event this year was the visit to the Mount Gambier Jazz Festival, where the girls excelled. They earned high praise from all involved and gave great delight, with a firm hope now that such participation will continue in future years.

Another highlight of the year was the production of the musical, *The Sound of Music*. This very inspiring work, based on a true story, was given a stunning four-performance season at the Drum Theatre, Dandenong. More than 100 girls appeared on stage and they were backed by a fine orchestra. But one of the aspects that really stood out for those attending was the sheer number of members of the Production Team and of the Back Stage Crew. Teachers, parents and friends had almost 100 willing students assisting behind the scenes in a production that ran as smoothly as those of some professional companies! There is always a place for willing helpers in the presenting of such a show.

There is always a place, too, for parents and past students on one of our three committees that support the work of the Killester Council. Steve McPhail (Policy), Loreto Cannon (Killester Involvement) and Sandra Rotunno (Risks and Resources) appreciate the contribution of those who have assisted in 2018 and invite others to give a little time to these enjoyable and productive meetings next year.

The Killester College Stewardship Council is very grateful to all the staff, especially those who have accepted the responsibility of senior positions. Our College is led by a fine educator, Ms Leanne Di Stefano, who takes a very close interest in the well-being of students, families and staff and who holds for all a vision of hope for the continuing excellence of an outstanding school – Killester College.

Dr Wendy Dick
Chair, Killester College 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 10, 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, fair trade, 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;*
- *We support and donate goods to the Brigidine Asylum Seeker project.*

Learning & Teaching

"To Christians, the future does have a name, and its name is Hope. Feeling hopeful does not mean to be optimistically naïve and ignore the tragedy humanity is facing. Hope is the virtue of a heart that doesn't lock itself into darkness, that doesn't dwell on the past, does not simply get by in the present, but is able to see a tomorrow." Pope Francis.

Our school theme this year, Hope - Living with purpose, is encapsulated in the words of Pope Francis. As this year ends and we take leave and look to the future in preparation for the next year, let us not forget Hope and the purposes we committed to in 2018. Learning is a lifelong journey and what we focussed on this year does not suddenly end because the school year finishes. May all of our hopes inspire us to learn and improve ourselves and others around us. A sign of great leadership is the will to improve not just yourself but also other people.

This year there have been many exciting improvements in learning and teaching at Killester College. As we reviewed many aspects of our leadership, in particular our focus on learning, we became more aware of our school's culture that supports collaboration and collegiality among both teachers and students. A belief and understanding of our collective ability to improve one another by working in teams, in partnership and with common purpose, is one of the most important factors in improving learning outcomes for all students. In 2018 this was made very apparent by the wonderful performance of The Sound of Music and the great achievements of our students in many academic, sporting and musical pursuits. Underpinned by a sense of hope, and a purpose to continue to develop and improve, often results in accolades and celebrations of such achievements, by many in a community like ours.

Much of these events are the annual culmination of weeks, months and sometimes years of dedication on the part of students, teachers, parents and leaders and all in our community. While we continue to develop ongoing programmes such as those at Years 7 and 9, we also look to prepare our students for a future that is rapidly changing. This year we have also aimed to increase student awareness and participation in Science, Technology And Maths (STEM) with extra-curricular activities such as STEM club, inter-school STEM competitions, visits to STEM faculties at tertiary institutions, onsite flight simulator experience, greater use of robotics and artificial intelligence and the introduction of our Sustainability hubs. STEM is for girls! We hope that this awareness raising, and these experiences, will enable Killester students to further improve their critical thinking, problem solving and creativity and that STEM, with the addition of the Arts subjects, will equip them for the technological world that awaits them. Next year we hope to incorporate more STE(A)M into the mainstream curriculum with inter-school robot league and a number of other exciting innovations.

In the past number of years we have farewelled a number of staff from the teaching faculty at Killester. On behalf of all of us, I would like to extend our sincere appreciation to those who have retired and wish luck and good blessings to those who are moving on to new horizons.

Stephen McPhail
Head of Teaching and Learning

STUDENT LEARNING OUTCOMES

YEAR 7

- 100% of students were above the NMS for Numeracy
- Significant gains were made in Grammar & Punctuation (+2.4%)
- Proportion of students performing above NMS in Numeracy & Reading grew 0.6%
- Proportion of students performing below NMS in Spelling (-0.6%) and Writing (-0.7) increased.

YEAR 9

- Proportion of students performing above NMS increased in all domains except Numeracy (-2.1%)
- The greatest gains were made in the areas of Grammar & Punctuation (+1.3%) and Spelling (+1.3%).

Student Wellbeing

We began this year of 'HOPE' by asking our students and staff a key question - What are your hopes? We were able to create a lasting record of this by setting up and recording students and staff sharing their hopes for a successful and rewarding year at Killester.

Students' reflections included:

- To experience success
- To achieve their goals
- To make my family, friends and teachers proud
- To develop friendships with new people.

Teachers' reflections included:

- For students to look forward to coming to school every day
- To be inspired and creative in class
- To know that students are valued and that they belong
- For students to strive to reach their full potential

Parents have also been asked: What are your hopes for your daughter?

Parent reflections included:

- To be happy and healthy
- To be respectful
- To be provided with love, support and care at school
- To have spiritual support
- To learn life skills for the future
- To deepen their empathy for others

Nurturing a "Whole School Approach" to pastoral care and student wellbeing is a key feature of our work in the area of Student Development. Through our programs, we aim to focus on the development of our students' 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 with "HOPE".

Our whole school approach, encompassing student wellbeing, teaching and learning, strives to develop our students' skills of self-awareness, self-management, responsible decision-making, relationship skills and social awareness.

Our regular programs are: Year 7 & 10 Peer Support Program; Year 9 SCIP Program; Year 7-12 Personal Development Days; and the Year 12 PAL Program.

We also have a range of lunchtime extra-curricular activities for students in the areas of music, sport and social justice., so 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 develops a student's connectedness to school.

Katie Mills, our Student Support Worker, has continued to support a range of pastoral care programs at Killester. Every school holidays a two-day program has been offered to students that enables them to enjoy fun activities at school and on excursion. 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.

A focus for this year has been to further develop our connections with local community youth services. As part of an initiative to encourage young women to play sports at lunchtime, the City of Greater Dandenong engaged with Melbourne Victory Football Club to provide staff and coaches to plan and run a lunchtime activity each Friday for the duration Term 2 and Term 3. The aim is to encourage the students to be more active and just give it a go! 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. This year our senior leaders have enthusiastically taken an additional role - to begin working closely with the Leadership Team on a Student Consultative Committee. In its development stages this year, it is hoped that this Consultative Committee will increase opportunities for "student voice" and feedback on a wide range of initiatives and issues.

Most of all, I thank each staff member for the care they take to ensure that they teach individuals, not just subjects, and for the effort made 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.

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 is progressing well. There are many aspects to the implementation that need to be covered, including 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

Middle Leadership were engaged in an interim review to assess progress and areas for future development. In addition, other staff participated in the Annual Review process to identify individual goals against the strategic plan.

The Professional Learning Teams focussed on renewed understanding of developing curriculum using the Understanding by Design process.

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

A team of staff participated in a programme for literacy across the curriculum. The understandings of this are being reviewed in the mainstream classroom in 2019.

As part of the Killester's cyclical review, the school's governing body, Kildare Education Ministries, reviewed leadership across the school in 2019. The findings of the review affirmed the school's work and assisted in identifying areas for future further development.

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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

During 2018, 83 teaching staff undertook internal and external training courses, workshops or conferences at an average expenditure per teacher of \$430.45. Courses, workshop and conferences were undertaken on a wide variety of areas across the curriculum.

Staff Professional Development for 2018

2018 Drama Australia National Conference,TBA
 2018 NCCD Full Day Briefing,Catholic Leadership Centre, East Melbourne
 2018 RMIT Career Advisers' Seminar,RMIT Storey Hall 336-348 Swanston Street Melbourne
 2018 School Theme: Hope- Bringing a Sense of Purpose,Kennedy Hall
 2018 VCE Chemistry Written Exam Assessor Training,Conference Centre, Melbourne Polytechnic
 2018 VCE Workshop,Melbourn University
 20th Annual Psychology Teachers' Conference 2018,Moonee Valley Racecourse
 7-10 English & Literacy PL & NETWORK,Catholic Leadership Centre East Melbourne
 A crash course on how to teach Years 7-10 history,Maroondah Federation Estate, 32 Greenwood Av, Ringwood.
 Access Education Teacher's Toolkit HHD Unit 3 2018,Mulgrave Country club
 Access Skills Training (AST) ATIP Forum,Catholic Leadership Centre - Cnr Victoria Parade and Hoddle Street
 ACHPER exam review,Graduate House Carlton
 Actioning Hope,Cardinal Knox centre
 ACTIONING HOPE,Cardinal Knox Centre (Cathedral room, 383 Albert St, East Melbourne) and Mary MacKillop
 Heritage Centre (362 Albert St, East Melbourne)
 ACU International Women's Day,ACU Melbourne
 Asthma and Anaphylaxis Training,Theatrette
 At Risk Forum 2018,109 White Street Mordialloc
 At Risk Forum,Woodlands Golf Club, Mordialloc
 Autism in the Drama Classroom Creating an Inclusive Space,Abbotsford
 CDES Psychology Teachers Conference,Moonee Valley Racecourse
 CECV Pathways and Transition Annual Seminar,Catholic Leadership Centre
 CEM IT Network Meeting,CLC East Melbourne
 CEM Southern Region Network Meeting,Nazareth College
 Cert IV TAE Course,131 Hyde St Yarraville
 COLLOQUIUM : Meditation today : traditions in conversation,University of Divinity, Parkville, VIC 3052
 Connecting Innovative School Learning Spaces and Pedagogy,Peninsula, Melbourne
 Critical Agendas Mental Health Seminar 2018,Central Pier, Docklands
 Cultivating Curiosity: Philosophy and STEM,Siteworks in Brunswick
 Data Analysis- introduction of excel from CEVN,Kennedy Hall
 Design Thinking for Innovation,Online study via Coursea website
 DigiCon18,Australian Catholic University, 115 Victoria Parade, Fitzroy
 Discovery Conference ,MCG
 Drawing,Malvern Artists' Society
 EdSmart PD Day,Genazzano, Kew
 Evidence Based Teaching in Schools,Victoria University Convention Centre
 Expert on Gifted Education, Professor Francoys Gagne,Moonee Valley Racecourse
 Founding Grace Retreat,Grange Macedon Ranges 50
 Future Problem Solving (Online Workshops),Online
 GTAC Overview of Unit 2 Biology,GTAC, 77 Story Street, Parkville
 GTAC Overview of VCE Biology Unit 1,GTAC, 77 Story Street, Parkville
 GTAC Unit 1 Biology Overview,GTAC 77 Story Street Parkville
 GTAC Unit 3 Biology Overview,GTAC 77 Story St Parkville
 HTAV VCE Units 1 & 3 History Conference and Examination Reports
 Identifying Gifted Learning using Classroom Tasks,Xavier College, Kew
 Improving Reading and Writing in years 7-10: Persuasive, Narrative and Comparative Texts
 Inclusive Learning Conference,Moorooduc Highway Frankston
 Introduction to PLTs and UbDs,Theatrette
 Introductory Robotic Workshop Coding Made Easy,Dingly
 IT Network Forum (regular meeting),CLC East Melbourne
 Ivet upgrade course,ivet footscray

John Lawry Painting,1310 Malvern Rd, Malvern
 Lab skills workshop,State Netball and Hockey Centre, Brens Drive, Parkville
 LABCON2018,Melbourne University Graduate School of Education
 Laboratory Skills work shop,Caroline Chisholm Catholic College
 Launching the 2019 College Theme: Hospitality,Kennedy Hall
 Learning Support Officer Symposium,Catholic Leadership Centre
 Literacy Across the Curriculum, Literacy Across the Curriculum,Theatrette
 Managing & Responding to Cyber Bullying,440 Collins Street, Melbourne
 Marketing That Works,Catholic Leadership Centre
 Maroondah Federation Estate 32 Greenwood Ave Ringwood, Victoria 3134
 Master class with Nic Plowman,Zart Art Box Hill
 Masterclass: Heads, Hands and Feet (Life Drawing),Box Hill
 Mathematical Methods Unit 4 with TI Calculator,44 Lakeview Drive Scoresby
 MAV Conference 2018,Latrobe University - Bundoora
 Melbourne-Lancefield Rd, Lancefield
 Museum Victoria Teacher Preview - Vikings: Beyond the Legend Exhibition,Carlton
 NAPLAN data service workshop,Yarra Yarra Golf Club East Bentleigh
 NAPLAN Online Refresher,Wizard Copprorate 500 Collins St
 NCCD Network Meeting,St Bede's College, Mentone
 NCCD,Staffroom
 NDCO Inclusive Learning Conference,Monash University, Peninsula Campus
 NDIS Information Session for Principals (Southern Melbourne Area),Nossal High School Berwick
 One Month of Mindful Moments,Online : Shambhala Mountain Center
 Painting Class,1310 Malvern Road, Malvern
 PLTs- Stage 1,Theatrette
 Post School Options for students with a disability,370-380 Springvale Road, Donvale
 Practical ways to implement High Impact Teaching Strategies (HITS) in every secondary and primary
 Preparing for VCE Legal Studies Exam,Mount Waverley Secondary College
 Python for First time Coding Teachers,DLTV Office, 61 Blyth Street, Brunswick
 Quantum Victoria -STEM in Context through 3D Printing & Fusion
 Religious PD with Timothy Radcliffe,Kilbreda College
 Revised VCE Study Design Implementation Briefings for Languages.,VCAA Coburg
 SCIS Workshop,440 Collins St. Melbourne
 SEQTA training
 SLAV Real Libraries Collaborative Spaces,VU Conference Centre, Flinders Street, Melbourne
 South East/Peninsula NCCD Network Meeting 1,St Anthony's School, Noble Park
 Southern Melbourne Area NDIS Information Session (General),Jean Russell Centre (Nossal High School)
 Southern Metropolitan VCAL cluster meeting,OLSH Bentleigh
 Southern Secondary NCCD Network Meeting 2,John Paul College Frankston
 Sport & Recreation - Scored Assessment,iVet Institute, Yarraville
 Successful Strategies for Teaching & Supporting Students with Low Working Memory
 TAE upgrade,iVet Yarraville
 Teacher's toolkit Exam preparation for teachers of VCE Health and Human development
 The Mental Health & Wellbeing of Young People,MCG Melbourne
 Theology and Religious Education Through Art,Catholic Theological College
 VASS New Users PD,ITTC Centre Emerson School
 VATE Meet the Assessors,ACU Fitzroy
 VATI Congress 2018,Catholic Leadership Centre 576 Victoria Parade East Melbourne
 VCAA 2018 School-assessed Tasks professional learning sessions- Art
 VCAA VCE Leaders briefing,MLC Kew
 VCAA VET Statewide Workshops,Atura, 1 Doveton Avenue, Dandenong
 VCAA-arranged SWLR workshops,10 Brens Drive, Parkville

VCAL Cluster Meetings
VCAL Quality Assurance ,Hallam
VCAL Quality Assurance Cluster Meeting,Autura Hotel Eumemmerring
VCE English Project 2018: From Coursework to EXAM,Catholic Leadership Centre,
VCE Global Politics – Global Actors: Concepts and Case Studies for 2019, VCE Maths,Melb Uni
VCE Maths,Melb Uni
VCE new chief supervisors training,Coburg Assessment Centre
VCE Study design implementation briefing,VCAA Coburg
VCV VCE VCD Unit 3 Seminar,Off site
Vet Scored assessment Workshops,Parkville
Victorian Indonesian Language teacher's Conference, Amora Hotel, 649 Bridge Rd, Richmond
VILTA Conference,Amora Hotel Riverwalk Richmond.
VTAC Briefings and Information sessions
Webinar Exploring the New HHD Exam specifications,Webinar (home)
Webinar: Digital content in the 21st century library catalogue,Online
Wellbeing & Learning Leaders Forum,St John's College Dandenong
Whole School Update,Theatrette
Year 10 English Day: Strategies, resources and unit ideas for engaging and rigorous courses,Ringwood

TEACHER SATISFACTION

Nearing the end of Term 1, each year an informal staff interview is held for all staff by the principal to determine how staff, particularly new 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 2018, 2 staff retired, 5 staff members resigned to take up a positions at other schools, 1 staff member is on 12 months leave and another took 1 years leave to complete further study. Our teaching staff retention rate was 90.12% with an overall staff attendance rate of 89.81%.

College Community

In this year of 'Hope' for the Kildare Ministries community, Pope Francis has also spoken of hope, reminding us that "No matter where God has planted you, hope. Always hope."

"If you're sitting, start walking! Start the journey."

Many of our students have been venturing out into the community to undertake external training and partnerships and community service activities. These community connections are allowing them to see life beyond Killester, both for themselves and the reality of life for others, who may be less advantaged than themselves.

Many of our girls also walked outside their safety zone by auditioning for and participating in the school production – The Sound of Music. They wowed the Years 5 and 6 students from a number of local Catholic Primary schools at their final dress rehearsal. For some, this is certainly the beginning of the realisation that drama and music and performance is something for them.

Killester College shows clear and tangible evidence of its efforts to work for peace. The community connections with charitable organisations such as St Vincent de Paul, BASP (Brigidine Asylum Seekers Project), Wellsprings for Women, the Homeless Youth Project, Joey's Van and many more, as well as curriculum across all year levels, allow Killester students to recognise the many ways they can truly make a difference.

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.

Our wider community connections are evident with the many events Killester students attend: excursions, with sporting groups, volunteering, fundraising, assisting the less advantaged and visiting the elderly. We have also had Killester families hosting students visiting from Hong Kong.

The Killester Involvement Committee (KIC) has been "building" – augmenting – their involvement within the school. This year, with ever-increasing numbers of parents (and their daughters) assisting, the Easter Raffle was a huge success, with the funds raised supporting our 2018 charities. They have assisted the Family Learning Centre, undertaken fundraising for the Energy Breakthrough teams, including the hugely successful Winter Concert fundraiser. They have organised BBQs for the opening Mass, the Year 7 Orientation Night and Open Day. They also organised the Multicultural Dinner, which gathered over 150 people to a smorgasbord dinner, speeches and entertainment.

Loreto Cannon
School Organisation and Community Development

VALUE ADDED

List a broad range of activities in plain language about curricular and extra-curricular activities; not every activity needs to be included.

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.

Students work closely with their Homeroom Teacher to plan their learning and personal development goals and identify their learning and social strengths.

Social Skills programs offered by the college include:

- *Year 7 Transition program incorporated into Pastoral Care lessons.*
- *Year 7 Empowering Girls 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.

PARENT SATISFACTION

2018 has seen the continuation of the development of the FLC, which was initiated to provide that important support to parents. English Language classes, certified Business courses and computer classes continue to be offered. There are now regular parent morning teas and tours of the classes, especially for Years 7 and 8 parents. Community Conversations continue each term, when we encourage parents to come in and talk to other parents and community members. We also have had guest speakers, such as Andrew Fuller, for parent evenings.

Also this year, the decision was taken to introduce SEQTA as a new administration platform for teachers for curriculum documentation, for student welfare, and for assessment and reporting to parents. Conversations have begun regarding on-going reporting, in order to keep parents better informed regarding their daughter(s) performance.

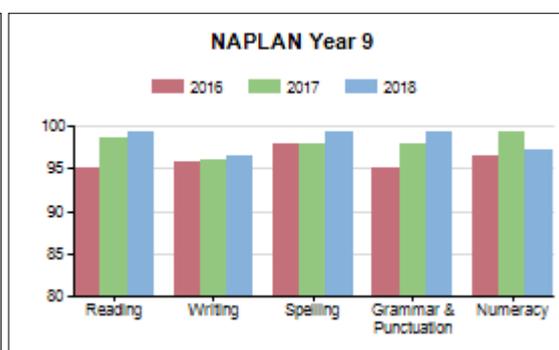
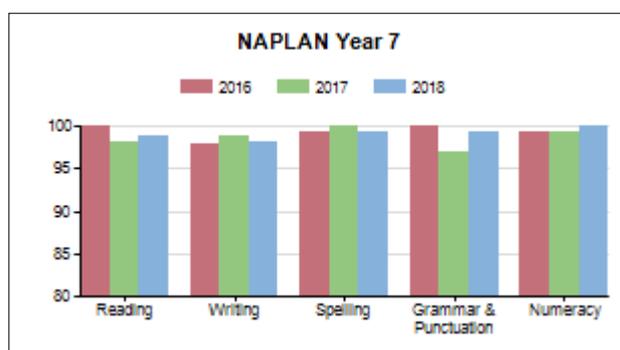
We continue to consider how best to engage with our parents. Parent evenings at each year level have been very well attended, as have the Learning Conversation evenings. The various performing arts events, interactions with Primary schools and their parent community, school liturgies and days of celebration have seen continued high numbers of parent attendance and involvement with the school.

Loreto Cannon

School Organisation and Community Development

School Performance Data Summary

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|--------|--------|-----------------------|--------|-----------------------|
| NAPLAN TESTS | 2016 % | 2017 % | 2016 - 2017 Changes % | 2018 % | 2017 - 2018 Changes % |
| YR 07 Grammar & Punctuation | 100.0 | 97.0 | -3.0 | 99.4 | 2.4 |
| YR 07 Numeracy | 99.3 | 99.4 | 0.1 | 100.0 | 0.6 |
| YR 07 Reading | 100.0 | 98.2 | -1.8 | 98.8 | 0.6 |
| YR 07 Spelling | 99.3 | 100.0 | 0.7 | 99.4 | -0.6 |
| YR 07 Writing | 98.0 | 98.8 | 0.8 | 98.1 | -0.7 |
| | | | | | |
| YR 09 Grammar & Punctuation | 95.1 | 98.0 | 2.9 | 99.3 | 1.3 |
| YR 09 Numeracy | 96.5 | 99.3 | 2.8 | 97.2 | -2.1 |
| YR 09 Reading | 95.1 | 98.6 | 3.5 | 99.3 | 0.7 |
| YR 09 Spelling | 97.9 | 98.0 | 0.1 | 99.3 | 1.3 |
| YR 09 Writing | 95.7 | 96.0 | 0.3 | 96.6 | 0.6 |



| YEARS 9 - 12 STUDENT RETENTION RATE | |
|--|-------|
| Years 9 to 12 Student Retention Rate | 99.3% |

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|--|----------|
| Y07 | 95.2 |
| Y08 | 95.1 |
| Y09 | 94.4 |
| Y10 | 94.0 |
| Overall average attendance | 94.7 |

| TEACHING STAFF ATTENDANCE RATE | |
|---------------------------------------|-------|
| Teaching Staff Attendance Rate | 90.6% |

| STAFF RETENTION RATE | |
|-----------------------------|-------|
| Staff Retention Rate | 90.1% |

| TEACHER QUALIFICATIONS | |
|-------------------------------|-------|
| Doctorate | 1.3% |
| Masters | 18.7% |
| Graduate | 49.3% |
| Graduate Certificate | 14.7% |
| Bachelor Degree | 90.7% |
| Advanced Diploma | 21.3% |
| No Qualifications Listed | 4.0% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3 |
| Teaching Staff (Headcount) | 94 |
| Teaching Staff (FTE) | 81.3 |
| Non-Teaching Staff (Headcount) | 40 |
| Non-Teaching Staff (FTE) | 32.4 |
| Indigenous Teaching Staff (Headcount) | 0 |

| MEDIAN NAPLAN RESULTS FOR YEAR 9 | |
|----------------------------------|-------|
| Year 9 Grammar & Punctuation | 612.3 |
| Year 9 Numeracy | 608.0 |
| Year 9 Reading | 600.2 |
| Year 9 Spelling | 610.8 |
| Year 9 Writing | 594.5 |

| SENIOR SECONDARY OUTCOMES | |
|---------------------------|------|
| VCE Median Score | 30 |
| VCE Completion Rate | 98% |
| VCAL Completion Rate | 100% |

| POST-SCHOOL DESTINATIONS AS AT 2018 | |
|--|-------|
| Tertiary Study | 65.1% |
| TAFE / VET | 19.3% |
| Apprenticeship / Traineeship | 8.4% |
| Deferred | 2.4% |
| Employment | 1.2% |
| Other - The category of Other includes both students Looking for Work and those classed as Other | 3.6% |

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