

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



killester college
a Catholic School for Girls

KILLESTER COLLEGE, SPRINGVALE



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Minimum Standards Attestation

I, Sally Buick, 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May, 2020

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

The community of Springvale and its surrounds encapsulate diverse cultural landscape. The Brigidine Sisters recognised the need for a school in the area and opened the doors to Killester College in 1955, sharing the vision and qualities of our patron Saint Brigid and embracing our school motto of “Strength and Kindness”. In 2014, the Sisters passed the governance of the College to the Kildare Ministries who continue to administer in accordance to the Brigidine Tradition, encompassing our core values of Wonder, Courage, Hope, Justice, Compassion and Hospitality. We recognise the traditional owners of our lands on which the College stands, the Warrajurra People, and pay our respects to their leaders past present and future.

At present the College has approximately 100 full and part time staff and 940 students. Staff within the College are dedicated to ensuring the students have access to well-rounded curriculum that develops 21st century thinking skills and how they can apply it to working within a team and individually. Students are strongly encouraged to hone their individual skills through our rich and diverse curriculum so that they may develop their passion for learning and build upon their own unique gifts and talents. The College also offers an extensive Music, Art and Sports program and in Years 11 and 12 the students have the choice of VCE and VCAL depending on their preferred pathway.

It is our belief that all of the young women at Killester have every opportunity to excel and explore in a safe and nurturing environment that encourages them to question rather than just accept. We strive to build and maintain an environment where the young women’s voices are heard and respected.

Killester embraces the different faiths and traditions from within our community and endeavours to provide an environment where all values and the inherent dignity of every individual remains our truest commitment to the teaching of Jesus.

It is the College’s overall aim that at the completion of our student’s time at Killester that they will leave as young women that are prepared to challenge status quo and fight for just causes, knowing their true value.

With the occurrence of Covid19 in the first part of 2020 the College unfortunately had to forgo the opportunity to engage in the official School Improvement Process, this is now scheduled to take place in 2021. Regardless, the development of our Annual Action Plan enabled us to refine our specific areas of focus for 2020. Our key areas of specific attention are:

Faith and Mission:

- An increase in the opportunity for staff to access Accreditation hours at the College and an overall increase in the number of staff with Accreditation to Teach in a Catholic School
- The development of a School Based Religious Education Program at Year 12 to enable our young women to have the opportunity to explore spirituality linked to their retreat experience and personal faith journey

Community Engagement:

- Creating greater opportunities for students to participate in social justice activities in our local area
- Greater involvement with our Partnership Parish Primary Schools

Learning and Teaching:

- Focus on engagement in learning for senior year levels
- Focus on incorporation of enquiry based learning opportunities in Years 7 – 10

Staff/Leadership:

- Strategic and planned capacity building for staff who wish to undertake leadership in 2021 and beyond
- Determined professional learning goals that align with College priorities

Wellbeing:

- Greater time allocation given to Homeroom periods so that students can spend more time with their homeroom teachers in personal development programs
- Introduction of a scope and sequenced program at Years 7 – 12 that incorporates the work and philosophy of Positive Education

Principal's Report

It has been a privilege coming to know the community of Killester and I am incredibly grateful for the way in which I have been welcomed. The conclusion to 2019 was a difficult one with the death of our much loved Year 12 SDL, Ms Kath Lawson. The College community demonstrated the depth of its compassion in the way it responded to Kath's sudden illness and subsequent death, it was profound to witness the ways in which staff and students, both past and present, came together to support Kath in her illness and celebrate her life with dignity and respect.

2019 saw us begin a new cycle of school improvement with the decision by Melbourne Archdiocese schools under the governance of KEM to embark on the School Improvement Framework that will replace the COSSI model of review. The initial phase of the cycle enabled us to gather data from staff, students and parents that addressed the key areas of Faith and Mission, Wellbeing, Leadership, Learning and Teaching and Community Engagement. This data was then explored in depth by staff at whole College staff meetings then further work was done with a set of staff volunteers who spent a day in review with the data led by our College CEM representative, Teresa Lincoln. The data showed that there is much to celebrate about the way in which we go about our mission here at Killester, and at the same time the data also enabled us to formulate plans for our improvement strategy to build on the fabulous work already being done. This data set, along with staff, student and parent feedback from a variety of other sources, means we can hone our strategic planning for the next 5 years.

One key area for focus in the latter part of 2019 was building on the connections we have in our local community. Doing this enables us to celebrate the rich cultural diversity we have here at Killester and celebrate the multi-faith aspect in our school. We have made a commitment to support the Friends of Refugee work in Springvale and in doing so will be working closely with this organisation in the provision of English Language assistance, cooking and sewing classes, our students will gain many opportunities to not only help others but to learn for themselves from those who have different life skills and experiences. The opening of the Our Lady of La Vang Shrine in Keysborough afforded us the opportunity to build stronger connections with the Vietnamese Catholic community in the surrounding areas and the day was full of delight as some staff were welcomed as guests at this auspicious occasion. Our Multi-Cultural dinner and Harmony Day celebrations at school give our students and their families a focal point for celebration of our cultural diversity; these events are full of joy and certainly reflect our value of welcome.

The students at Killester are an exceptional group of young women, they are committed to their own education in a way that provides us with rich opportunity for success on so many levels. Harnessing this commitment and ensuring each student has the opportunity to find her own passion and explore it to enable her to find joy and love in her learning, remains our greatest commitment. We encourage the working in partnership with families to enable this success to be achieved. One other key area for focus is encouraging our young women to have a voice in their own learning and the way in which the College operates. Our young women are filled with brilliant ideas and need only to be enabled to speak so we can harness and expand on this rich potential.

Sally Buick
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

Killester College's school theme for 2019 is 'Hospitality' and is based on one of the most important values of the Kildare Ministries. 'Hospitality', welcoming all, particularly the most vulnerable, has always been central to the school and the school theme this year offered so many opportunities to emphasise and to celebrate this. The school has always tried in every way to meet the needs of the vulnerable and to provide the best education possible for all. Recently members of the Killester Stewardship Council, along with other Kildare Ministry Stewardship Council members, had a wonderful experience spending a day discussing the importance of welcoming all, with emphasis on inviting 'strangers' to our table and experiencing the hospitality of those from many nationalities.

Some staff from Wellsprings, Dandenong, came along and helped the group to prepare a wonderful meal of Pakistani food and explained the importance and place of the food in the Pakistani culture. The experience was one which we would have loved to share with many and all present had no doubt about the value for the world as a whole of welcoming all to the table, as it were, as opposed to seeing the stranger as the enemy.

The resignation of Leanne DiStefano after twenty years as Principal of Killester is another massive change for the school. Ms DiStefano had been an invaluable leader in the school during all those years. Among other things, under her leadership many wonderful building projects have taken place. These projects were undertaken first and foremost with the view to improving learning for all students and making the school a place in which students could be educationally very well prepared and empowered for their futures in a twenty-first century world. Ms DiStefano ensured also that staff were very well prepared over those years to teach students in a way which would enable and encourage them to fulfil their dreams for their futures. We wish her every happiness during the next chapter of her life and thank her greatly for all she has given to the school.

We welcome Ms Sally Buick who has been appointed Killester's new Principal. Ms Buick has shown energy, enthusiasm and inspired leadership. She has great appreciation of the school, its values and its aims, and is undoubtedly eager to continue to uphold the school's values and strengths and to continue with necessary improvements.

Mary McDonnell
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 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.
- Morning tea with Mt Hira College in the wake of the Christchurch terror attack
- 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

We are slightly less than twenty years into a new century and the phrase *twenty-second century learning* was used at a conference I attended in August this year. Immersed in constant rapid change, I found myself quite overwhelmed by the fact that educational thinkers are beginning to anticipate and contemplate the next century before we are even a quarter of the way into this one. Tony Ryan, a Futurist presenting at a different conference in September envisaged how rapid technological change might impact schools in the near future. He proposed three perspectives on predicting the future; it is impossible because it is impacted by chance; you can by using predictive analysis; you can by creating it right now.

We need a recalibration of how we present the future to young people. The future has started to become a threat. It should be seen as a promise of good things to come. For teachers and students in classes today this presents an enormous challenge. Does everything we have learned and understood until now about knowledge and skills equip us to see the future in a primarily positive light? Ryan says that we need a 'realistic optimism'. We already know that rapidly changing technologies disrupt how and what we do in all areas of life. But in the next five to ten years the predicted technology disrupters pertain enormously to how we learn. These include neuro-enhancers, wearable tech, 4D printing, human machine interfaces, wireless charging everywhere, drone surveillance, Nanobot nurses, cryptocurrencies, crowd learning, 360 degree video, space tourism. Is this scary or exciting?

What does this mean for Learning and Teaching? Are we teaching students to think like artists, authors, entrepreneurs, engineers, leaders, learners, scientists, problem solvers, creators, makers, mentors, world changers or TEST TAKERS?

We will need to prepare students to have sets of capabilities:

- Thinking and Entrepreneurship - they won't just be seeking work, they'll also be creating it
- Adaptive agility - the ability to deal with rapid, even chaotic rates of change
- Philanthropy and Empathy - most young successful people create solutions to problems that are helping others.
- Consider these inventions:
 - Be My Sight - a phone app that brings other people's eyes to blind and low-vision people
 - Phone Maps technology that doesn't only suggest the shortest, quickest route to somewhere but also the happiest route, the quietest route, the most beautiful route.
 - Robot Arms - 3 D printed, cheap and responds to your thinking not your muscles.
 - Umbrella Here - a light on top of an umbrella that indicates to passers-by that your umbrella can be shared in a downpour
 - Ocean Clean Up booms - giant floating barriers that use the ocean currents to collect 40% of all ocean garbage in the next ten years
 - Ink preserving fonts - Computer fonts that preserve the amount of ink required to print anything. Already saving millions of dollars in the USA

In 2020, the opportunity provided by a change in school leadership will invite everyone in the Killester community to Dream-a-School. Taking into account the fact that we can create the future we want, we will be asking our students, our parents, our staff and our students, what sort of education will be best for our current and future students? This will be enormously exciting and a little bit scary. I hope you are as enthusiastic as I am about participating.

None of this would be possible without the foundations laid and legacy left by our Principal of the past twenty years, Ms Leanne Di Stefano. I wish to acknowledge and thank her for leaving Killester in such a rich and fertile state for this next step to occur.

Stephen McPhail
Head of Teaching and Learning

STUDENT LEARNING OUTCOMES

Year 7

- Students above NMS in Reading increased +4% to 96%
- Students above NMS in Writing showed significant gain from 84% (2018) to 91%
- Proportion of students above NMS in Grammar & Punctuation grew from 88% (2018) to 93%
- Numeracy showed a 1% increase of students above NMS.

Year 9

- Proportion of students above NMS decreased in all domains except Numeracy.
- Greatest decrease in domain of Grammar & Punctuation from 91% above NMS (2018) to 85% above NMS (2019)
- Gains were made in Numeracy from 91% above NMS to 94% above NMS.
- 1% decrease in number of students above NMS in Writing.

Student Wellbeing

“Wellbeing” at Killester College involves nurturing a “Whole School Approach” Through our programs, we aim to focus on the development of our student’s social and emotional skills. 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. These skills focus on the development of the five core capabilities that educate hearts, inspire minds and help our students navigate the world more effectively.

Killester is proud of its commitment to a whole school approach and the benefits it can offer our students. 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.

Each staff member is to be thanked 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.

Staff at all year levels work tirelessly to be involved in a range of 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, sports 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 develops a student’s connectedness to school.

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
- Year 12 PAL Programme

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 excursions. 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.

A highlight of this year has been the opening of Brigid’s Well. This exciting new space is named after St Brigid, our Patron Saint. She had a determination to help the needy and to empower them through education. Brigid’s Well in Ireland is said to have healing powers and the running sound of water has a calming effect.

The Student Services Resource Centre - Brigid's Well, offers a space for students to:

- Find calm
- Reflect and meditate
- Learn how to self-care
- Seek guidance from the Student Services Team
- Access resources relating to Wellbeing and Pathways.

Students have access to Brigid's Well every lunchtime. A range of activities are on offer such as Yoga, Mindfulness/Meditation and Tai Chi. A Drop-In Centre is available to students every Wednesday after school, where students are able to connect with our Student Support Worker. Students can access information on a wide range of community services such as Headspace, Kids Help Line and Beyond Blue. Staff with expertise in the areas of Wellbeing, Career Pathways and Learning Diversity are available to provide students with guidance.

A major focus for Student Wellbeing this year was the review which is conducted every five years. Various key indicators that ensure our students receive the very best support for their wellbeing were examined. These indicators were: connecting learning and behaviour, family and community engagement, inclusive practices, intervention and support, safe positive school environment, social and emotional learning and whole school approaches. This is an intensive task that offers an opportunity for self-review and the development of future goals. The Leadership Team, Student Services Team and Student Development Leaders Team carefully reviewed our wellbeing practices and programs to set a path for future development and improvement.

We have had many opportunities to meet with parents, whether this be one-to-one or in settings such as Parent Information Evenings for each year level to begin the year, Community Conversations on issues such as internet use and social media and morning teas to open our school and offer hospitality to parents. We recognise and value the vital relationship we strive to nurture with our parents by connecting with them in a range of ways. We have aimed to respond proactively to issues that concern parents. This year our focus has been "Cyber Safety" Our parents were able to obtain expert advice and guidance from Susan McClean, a well-known and respected Cyber Safety expert.

This year we have introduced an exciting new resource for parents available via our school website - School TV. Today parents face a multitude of modern day challenges in raising happy, well and resilient young people. Whilst there is a great deal of information available, this can often be confusing and overwhelming for parents looking for guidance. SchoolTV addresses this as a new online resource designed to empower parents with credible and sound information with realistic, practical ongoing support strategies. Additionally, we continue to offer parents guidance through the "Parenting Ideas" newsletter articles on a wide range of issues such as anxiety, resilience and relationships.

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.

Luana Doko
Student Development Coordinator

STUDENT 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

Killester College promotes inclusivity and reflects a culture of hope, faith and belonging for students, staff, families and the broader community. Justice, equity and respect are actively demonstrated and evident in school policies and practices.

Killester College is committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe, and are able to actively participate in decisions that affect their lives.

This Child Safety Program is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the College community. The program deals specifically with child safety issues and is designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws.

Killester College operates policy development and review relating to child safety within the Complispace system. Complispace manages all policies and professional development training for staff in the specific areas listed below:

- Child Safe Policy
- Child Safety Program Definitions
- Child Protection Law and Regulation in Victoria
- Child Safe Code of Conduct
- Child Safety Responsibilities
- Staff and Student Professional Boundaries
- Creating and Maintaining a Safe Environment
- Participation and Empowerment of Children
- Procedures for Responding to and Reporting Allegations of Child Abuse
- Child Safety Risk Management

All staff are required to complete Complispace training modules yearly relating to Child Safety. Annual overview presentations occur yearly for all staff.

Parents are able to view all Child Safe Policies via the school website. Annual Parent Information Evening and Conversations Evenings are conducted for each year level to give parents input and knowledge of the learning environment

A Whole School Approach to Pastoral Care is embedded, linking Teaching, Learning, Wellbeing and Community Inclusion to ensure all students are safe in a school reflecting a culture of hope, faith and belonging. Care Teams (Junior and Senior) oversee student wellbeing and learning concerns. The Student Wellbeing Leader is the lead Child Safe Officer with the Year Level Coordinators forming the Child Safe Team. All members of the team have undergone additional professional development in this area.

Student Pastoral Care Programs cater for year level social and emotional development capabilities:

- Year 7: Transition to secondary school
- Year 8: Self-awareness and social awareness
- Year 9: Communication, collaboration and independence
- Year 10: Responsible decision making
- Year 11: Positive Wellbeing
- Year 12: Respectful relationships, personal beliefs and values

The presentation of Child Safe information and the reporting processes for students occurs yearly at each year level.

Leadership & Management

Middle Leadership were engaged in an interim review to assess progress and areas for future development. Invitation to provide input was invited by from all staff

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

Focus on the implementation and training of SEQTA commenced and is ongoing throughout 2019. Continued staff participation in a programme for literacy across the curriculum

Killester undertook the COSSI review with findings being implemented accordingly

All staff have completed the required training for Child Safety. The school continues to complete training in other policies as they are reviewed and all requirements are meet Staff professional development took place to meet the legislative requirements.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

A total of 4,170 hours of profession learning was undertaken by 107 staff in 2019. These included internal, external and online conferences, workshops and courses. The professional learning covered a wide variety of curriculum and wellbeing foci with some being subject specific and others relevant to the Whole school.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

107

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$543

Staff Professional Development Undertaken in 2019

Matthew Barry- High Performance Work Practices,
 Housekeeping and Policies,
 VCE Meeting,
 College Theme and Directions,
 Painting with John Lawry
 EdSmart Information Session,
 Viewing in VCE Languages-Managing a new macro skill,
 STAV VCE Biology Conference,
 VCAA SAT professional learning ART,
 ATOM PD: VCE Media Unit 3 ,
 Unit 1/3 Seminar (VCD),
 VCE School Leaders Briefings
 VCE Health & Human Dev Unit 1
 VCAA 2019 School-assessed Tasks professional learning sessions,
 SWL/SELLEN Portal
 21st Annual Psychology Teachers' Conference,
 CDES Annual Psychology Teachers Conference,
 Unit 3 History Examiners Report,
 ATOM PD: VCE Media Unit 1,
 Education Support for Students with low Vision,
 Webinar - Analysing Examination Results,Online
 VCAL Cluster Meeting
 Discovery peak physical education
 Kodaly Music
 Science and Religion,
 Southern Region Learning Diversity Secondary Network
 VILTA Conference,
 Southern Region NCCD Network Meeting,
 NAPLAN Online Refresher Training,
 How to Teach Students with ANXIETY to Build Confidence & Improve Achievement,
 Integrating Language and Content in Practice for EAL/D Learners
 Inducting the REL in Religious Leadership,Catholic
 VCE Italian - working with the new Study Design, Planning in Religious Education (Secondary)
 Sem.1,TBC - Host School
 Face to face - Analysing Your School's VCE Results,
 Inspiring Learners Building Minds,
 VATI Congress 2019,
 Dandenong Valley Career Education Association (DVCEA
 Mental Health First Aid,
 Staff Meeting, Killester College

Staff Professional Learning Teams, Theatre
 2019 Unit 2 & 4 seminar, Darebin Arts Centre
 SEQTA Roadshow, TBA
 Teaching Texts in 2018, Mulgrave
 EdSmart training, Killester College
 ATOM PD: The VCE Media SAT,
 Training for Newly Appointed Chief Supervisors/VCE Leaders,
 PLT meeting,
 Teaching for critical thinking - enhancing deep and meaningful learning,
 NCCD briefing,
 ATOM PD: VCE Media Units 2 and 4,
 Contemporary Photography: Michael Cook, MUMA and Ten Cubed
 Photoshop an Introduction
 VCE Accounting planning and delivering Units 2 and 4, Online
 4th Annual Teaching 21C Conference - New Evidence for Learning,
 2019 NCCD Full Day Briefing (South/East)
 CEOM - 2019 NCCD Full Day Briefing (South/East), Sandown Racecourse
 ACU Advisory Conference 2019
 SEQTA PD - My EdOnline
 Monash University Careers Practitioners Seminar,
 Get the look - Fashion Lighting with Jason Lau,
 VCE Teacher Exam Sessions,
 Professional Practice Day, Teacher's home
 Bayside Disability Education and Employment Network Meeting, 2 Berend Street Hampton
 Easy
 STAFF MEETING - final Principal address "Why Teach",
 Dandenong Valley Career Education Association (DVCEA), VFA Learning
 Design Thinking Seminar, Killester
 NIDA Creative Ambassadors Initiative, NIDA,
 International Conference on Comparative Theology,
 Planning in Religious Education (Secondary) Sem.2,
 Communities and Trauma: Supporting
 Teaching Civics and Citizenship- Improving Civics Literacy,
 VCE Examination Conduct & Administration Briefing - Chief Supervisors & School
 Personnel, Webinar:
 Making Sense of Your Senses Part A,
 Language Perfect: Mentone Cluster PD Event,
 Curiosity Works - Leading and Teaching with Curiosity in Mind.
 ACEL Workshop Curiosity Priming Our Brains for Learning,
 The Pentateuch: Stories about beginnings, Part 1 (Parts 1 to 3 form one logical unit),
 CECV Pathways and Transition Annual Seminar,
 Biennial Principals and Faith Leaders Retreat,
 Technology Learning Leaders,

Alumni Seminar Melbourne
 SEQTA Analyse Training,
 Implementing Collaborative Pedagogy,
 Killester College
 The Catholic Dialogue School today,
 Essentially Ellington Music Director Workshop,
 Susan MacLean Cyber Safety
 VCE Health and human development Exam preparation,
 Be You School Refusal Insights and Strategies,
 Staff Meeting,
 Seven Steps Writing workshop,
 Southern Metropolitan VCAL Cluster Group
 Advancing STEM education
 ABLES:Abilities Based Learning and Education Support
 Literacy Project,
 Mental health and Wellbeing of young People
 The Catholic Dialogue school today
 Wellbeing of Young People,
 Supporting recently arrived EAL students in a mainstream school,
 VCSSDPA Conference,
 TAE40116 Certificate Iv in Training and Assessment,
 STEM in Libraries,Online
 IT Network Administrators Forum,
 Stage 2 QA Assurance Meeting,
 Individual and Small Group Teaching of Students with Learning Difficulties
 Teacher Exam Preparation,Online
 Careers of the Future,
 Christian Meditation with Children and Young People: A Lifelong Gift,
 Staff Meeting ,
 Open Parachute - Emotional Well-being Teacher Training,
 PAX Australia
 Tools of Engagement,
 Staff Meeting,
 Southern/eastern Regions Secondary NCCD Network
 Positive leadership,
 IEU rep training,
 NAPLAN Online report training,
 MONOTYPE AND THE FIGURE,
 VCAL Numeracy Unit 2 ,
 Data Driven Evidence Based Teaching in Schools,
 The new VCE Study Design for Italian-looking back and looking forward,
 Rising above the Mental Health Issues of our Youth,
 Staff Meeting,

The Learning Progression in Religious Education,
 Preparing & Developing SACs for Unit 1 & 2 VCE Indonesian as a Second Language,
 Kildare Ministries Educating for Justice Meeting,
 VCAA Assessment Training meeting,
 Southern Metropolitan VCAL Cluster Group,
 Southern Metropolitan VCAL Cluster Group Meeting,
 EAL Project Symposium,
 VCAL Cluster Meeting,
 International Sourcing Expo,
 How to teach students to compare I am Malala and Pride,
 Visible Learning for Mathematics,
 Staff Meeting,
 LawSense Law for Student Counsellors,
 YARC Secondary Administrators
 A developmental approach to working with young people in out of home care,
 VCE Units 1 and 2 Applied Computing,
 Sharing stories of success: a research focus group for teachers -
 Digital Technology Learning Leaders Network
 Labcon2019
 Child Safe professional development,
 Walking the Land with Catholic Social Teaching,
 The best strategies and resources for teaching VCE English,
 VisCon 2019
 AATE Conference
 Morrisby Training
 EMBA Orientation
 22nd Annual Primary and Secondary teachers' mathematics conference,
 2019 Drama Victoria State Conference
 TAE40116 Certificate IV in Training and Assessment
 STAFF PD PRINCIPLES OF LIVING JUSTICE,
 Vetis meeting,

TEACHER SATISFACTION

Nearing the end of Term 1, each year an informal staff interview is held 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 indicate that the morale of the staff across the board is positive.

At the end of 2019, 3 staff retired, 2 staff members resigned to take up positions at other schools, 3 staff members are on extended leave and we experienced the greatest loss as 1 staff member passed away. Our teaching staff retention was 90.5% with overall staff attendance rate of 85.7%

College Community

This year the Kildare Ministries value of “Hospitality” has been a focus for Killester. Pope Francis has, this year, spoken of his hope that this would be a time

“to open the door of your heart to the Lord and his word, to make visible and grow a culture of encounter, welcoming each other with respect for your differences.”

Harmony Day is the calendar event that is always the visible sign of welcoming others, as are the daily interactions we see on a daily basis. However, a video this year, that was the work of Darren Patching in the media section of the library, showcased students talking about tangible ways to welcome others and was a fabulous example of Killester girls speaking from the heart. The video can be seen on the College’s website.

Pope Francis invited us “...to make a place for the Lord in your life and discover that, through friendship with Jesus, it is possible to live a generous hospitality, to learn to be enriched by the differences of others and to increase your own talents to become builders of bridges between churches, religions and peoples.”

Killester students have been involved in the “Building Bridges” program, working collaboratively with students from other schools and other faith traditions. There have been many other excursions in 2019 that have also involved visiting other faith communities – places of worship and schools. Our awareness at Killester of the many faith traditions within our own community establishes as a school that is a ‘builder of bridges’ to and for many.

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, with particular thanks to the Trajer (Petrina, Admin) and Naik (Anushka, Year 10) families.

He urged us to listen, to listen to guests. With listening, a guest is welcomed as “a person, with his/her history... so that he/she might feel truly that he/she is among family.”

The student leaders have been involved with the Alumni reunions this year. They welcomed the ‘old girls’ and showed them around the school and talked about life for them at Killester. They listened to the many stories of Killester in years past and showed the true definition of hospitality by welcoming and listening to others. College tour guides continued this year to be excellent representatives, showcasing our Kildare Ministry values and welcoming all. We continue to strive to keep all past and present students and their families, staff and extended community a genuine part of our community.

The Killester Involvement Committee (KIC) has been working for the advantage of all – especially for their daughters. The Easter Raffle was a huge success again, with the funds raised supporting our 2019 charities. The fundraising for the Energy Breakthrough teams, including an all-day BBQ for the Federal Election, the hugely successful Winter Concert fundraiser in conjunction with Mr Bill Tucker and Ms Lucy Collins and the Hospitality girls, has been hugely appreciated. 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.

He said hospitality should be seen especially in young people's efforts to reach out to "those who are kept at a distance, rejected or excluded, small and poor."

Killester College shows clear and tangible evidence of its efforts to work for justice for all by showing the true working definition of hospitality. 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.

He asked that young people "welcome and support your older brothers and sisters ... use your talents, your energy and your strength to improve the world and to ensure that every person can find his or her place in the great human family."

Also this year, the advantages of SEQTA have been consolidated as a valuable platform for teachers and students; incorporating student welfare, curriculum and reporting. The wider possibilities for students, parents and reporting are nearing completion. This has been an enormous undertaking by a team of very committed staff. The i-Newsletter has also meant current, informative and electronic articles, images and videos can now be accessed by our community.

Loretto Canon
School Organisation and Community Development

PARENT SATISFACTION

Parents have strongly indicated through CEMISIS data that they are very satisfied with the social and learning climate of the school and that they believe there are few barriers to engagement for them. 74% of respondents believed their daughters were physically and psychologically safe whilst at school. There was a very strong indication that parents would recommend Killester to others, with 85% believing the school is a good fit for their daughters, as it meets their learning needs, sense of belonging and interests.

The progression of SEQTA to allow parents to access ongoing reporting and homework tasks has been widely lauded. Staff now have access to even more data with regards to welfare needs, assessment, subject's progression and subject teacher comments as all are on one platform.

The introduction of EdSmart (for excursions / event permissions) and the iNewsletter for electronic contact with parents has also seen many favourable and appreciative comments being forward anecdotally and via email and phone messages.

Parent evenings for each year level continue to be well attended, as do the many Performing Arts evenings, Visual Arts events, Community Conversations, Liturgies, assemblies and days of celebration. Parent/Teacher/Student Learning Conversations have seen continued high numbers of engagement, with translators available for all who require assistance.

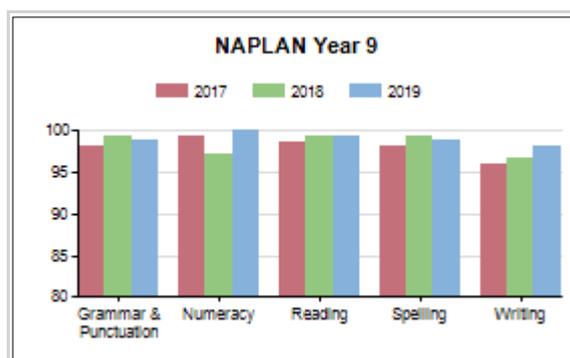
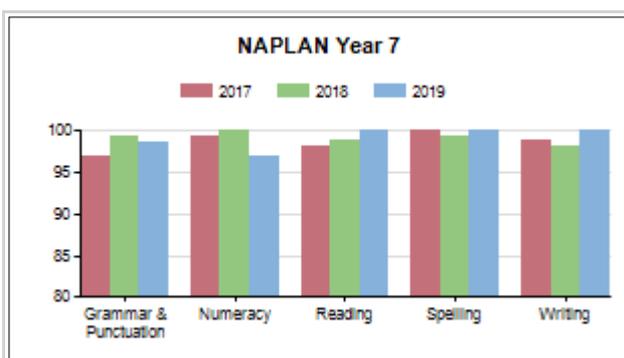
Loreto Cannon
 School Organisation and Community Development

School Performance Data Summary

Killester College, Springvale

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	97.0	99.4	2.4	98.7	-0.7
YR 07 Numeracy	99.4	100.0	0.6	96.9	-3.1
YR 07 Reading	98.2	98.8	0.6	100.0	1.2
YR 07 Spelling	100.0	99.4	-0.6	100.0	0.6
YR 07 Writing	98.8	98.2	-0.6	100.0	1.8
YR 09 Grammar & Punctuation	98.0	99.3	1.3	98.8	-0.5
YR 09 Numeracy	99.3	97.2	-2.1	100.0	2.8
YR 09 Reading	98.6	99.3	0.7	99.4	0.1
YR 09 Spelling	98.0	99.3	1.3	98.8	-0.5
YR 09 Writing	96.0	96.6	0.6	98.2	1.6



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	96.6%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Year Level	%
Y07	95.5
Y08	94.7
Y09	94.6
Y10	94.6

Overall average attendance	94.8
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.7%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	90.5%
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TEACHER QUALIFICATIONS

Doctorate	1.3%
Masters	19.0%
Graduate	46.8%
Graduate Certificate	12.7%
Bachelor Degree	91.1%
Advanced Diploma	19.0%
No Qualifications Listed	3.8%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	100
Teaching Staff (FTE)	88.6
Non-Teaching Staff (Headcount)	38
Non-Teaching Staff (FTE)	35.3
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	591.1
Year 9 Numeracy	596.8
Year 9 Reading	593.5
Year 9 Spelling	621.0
Year 9 Writing	597.5

SENIOR SECONDARY OUTCOMES

VCE Median Score	31
VCE Completion Rate	100%

VCAL Completion Rate	100%
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POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	67.0%
TAFE / VET	21.0%
Apprenticeship / Traineeship	3.0%
Deferred	6.0%
Employment	4.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%