2025

Annual Report to the School Community

Killester College

433 Springvale Road, SPRINGVALE 3171
Principal: Antonella Rosati
Web: www.killester.vic.edu.au
Registration: 1547, E Number: E1191

Principal's Attestation

I, Antonella Rosati, attest that Killester College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2026

About this report

Killester College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the My School website.

Vision and Mission

As a member of Kildare Education Ministries, we value:

- *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

Mission Statement

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 students of Strength and Kindliness who have courage and are generous of heart.

Vision Statement

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.

College Overview

Killester College was established in 1955 by the Brigidine Sisters who recognised the need for a Catholic Girls School in the area. Originally staffed by the Order, the Sisters set about ensuring the vision of Daniel Delany and the mission of the patron saint, St Brigid, was firmly embedded in the College operations. In 2014 the Sisters passed governance of the College to Kildare Education Ministries and whose continued focus is ensuring the values of compassion, justice, hope, wonder, hospitality and courage are at the heart of all we do. We believe we are called to 'learn with wonder, lead with courage and live with compassion'.

Over the decades the College has grown to its current enrolment of approximately 1020 students from Years 7 to 12 and a staff of 150. The curriculum has been thoughtfully developed to ensure our students are given every opportunity to build a strong foundation for success in their chosen pathways beyond the College. We are committed to encouraging students to ask “why” and “how,” empowering them to become voices for compassion, peace, and positive change in an ever-changing world. We take great pride in our rich multicultural and multifaith community, which fosters inclusion and provides meaningful opportunities for all students to thrive and succeed.

Strategic Intent for the years 2021 - 2027

We seek to renew and strengthen our culture, empowering and engaging our entire school community. Together, we will foster shared ownership and accountability for a just, contemporary, and innovative education that enables every learner to flourish fully.

We aim to re-energise our culture to empower and engage our whole school community. We will all strive for shared ownership and accountability of a just, contemporary and innovative education that supports the full flourishing of all learners.

2025 Annual Action Plan key priorities

Priority 1: Whole School Approach to Learning, Teaching and Wellbeing

Priority 2: Distributive Leadership

Priority 3: Student Agency and Empowerment

Priority 4: Increase Family Engagement and Community Connections

Principal's Report

2025 saw the College consciously and prayerfully bring the theme of Hospitality to life. Throughout the year, our students, staff and the wider Killester community embraced this theme as a guiding principle in both word and action. Through prayer, reflection and liturgical experiences, we explored the deep messages of hospitality found within our Gospel tradition, calling us to welcome the stranger, care for the vulnerable and recognise Christ in one another.

Our students gave powerful witness to this theme through their active engagement in social justice initiatives, supporting those in need within both our local community and beyond. Hospitality was also evident in the everyday moments - in the kindness shown between peers, the respect extended to all members of our community, and the care taken for our shared environment. In a world that can often feel uncertain and divided, the young people of Killester consistently inspire us with their openness, generosity and hope-filled spirit. Through their actions, they remind us of the enduring promise of God’s love and the hopeful future that lies ahead when hospitality remains at the centre of who we are.

In our classrooms, 2025 was a highly productive and rewarding year, with staff and students continuing to embed and strengthen our Learning and Teaching Framework. A key focus was on enhancing student engagement, with deliberate efforts made to work collaboratively with students to understand how they learn best and to support greater agency and voice within their learning. These approaches continue to yield strong outcomes, with our NAPLAN results remaining exceptionally high - a testament to the dedication, professionalism and commitment of both staff and students.

Our VCE data has also shown consistent improvement in some subject areas, reflecting our ongoing commitment to providing young people at Killester College with both breadth and depth in learning opportunities. By offering a wide range of subject choices and pathways, we seek to empower students to make informed decisions about their futures beyond school, ensuring they are well prepared for further study, training or employment.

The College School Improvement Plan remained the cornerstone for strategic decision-making throughout 2025. Our four key priorities: a whole-school approach to Learning, Teaching and Wellbeing; the continued development of Distributive Leadership; Student Agency and Empowerment; and increasing Family Engagement and Community Connections were central areas of focus. Within each priority, clear actions and goals were established and successfully achieved, supporting sustained growth and continuous improvement across all aspects of College life.

Ms Sally Buick was farewelled as Principal of Killester College at the end of Semester Two. Our community expressed deep gratitude as we acknowledged and celebrated Ms Buick’s

many achievements and her unwavering commitment to the stewardship and growth of the College over the past six years. Her leadership has made a significant and lasting contribution to Killester, and her dedication to students, staff and families was warmly recognised.

In Term Three, I commenced my tenure as Principal of Killester College. In keeping with our theme of Hospitality, I was welcomed warmly into this faith-filled community and am deeply committed to serving it with integrity and care. Inspired by the legacy of St Brigid and Nano Nagle, I seek to live and lead in accordance with the Kildare values. It is my vision to continue to build a vibrant learning community where all are welcomed and valued, where every member can experience success, and where our students recognse education as a powerful means of shaping and steering their own path into the future.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals and Outcomes

As a Kildare Education Ministries school in the Brigidine Tradition, Killester College is committed to nurturing a vibrant Catholic identity and mission. Grounded in our 2025 theme of Hospitality: Open Minds, Open Hearts, Open Hands, we strive to be a welcoming, inclusive and faith-filled community where all are valued and known.

Our Goals are to:

- Foster a safe, inclusive and respectful environment that promotes the dignity and wellbeing of every student.
- Honour and embed a deep respect for the history, culture, diversity and contribution of all First Nations peoples.
- Strengthen a lived Catholic identity grounded in the Gospel and the Brigidine values of compassion, justice, courage, hospitality, wonder and hope.
- Encourage open minds through learning with wonder, open hearts through compassion and empathy, and open hands through action and service.
- Embed the vision of Kildare Education Ministries through the Living Justice, Living Peace Charter and the JustPIE Framework in all aspects of school life.

Our Outcomes are that students will:

- Experience a strong sense of belonging in a community shaped by hospitality, inclusion and respect.
- Demonstrate openness to others, embracing diversity with understanding and empathy.
  Act with compassion and justice, responding to the needs of others through service and advocacy.
- Grow spiritually, emotionally, socially and intellectually as people of faith and integrity.
- Live out Gospel values in their daily lives, contributing to a more just and hope-filled world.

As a Kildare Education Ministries school in the Brigidine Tradition, Killester College seeks to embody a living Catholic identity through the lens of hospitality—forming a community where openness, inclusion and dignity shape all relationships. Our 2025 Annual Action Plan reflects this commitment through the following goals:

Intended Outcomes

Developing Leadership Capacity (Open Minds)

Intended Outcomes:

- Both staff and students are provided with meaningful and diverse leadership opportunities that challenge and extend their growth.
- Students develop leadership skills through active participation in faith life, social justice initiatives, co-curricular activities, and decision-making processes within the College
- .Leadership across the College reflects the values of the Brigidine tradition, fostering reflective, faith-filled, and justice-oriented action.
- Students are empowered to be leaders of justice and compassion, taking responsibility for contributing to a positive school culture and the wider community.
- Staff mentor and accompany students in leadership, building a strong culture of student agency, voice, and co-responsibility for the mission of the College.

Empowering Student Voice (Open Hearts)

Intended Outcomes:

- Students actively participate in shaping the faith life and decision-making processes of the College through authentic and meaningful opportunities.
- Students feel heard, valued, and respected, with their perspectives influencing school initiatives and community practices.
- A strong sense of belonging and agency is fostered, where students confidently express their ideas and take responsibility for their actions.
- The College environment reflects inclusivity, honouring diverse cultures, identities, and faith traditions.
- Students develop the skills and dispositions to be compassionate, respectful, and engaged contributors to both the College and the wider community.

Strengthening Family Engagement and Community Connections (Open Hands)

Intended Outcomes:

- Families are actively engaged in the life of the College through inclusive, welcoming, and meaningful opportunities for participation.
- Strong partnerships are established and sustained with local community organisations, cultural groups, and faith-based networks.
- Increased opportunities are created for alumni to reconnect and contribute to the mission and life of the College.
- The College fosters a sense of community where relationships are built on trust, respect, and shared values.

- Students and staff actively engage with the wider community in ways that promote justice, service, and solidarity, particularly within the Springvale context.

Achievements

In 2025 the Faith and Mission Team along with the RE Faculty led the implementation of a number of initiatives within these following categories:

Curriculum Development

- Trial of the new Year 8 RE Curriculum from the Archdiocese of Melbourne
- Developed a new Year 12 unit for RE called ‘My rights, My life’ focusing on issues related to Human Rights, Women Rights and Child Marriage

Faith Formation

- Introduction of the 2025 theme Hospitality: Open Minds, Open Hearts, Open Hands for students and staff
- Delivery of 5 Headstart student formation lessons based on the See, Judge, Act model Student creative reflection task: “All are Welcome, All Belong” (2025) to promote inclusion and belonging
- Staff formation sessions exploring “To Invite, To Welcome, To Serve” grounded in Scripture (Genesis 18; Luke 14)
- Engagement with community through guest speaker (Dandenong Soup Van) leading to practical service initiatives (staff roster and outreach)
- Whole Day Staff Faith Formation (April 2025): “In Silence, In Words, In Action—we pray”
    - Keynote input on prayer (Moses and the Burning Bush)
    - Community prayer and music experience
    - Creative spiritual practices (pray and paint with Brigid and Nano)
- Implementation of termly staff faith formation sessions (Mission Team led, 30–40 minutes)
- Formation focus areas included:
    - Biblical Hospitality
    - The Hospitality of God and Justice
    - Eucharistic Hospitality
      Hospitality within the Brigidine Charism
- Strengthened culture of prayer, reflection, service, and action across the College community
- Disseminated online opportunities for staff to engage in PL for accreditation

Community Service at Kilester College

- Strengthened existing community service programs and initiated new projects such as establishing a working connection with the Australian Vietnamese Women's Association in running a Tutoring program that involves Year 10 students as tutors for their primary students based at the school.
- Year 7-12 Community Service program continues in the following areas:
    - Year 7 - Saltbush
    - Year 8 Ames Community Garden
    - Year 9 - Springvale library intergenerational program
    - Continued - Year 10 with Wellsprings
    - Continued -Year 11 Vinnies Springvale
    - Continued - Year 12 Primary school community engagement
- Introduced a Staff Outreach Day where all staff went to a Community Service Placement or their choice that included:
    - Wellsprings for Women
    - Vinnies Soup Van
    - Vinnies Op shops
    - Primary school visits
    - Saltbush working bee

Participation in the liturgical and prayer life of the school

- Increased student and staff participation in liturgies, Masses, and prayer services, fostering more inclusive, engaging, and prayerful whole-school celebrations
- Celebration of key liturgical seasons and feast days, including the Month of Mary and Mother's Day Remembrance, Ash Wednesday and Lent, Catholic Education Week, Pentecost, Social Justice focus days with prayer and reflection such as Reconciliation Week and Refugee Week, Homelessness week and Seasons of Creation providing opportunities for reflection, gratitude, and community connection.
- Development of creative and reflective prayer experiences that invite active participation and deepen spiritual engagement across the College
- Integration of interfaith perspectives, enriching the liturgical life of the school and promoting respect for diverse cultures and religious traditions
- Student and staff participation in the Australian Catholic Youth Festival, including:
    - Engagement in festival liturgies, Masses, and large-scale prayer gatherings
    - Participation in faith-based workshops, discussions, and contemporary expressions of Catholic identity
    - Opportunities to experience the broader Church community through shared worship and dialogue
    - Implementation of pre- and post-festival formation and reflection sessions, enabling students to prepare for, and meaningfully reflect on, their ACYF experience and its impact on their faith and leadership

- Attendance at major diocesan celebrations, including Mass at St Patrick's Cathedral, Pilgrims of Hope Seminar Day strengthening connection to the wider Church

Professional Development in First Nations Spirituality and Justice

- Attend all KEM First Nations network meeting
- Promoted Reconciliation Week activities and NAIDOC Week focus
- Attended the KEM First nations camp in Queensland with students and staff
- Student attendance at Reconciliation Week services

Development of Retreats and Reflection Days

- Continuation of Year 11 and 12 Retreat with themes including: Year 11 - Mind, Body, Soul and at Year 12 -Cultivating a life of purpose
- Introduced Reflections Day for Year 9 with Gen Bryant
- Year 8 Reflection Day with a First nations focus

Student Engagement and Representation

- Enabled strong student participation in Archdiocesan faith events, including:
    - St Patrick's Day Mass at St Patrick's Cathedral
    - Pilgrims of Hope Day at St Bede's College
    - Australian Catholic Youth Festival
- Active participation in Kildare Education Ministries (KEM) student formation opportunities, ensuring alignment with the Living Justice, Living Peace (LJLP) Charter and ongoing faith development
- Established a student-led Sustainability Group, promoting environmental justice, stewardship, and action aligned with Healing Creation
- Strengthened student leadership in faith and mission, including involvement in:
    - Liturgies, assemblies, and prayer experiences
    - Social justice initiatives (Caritas Project Compassion, Vinnies Winter Appeal)
    - College-wide events reflecting Catholic identity and mission
- Student involvement in community outreach and service, including partnerships with local organisations such as St Vincent de Paul, Saltbush, Wellsprings and primary school engagements
- Opportunities for students to act as faith ambassadors, representing the College in external forums and Church-based events
- Development of student voice and agency through participation in decision-making, planning of events, and leadership of initiatives
- Engagement in justice-focused programs and advocacy, including refugee awareness (Brigidine Asylum Seeker Project connections) and sustainability initiatives

Justice and Social Justice Initiatives

- Established dedicated weeks of focus for justice themes, including International Women's Day, Laudato Sì Week, Reconciliation Week, Refugee Week, Homelessness Week, Vinnies Winter Appeal and winter sleepout and BASPs Christmas Hampers
- Faith in Action Day for all staff was organised with staff attending various community service projects around the city of Melbourne
- Participated in Project Compassion, St Vinnies winter sleepout, St Vinnies winter and Christmas appeals, Seasons of creation

Value Added

- Mission Team members roles established
- Social Justice Team with staff facilitators
- Net Zero Sustainability leaders
- Interfaith Dialogue workshops for students of all faiths
- Professional Development for staff and students on the 2025 theme of HOSPITALITY.
- Increased attendance to online PL opportunities for staff through dissemination of online courses.
- Faith Acknowledgements and cultural languages at our liturgies
- Establishing a week of activities for Laudato Si Week, Reconciliation Week and Homelessness Week that engaged both students and staff through prayer, awareness raising and advocacy and action
- Community Service PROGRAM at the various levels
    - Year 7 - Saltbush
    - Year 8 Ames Community Garden
    - Year 9 - Springvale library intergenerational program
    - Continued - Year 10 with Wellsprings
    - Continued -Year 11 Vinnies Springvale
    - Continued - Year 12 Primary school community engagement
- Opened up the Winter Sleepout to the whole school - 78 student participants and 10 teachers
- Introduced a Year 8 retreat based on the practice on Didirri
- VCE Unit 1 Religion and Identity at Year 10 and Unit 2 Ethics at Year 11
  PL for RE
- Maintained staff and student representation to all KEM formation sessions.
- Increased participation to Faith and Mission events:
    - St Pat’s Day Mass
    - Walk for Refugees
    - Reconciliation Week event at Springvale library
    - Vinnies Conference

    - CARITAS Project Compassion Launch
    - KEM Student seminars
- International Women’s Day Assembly
- ‘Brigid’s Blessings’ op shop workshops to recycle clothes.

Learning and Teaching

Goals & Intended Outcomes

The following were identified with all staff and students as the Annual Action Plan (AAP) priorities derived from our School Improvement Plan. These priorities focus on aligning our professional practice with our core values and the specific needs of our learners, and represent our commitment to pedagogical excellence and our mission to provide a transformative education for every student.

Goal 1: Staff at the College will create a Killester Framework, informed by consultation and collaboration with all key stakeholders.

- **Intended Outcome:** Staff will understand and implement the Learning and Teaching Framework, with a specific focus on the JUST pillar, ensuring our pedagogical approach is rooted in our commitment to justice and equity.

Goal 2: Teaching staff will improve capacity for evidence-based teaching strategies.

- **Intended Outcome:** Staff will become adept at using data to know how students learn and to ensure student outcomes improve, moving from anecdotal observation to evidence-informed instruction.

Goal 3: The College will embed a whole-school approach to Positive Education.

- **Intended Outcome:** Staff will focus on developing positive relationships with students that serve to deepen knowledge of student context and how they learn, recognizing that wellbeing and connection are the foundations of academic success.

Achievements

Strengthening Academic Rigour and Examination Readiness

A significant focus for 2025 was the implementation of a scaffolded approach to examination performance, directly addressing the gap identified in 2024 between school-based assessment and VCE outcomes. At the Junior level, the College introduced Year 8 and Year 9 examinations, an initiative led by Junior Strategy Leader. This provided students with early, low-stakes opportunities to develop essential exam-room habits and academic resilience. The initiative was highly successful, with students embracing the opportunity to improve their performance under formal conditions and build confidence in their recall abilities.

Building upon this foundation, Senior Strategy Leader developed and launched the "Exam Ready Program" at Year 11. This program was designed to move beyond basic study habits and instead cultivate sophisticated, habitual revision techniques tailored for the VCE. By focusing on high-leverage strategies such as retrieval practice and timed application, the program ensures that our senior students are equipped with the psychological and practical stamina required for VCE success.

Targeted Faculty Improvement and Data Cycles

To ensure our school-wide priorities translated into classroom impact, Learning Area Leaders spearheaded a disciplined "strategy-to-action" cycle throughout Semester 1. Each faculty selected a specific goal from four key whole-school priorities: Assessment Calibration, Exam Skill Development, Consistency Across Year Levels, or High Achiever Support.

Working in teams, faculties developed bespoke strategies to meet these goals, which were then rigorously tested against available data sets. During Term 2, this process involved critical reflection, with teams meeting to analyse:

- Whether specific goals were being met and if the current strategies were effective.
- Necessary adjustments to timelines or pedagogical approaches based on student evidence.
- The identification of "high-impact" steps to pivot and refine their work for Semester 2.

This collaborative, data-driven approach has empowered faculties to be more agile and responsive to student needs, ensuring that "what works" is identified and scaled across the College.

Maximizing Technology for Learning Transparency

To ensure that student growth and achievement are clearly communicated to our community, our Informed & Purposeful Leader led a significant refinement of our reporting processes. By maximizing the capabilities of our Learning Management System (SIMON), the College has streamlined how learning data is shared. This enhancement allows for more timely and accessible reporting, providing families with a clearer window into student progress and ensuring that feedback is purposeful, transparent, and actionable for both students and parents.

Embedding the Killester Learning and Teaching Framework

Following the collaborative design phase of 2024, the Learning & Pedagogy Advancement Team led the transition to active classroom implementation of the Killester Framework. A central pillar of this year's professional development was the "JUST" focus. This work has ensured that our core values are explicitly documented in our curriculum and visible in our daily pedagogical choices. Facilitated by our Strategy and Learning Leaders, this consistent framework now provides a common language for feedback and assessment across all learning areas.

Curriculum

In 2025, the College successfully launched its reimagined Year 10 Curriculum Structure, a transition that has significantly enhanced student agency and engagement. Moving from a traditional core-heavy model to a more flexible elective-based program, students were empowered to design a learning pathway tailored to their interests and future aspirations. This has seen high levels of engagement across the Sciences and Humanities electives, alongside continued strong participation in the Languages, Arts, and Technologies. By providing this breadth of choice, the College has fostered a more personalised learning environment that better prepares students for the specialized demands of their VCE years.

Parallel to this structural shift, 2025 marked the inaugural year of the Year 10 Applied Learning Option. Developed by the VET/VCE VM Leader, this program was successfully trialled to support students whose learning needs and engagement styles are best met through practical, hands-on contexts. This pathway has proven vital in bridging the transition from the junior school into the VCE Vocational Major, providing a rigorous yet accessible alternative that keeps all senior secondary pathways open.

Strategic Review of the Wonder Program

Recognizing that the educational landscape and student needs have shifted since 2022, the College undertook a comprehensive formal review of the Wonder Program in 2025. The purpose of this review was to determine whether the program's initial goals were still being met and to identify how student requirements have evolved over the past three years.

This evaluation was deeply collaborative, drawing on extensive feedback from staff, students, and families. The insights gathered through this consultation process have been invaluable and will directly shape the redevelopment of the Wonder Program for 2026. This ensures that our flagship programs remain contemporary, impactful, and aligned with the current needs of our students at Years 7-9.

Student Learning Outcomes

For Year 9 Numeracy, our median was 591 and our mean was 588. 80.10% of the cohort achieved At or Above Standard (Strong 74.50% and 5.60% Exceeding). For Year 9 Reading, our median was 598 and our mean was 598. 84.90% of the cohort achieved At or Above Standard (Strong 58.80% and 26.10% Exceeding). For Year 9 Writing, our median was 634 and our mean was 627. 87.40% of the cohort achieved At or Above Standard (Strong 42.20% and 42.20% Exceeding). For Year 9 Spelling, our median was 596 and our mean was 596. 87.80% of the cohort achieved At or Above Standard (Strong 59.80% and 28% Exceeding). For Year 9 Grammar and Punctuation, our median was 596 and our mean was 593. 71.30% of the cohort achieved At or Above Standard (Strong 51.80% and 19.50% Exceeding).

In Year 7 Numeracy, our median was 551 and our mean was 557. 76.90% of the cohort achieved At or Above Standard (Strong 61% and 15.90% Exceeding). In Year 7 Reading, our median was 547 and our mean was 562. 81.30% of the cohort achieved At or Above Standard (Strong 51.80% and 29.50% Exceeding). In Year 9 Writing, our mean was 599 and our mean was 589. 83.70% of the cohort achieved At or Above Standard (Strong 47% and Exceeding 36.70%). In Spelling, our median was 571 and our mean was 565. 83.60% of the cohort achieved At or Above Standard (Strong 51.50% and 32.10% Exceeding). In Grammar and Punctuation, our media was 547 and our mean was 562. 75.70% of the cohort achieved At or Above Standard (Strong 54.50% and 21.20% Exceeding).

Based on the above statistics, in Year 9, our greatest strengths are Writing and Spelling, and we are continuing to develop in the areas of Grammar and Punctuation. In Year 7, our greatest strengths are also Writing and Spelling, with Grammar and Punctuation and Numeracy being areas for further growth. The results in these two year levels indicate the Grammar and Punctuation need to be a whole-school focus. This data has informed the approach being led by the Learning Area Leader of English, to trial an explicit teaching program, which embeds the learning of grammar and punctuation rules into every lesson in junior English classes.

Post School Destinations (non-primary) Value added

Of the 154 Year 12s enrolled in 2025, 83% of students received an ATAR, indicating the preference for a university pathway. 143 (93%) students in total submitted an application for a tertiary course through VTAC, and received offers across 13 providers (see below), with Monash University remaining the post-school destination of choice for Killester students.

Destination	
Torrens University	1 student
Deakin College	1 student
Federation University	1 student
Box Hill Institute	1 student
Victoria University	3 students
University of Melbourne	6 students
Australian Catholic University	6 students
Latrobe College/University	8 students
Swinburne University	7 students
Deakin University	24 students
RMIT	35 students
Monash University	50 students

Students selected post-school studies across a wider variety of areas with courses in the Arts, Business & Commerce and Science remaining the most preferred.
Post-school destinations for students who did not complete a traditional, scored VCE, but completed either the VCE Vocational Major, the Victorian Pathways Certificate (VPC) or an unscored VCE were as follows:

- Certificate II Automotive Vocational Preparation - Apprentice Motor Mechanic Chisholm
- Complete 3rd year of Certificate III Early Childcare - Bachelor Early Childcare
- ATO School Leaver Program or VACCA with Bank through the traineeship program - Application is in - ATO sent reference form. completed 21/10
- Diploma of Nursing/Diploma of Early Childhood Education and Care - Chisholm
- Certificate IV Real Estate- Real Estate Box Hill institute
- Certificate IV Real Estate - Real Estate Box Hill Institute
- Full-time work - Cookery
- Certificate IV Real Estate - Real Estate Box Hill Institute
- Diploma Nursing - Dermal Therapy Elly Lucas
- Certificate IV Accounting & Bookkeeping - Chisholm
- Certificate III Pathology Collection - Holmesglen

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	**Year level**	**Mean Scale score**	**Proficient**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 7	561	76%	560	77%
	Year 9	593	71%	591	71%
Numeracy	Year 7	557	77%	556	77%
	Year 9	588	80%	585	78%
Reading	Year 7	564	81%	562	84%
	Year 9	598	85%	594	83%
Spelling	Year 7	565	84%	565	84%
	Year 9	596	88%	593	87%
Writing	Year 7	589	84%	587	87%
	Year 9	627	87%	620	83%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	29
VCE Completion Rate	98.80%
VCE VM Completion Rate	85%
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	129
TAFE / VET	18
Apprenticeship / Traineeship	0
Deferred	0
Employment	6
Other - The category of Other includes both students Looking for Work and those classed as Other	7

Student Wellbeing

Goals & Intended Outcomes

The following were identified in consultation with all staff and students as the AAP priorities to come from our School Improvement Plan.

Goal:

- The school will commit to empowering students' voices through respectful and active participation.
- Teachers will plan for student agency
- Students and parents will participate in a range of empowering activities and community structures
- Review Years 7-10 Wonder (see Learning and Teaching report)

Intended Outcomes:

- That students will feel their voice is heard
- That students provide opinion/ideas about whole school decision making
- That teachers provide opportunities for students to make decisions about their learning
- That students make informed decisions about their learning
- In conjunction with teachers, students take co-responsibility for their learning and are, on the whole, independent and self-regulating learners.

Achievements

The RESP Action Team participated in a number of Professional Learning Workshops to help develop a whole school Action Plan to ensure the multicultural nature of our school is respected and celebrated. As part of the Program, we collected staff and student data to determine priorities for our Action Plan and to gather baseline data. Staff from Foundation House and the Centre for Multicultural Youth presented to staff and this was followed up with further presentations to staff by the RESP team.

The RESP Action Team met fortnightly to develop our School Project as part of the Refugee Education Support Program. For our Project, called Cultural Fusion. We collaborated with the Southern Migrant and Refugee Centre (SMRC) to enhance engagement with families from refugee backgrounds. Initially, the focus was on fostering relationships through Meet and Greet sessions and morning teas. During these gatherings, families were consulted to

identify their needs. The program was flexible and adapted to emerging family requirements, which included relevant information sessions, excursions, and school tours. The long-term goal was to strengthen connections and communication with parents, which we continue to develop.

We ran a semester of fortnightly morning teas facilitated by the RESP team and a bi-cultural community worker. These were attended by parents from various cultural and refugee backgrounds, who shared stories, sought support from the College and offered ideas for further community development and links between school and families.

Our Pastoral Care Program Scope and Sequence has been updated and documented across all Year levels. These resources and planning have been shared with homeroom teachers and the Counselling Team.

Other achievements/value added include:

- Wellbeing Committee ran a number of whole-school events
- Development of student profiles to increase teacher awareness of individual student needs
- SEAS writing examples and practice each term in a Year 12 Pastoral Care lesson
- Peer Support Mentors Program
- Holiday Programs
- Brigidine Day
- Camps
- Year Level Personal Development Days
- Lunchtime activities
- Empower Me Program (Year 7)
- Dare to Dream Week
- Development of Student Services
- Introduction of Multi-Tiered System of Supports across the school
- Commenced the discussions of a Wellbeing For Learning Framework between the Wellbeing, Counselling and Learning Diversity teams.

Student academic data was utilised in Years 10-12 to ensure students selected subjects that were appropriate to their capabilities and pathways. This helped students achieve success and a sense of accomplishment with their learning.

It supported our achievement of a 100% VCE pass rate in 2025.

Value Added

- Wellbeing Committee ran a number of whole-school events

- Development of student profiles to increase teacher awareness of individual student needs
- SEAS writing examples and practice each term in a Year 12 Pastoral Care lesson
- Peer Support Mentors Program
- Holiday Programs
- Brigidine Day
- Camps
- Year Level Personal Development Days
- Lunchtime activities
- Empower Me Program (Year 7)
- Dare to Dream Week
- Development of Student Services
- Introduction of Multi-Tiered System of Supports across the school
- Commenced the discussions of a Wellbeing For Learning Framework between the Wellbeing, Counselling and Learning Diversity teams.

Student academic data was utilised in Years 10-12 to ensure students selected subjects that were appropriate to their capabilities and pathways. This helped students achieve success and a sense of accomplishment with their learning.

It supported our achievement of a 100% VCE pass rate in 2025.

Value-added curricular and extra-curricular activities in 2025 were:

- Peer Support
- Holiday Programs
- Student Leadership Committees
- Student Leadership Structure Review- introduction of School Captains for 2026 and a modified structure
- Brigidine Day
- Pastoral Care Program
- Camps/Retreats (Years 7, 9, 11 & 12)
- Year Level Personal Development Days
- Year 8 Activity Days
- Lunchtime activities
- Empower Me Program (Year 7)
- Study skills sessions for senior students
- Future Proofing Survey
- Dare to Dream Week
- Fit 2 Drive
- Student Wellbeing Committee
- RESP (Cultural Fusion)
- Harmony Week
- Connections with City of Greater Dandenong- workshops and programs accessed.

We aim to create rich opportunities for students to develop holistically. Many of these programs were in response to student voice and wellbeing interventions that benefit the student cohort. The student Leader committees ran various activities throughout the year which always had great engagement from the students and staff. Lunchtime activities are well supported by staff.

In addition to the above, we offered a wide range of co-curricular activities, including school sporting teams competing in the CGSAV competition, Debating, various Music groups, Creative Writing, and our School Production, among many others.

Student Satisfaction

Our 2025 Thriving Schools Index data for Student Wellbeing and School Experience highlighted the following:

Strengths

- Staff and Parents reported well above the national benchmark in most areas, in particular providing a safe and supportive environment.
- Students reported a sense of pride and belief in school values
- Staff reported a very strong belief in school community which we feel reflects very
- positively their influence of our work on young people
- Technology is well used to improve student experience
- Co-curricular opportunities add to student experience

Area of improvements:

- Parents & Staff: Communication with home

A direct comparison with 2024 data is not feasible, as the MACSSIS Survey was not conducted. We met with the team at TSI via Zoom and they were very complimentary of our results. We look forward to repeating the TSI survey next year to have some comparative data.

Student Attendance

Student attendance at Killester is managed with electronic roll marking undertaken in every period throughout the day. Our average attendance rate was 89.06%. We track attendance/ absences data from Year 7-12 closely and monitor where interventions need to be made.

Students with an attendance rate below 90-80% are individually followed up to see what support can be put in place to increase their attendance, engagement and connection with the school.

Our “time-out” procedure was updated in 2025 to ensure all students could be accounted for when needing a break from class. We have a process for our students at high risk - known as “purple square” students. Teachers of these students are to alert the front office if these students are absent at the beginning of their class. The introduction of the Student Services area allows for management of these students in a more streamlined and supportive manner.

Our Student Absences Support Process was updated and disseminated to staff in 2024. We developed a scaled intervention process which detailed the responses and responsibilities of staff at various stages of absenteeism. This included letters to be sent home, when meetings were to be held and with whom, and surveys to determine causes behind student absenteeism.

Attendance

Attendance is marked at the beginning of all lessons. All staff are required to ensure they do so accurately to assist in monitoring students' attendance and whereabouts. The SIMON attendance records are used by Student Services, YLL & APs Students daily.

Absence Guidelines

On any single day of absence, or within two days of the student returning to school, a parent/ carer/ guardian must provide the school with an explanation for the absence.

This may take form in any of the following forms:

- Written Note/ Letter (including email) from parent/ carer
- A verbal explanation from parent/ carer
    - This explanation could come through Student Services, Homeroom teacher, Year Level Leader or AP: Students.
- Medical certificate

Students with chronic attendance are managed by the Care Team and if required an Attendance Support Plan is put in place. Attendance goals require family input and support.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	99.38

Average Student Attendance Rate by Year Level	
Y07	93.29
Y08	92.17
Y09	92.29
Y10	91.71
Overall average attendance	92.37

Leadership

Goals & Intended Outcomes

The following were identified in consultation with all staff and students as the AAP priorities to come from our School Improvement Plan.

Priority 2: Distributive Leadership

Goal 1 Intended Outcomes:

- The College will develop the leadership capacity of middle level and emerging leaders
- That College Leadership will actively work to identify and create challenging roles, responsibilities and opportunities for all staff.
- That College leadership development initiatives are focused on succession planning, capacity building and sustaining effective leadership practices.
- That teachers' expectations across the school foster a strong culture of success and the full flourishing of every staff member and student.

The following initiatives were undertaken to strengthen leadership, staff development, and wellbeing across the College. Continued access to 1:1 coaching was provided for POL holders, while new staff stepping into leadership roles were encouraged to undertake professional learning and collaborate with peers in similar roles across other schools. The GROWTH program discussions were used to clearly identify staff aspirations for leadership and to actively support their development. This work was further enhanced through ongoing collaboration with Bern Nicholls, alongside targeted initiatives such as the introduction of Skoodel with a focus on addressing psychosocial risks to staff. Additional support was provided through partnerships with Amy Green and the Thriving Schools Initiative. Organisational capacity was strengthened through the appointment of a Human Resources Manager and the development of a Staff Wellbeing Framework. These efforts were complemented by the implementation of key strategic initiatives, including the *Learn Well Blueprint for Learning* and the *Digital Futures Strategy.*

Achievements

- New Head of Learning Diversity role created in 2025 to oversee the implementation of the Multi-Tiered System of Support across the College
- Regular meetings were held with the Consultative Committee where Agenda items included role descriptions, POL time allocation and workload
- The External Mentor program for senior and middle leaders continued throughout 2025
- All participants reported the benefits of this program and asked for its continuation in 2026

- Additional support was provided for staff with the appointment of a Human Resources Manager in the latter part of 2025
- EAP support remained in place
- Several members on Leadership Team completed Procedural Fairness in Investigations training onsite over 2 days in 2025
- Middle Leaders set development goals based on a strategic approach to improve VCE
- Examination results within faculties. This also aligned with their personal Growth Program goals so that work on the 2025 Growth Program became part of their middle leadership development
- The College Growth Program in 2025 enabled middle leaders to be mentored in their leadership and also to mentor the growth of others in their teams. This was a feature of all middle leaders' development in 2025 and it promoted a shared responsibility for improved efficacy across the College.
- Several middle leaders, in wellbeing and curriculum focussed roles, developed their trauma-informed awareness through the ongoing RESP program that sought to develop greater culturally aware practices for dealing with young people and their families experiencing generational trauma.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025

Killester College's expenditure on Professional Learning in 2025 was approximately $129,500. This included $2,500 toward sponsored study leave, $15,000 toward non-teaching staff and $112,00 toward teaching staff. This is an average expenditure of $1109 per staff member, an increase of almost 80% on the expenditure in 2024.

The focus of Killester College's professional learning for staff in 2025, to address our School Improvement Plan goal of developing the leadership capacity of middle level and emerging leaders involved the following actions:

- Continuation of Middle Leader 1:1 Mentoring Program facilitated by Bern Nicholls
- Promotion of Professional Learning opportunities to all staff via The Friday Wrap (Staff News)
- Alignment between middle leaders professional development goals and Staff Growth Program
- Funding and Implementation of a group of middle leaders professional development in the Science of Learning for Effective Teaching through Latrobe University's program.
- Implementation of a group of staff to visit Goulburn Valley Grammar School to observe, reflect and discuss how their Science of Learning program operates and how this program might be implemented at the College.
- Continuation of the promotion and undertaking of formation and professional development programs available to all Staff for development of skills to teach Religious Education and develop their own faith.
- Introduction of Community Service Program for all Staff in December 2025. This program saw all staff participating in a huge variety of community service programs in our local communities including service to other Kildare Ministries, Catholic social services, individuals in need, and environmental projects.
- Continuation of Refugee Education Support Program for all staff and intensive development of middle leaders in understanding trauma informed student wellbeing support and cultural awareness development.
- Middle Leader Staff Professional Development Days included:
    - KEM Cybersafety Training
    - SIMON training for Teaching and Learning and Student Wellbeing
- Middle Leader Growth Program - all middle leaders were mentored by members of the leadership team as part of their professional development Growth Program. All middle leaders also mentored staff within their teams as part of the 2025 Growth Program. This involved observing classrooms, discussing professional development projects and classroom feedback.

Expenditure And Teacher Participation in Professional Learning	
• 23 Staff worked with a facilitator from The Wellbeing Strategy developing their understanding of psycho-social health and staff wellbeing. This program resulted in this team developing a Staff Wellbeing framework that was presented to staff following extensive consultation and feedback. • All faculties (Careers, Compliance, Technologies, English, HEPE, Humanities, Languages, Mathematics, Religious Education, Science and Visual and Performing Arts, VCE VM and Wonder) allocated budget expenditure towards professional learning. • Student Wellbeing professional development and all staff professional development.	
Number of teachers who participated in PL in 2025	115
Average expenditure per teacher for PL	$1109.00

Teacher Satisfaction

Thriving Schools Index (TSI) 2025 data indicates the following from the perspective of the Killester Staff:

High Engagement and Culture

- Exceptional Satisfaction: Staff morale and engagement are exceptionally strong, consistently exceeding national benchmarks across all key metrics.
- Strong Advocacy: With a high Net Promoter Score (65) and Net Culture Score (63), staff act as powerful ambassadors for the College, recommending it both as a workplace and an educational institution.
- Community Pride: There is a profound sense of belonging and pride, reflected in a high "Pride in School" index score of 92.
- Collegiate Atmosphere: The work environment is characterised as highly passionate and collegiate, indicating a supportive and unified team culture.

Strategic Perceptions

- Holistic Value: Similar to the views of parents and students, staff value the non-teaching aspects of the school experience most highly (e.g., community, pastoral care, and school environment).
- Culture vs. Academics: While the cultural health of the school is thriving, staff identify a disconnect between the positive environment and academic performance.

Opportunities for Growth

- Academic Development: Staff view Teaching and Learning as the primary area for improvement, specifically noting a lack of confidence in student academic growth.
- Resource Alignment: Qualitative feedback suggests that better teacher resourcing is needed to elevate educational outcomes.
- Expertise Utilization: Staff believe that better aligning teachers to their specific areas of expertise would significantly improve the quality of teaching and learning at the College.

The College also worked extensively with all staff to develop a draft Staff Wellbeing Framework in collaboration with Amy Green from The Wellness Strategy. This framework was developed by a group of 25 staff across teaching, non-teaching, leadership and other areas. It was facilitated by Amy Green and presented to staff for final feedback at the end of 2025. It was a major piece of work to mitigate against psycho-social risk of all staff, and to address the psycho-social health of all staff.

Staff psycho-social risk was also monitored for the first time using Skodel in 2025. This risk monitoring software collected staff wellbeing survey data twice during 2025 and comparative assessment showed very low to low risk in all categories.

Teacher Qualifications	
Doctorate	1
Masters	21
Graduate	42
Graduate Certificate	9
Bachelor Degree	76
Advanced Diploma	7
No Qualifications Listed	22

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	113
Teaching Staff (FTE)	100.58
Non-Teaching Staff (Headcount)	65
Non-Teaching Staff (FTE)	53.72
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

The College will commit to increasing family engagement at all levels of College life.

Intended Outcomes

- Increased connection and participation with the local community.
- Greater opportunities for parents and carers to engage in the life of the College.
- Increased connection and participation with alumni and past students.
- Strengthened partnerships between families, staff, students, parish, and community organisations.
- Increased attendance and involvement in community events, liturgies, celebrations, and social justice initiatives.
- A stronger sense of belonging and welcome for all members of the College community.
- Enhanced opportunities for student voice and family participation in College decision-making and community initiatives.

Goal

Parents and families will have increased relevant cultural and faith-based opportunities to connect with the College.

Intended Outcomes

- Increased connections to cultural and faith-based communities within the wider Springvale and Greater Dandenong community.
- Greater opportunities for families to participate in prayer, liturgy, reflection, and faith formation experiences.
- Increased recognition and celebration of the diverse cultures, traditions, and stories represented within the College community.
- Strengthened relationships with local parish and community groups.
  Increased opportunities for intercultural dialogue, hospitality, and shared community experiences.
- Families feel welcomed, valued, heard, and connected within the life of the College.
- Development of authentic partnerships that reflect the Kildare Education Ministries values of hospitality, justice, compassion, and courage.

Achievements

In 2025, the College celebrated its 70th anniversary, with events and programs held throughout the year showcasing the journey from the Brigidine Sisters' founding of the College in 1956 to the present day. The two major celebrations were the 70th Anniversary Dinner in June and the 70th Anniversary Mass.

The 70th Anniversary Dinner was attended by alumni from the mid 70s to the 2000s, plus current and past staff. We were fortunate to have Susanna Ritchie (Kirpichnikov) (class of 2003) as guest speaker who reflected on her time at the College, sharing how her experiences at Killester College had shaped and supported her in the years that followed.
The evening was a wonderful opportunity to share the history of the College across the generations and continue to grow connections with the College alumni.

The 70th Anniversary Mass was a whole school celebration as the College cohort gathered in prayer with the Brigidine Sisters, KEM Board representatives and local School representatives and dignitaries. This was also an opportunity for the commissioning of the new College Principal, Antonella Rosati.

The College also showcased the talents of our student body with the College production of High School Musical which ran over three nights and a matinee session.
In December several students and staff attended the 30th Australian Catholic Youth Festival which was held over three days and further enhanced the faith education and experience of the attendees.

Additional Programmes which continue to grow connection within the College with our parents, alumni and community include:

- Year level parent meet and greet BBQs and Information sessions
- International Women's Day breakfast in collaboration with Greater Dandenong Council and in support of BASP
- International Women's Day Assembly
- Cultural Fusion morning teas for parents
- Dare to Dream Week
- Harmony Week
- Multicultural dinner
- Guest speakers involvement in specific curriculum activities
- Wide ranging excursions into the local area and incursions with guest speakers/ performers
- Local Primary School Tutor Programme
- Brighter Futures Tutoring program for Primary students
- Springvale Library intergenerational program

- Parent English tutoring classes
- Twilight Opening
- Regular school tours
- ANZAC Wreath presentation in collaboration with RSL
- Music Soirees and Concerts
- Mother’s Day Morning Tea
- Father’s Day Breakfast
- Energy Breakthrough Camp
- Student Community Service with Wellsprings and Vinnies
- Interfaith dialogue workshops for students led by the IFN
- Year 12 Graduation Ceremony and supper
- Staff Community Service day within the local community
- Community works with Vinnies Springvale and Dandenong
- Kildare Ministries formation programs for students and staff
- Awards Assembly
- Reunions
- Participation in ACYF 2025.

We have continued to seek meaningful ways to connect with parents and alumni through invitations to events, opportunities for feedback, and active community engagement. We also remain committed to ensuring that communication from the College is accessible to all families, with key communications translated into the most commonly spoken languages.

Parent Satisfaction

In 2025, Killester College participated in the Thriving Schools Index (TSI) survey, conducted by McCrindle, to gain deep insights into our community’s perceptions. We are pleased to report that 72% of parents expressed extreme or very high satisfaction with their experience at the College. Our parents hold a highly positive view of the school, scoring Killester above the national benchmark in almost all measured areas.

The survey highlighted several key areas of strength as perceived by our parent community. The strongest positive feedback related to schooling experience including our diverse co-curricular activities, the effective use of technology, and the quality of our equipment and facilities.

Parents rated our support for student wellbeing significantly above the national benchmark, reflecting our commitment to a safe and supportive environment. Our Parent Community also continues to value our distinctive Faith mission, with strong agreement that staff live out core values such as Compassion, Justice, and Hospitality.

The TSI also provided valuable feedback for growth. While parent satisfaction is high, the survey identified opportunities to further strengthen our teaching and learning culture and to enhance communication.

At Killester, we believe that student outcomes are best supported through active partnerships with families. To foster this engagement beyond formal surveys, we provided numerous opportunities for parents to connect with the College and each other in 2025.

We hosted Year 7, 11, and 12 Information Nights and the Year 9 PD Parent Forum Night to ensure families are well-equipped to support their daughters through key developmental stages. Events such as the Year 7 Meet and Greet Morning Tea, Parent BBQ, Cultural Fusion Mornings, and our Multicultural Dinner celebrated the rich diversity of our community and helped build a sense of belonging.

We maintained regular contact through our College Newsletter, social media channels, and direct email and phone communication to keep families informed and engaged.These initiatives, combined with the insights from the TSI survey, allow us to continuously refine our practices, ensuring that Killester remains a place where we work in partnership with parents to ensure that every student is empowered to thrive.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.killester.vic.edu.au