

2015

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



KILLESTER COLLEGE SPRINGVALE

REGISTERED SCHOOL NUMBER: 1547



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Minimum Standards Attestation

I, Leanne Di Stefano, attest that Killester College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our College Vision

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

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



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

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

We will try therefore to:

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

College Overview

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

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

As a result, curriculum at Killester has four purposes:

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

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

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

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

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

Principal's Report

Towards the end of 2104 student leaders and staff considered what would be an appropriate theme for our 60th year as a school in 2015. Staff suggestions were put to the student leaders who looked at these along with their own ideas around the purpose of why Killester was established. The girls came back to one of our core values: *'at Killester we aim to engender a love of learning, hope and sense of purpose'*. This year, as we celebrate our 60th birthday, we have used this core value to inspire our school theme: *'Learning today, leading tomorrow'*. Learning in the 21st century may seem more complex compared to 1955 when Killester commenced but there is also much that is constant. At Killester some of the essential elements of learning include a passion and love for the subject disciplines, knowledge and skills and the ability to think critically and problem solve. Importantly the development of values, beliefs, good citizenship and self knowledge are part of learning as well as developing one's spirituality. Whilst self discipline and the pursuit of personal excellence should underpin learning, so too does an ability to work collaboratively and respectfully with others.

The challenge in the school theme was not to define learning but to understand how this connects to *'leading tomorrow'*. In unpacking this, we had to move away from the mindset that leadership is about being appointed to a select position and recognise that leadership is about influencing others by who we are and what we say. Leading involves articulating a clear set of values and beliefs and is also about working towards a vision, creating, building, developing knowledge and new understandings of the world in which we live.

One of the joys of Killester turning 60 this year was the number of past students who visited us. There was no shortage of stories to be shared sprinkled with lots of laughter. At a school assembly we were fortunate to be able to welcome Jennifer Bowen, the first student on the school roll in 1955. Jennifer reminisced about her first day of school, walking through the gates with butterflies in her stomach and a mixture of excitement and nervousness. She also referred to the school motto - Strength and Kindliness - as did many other past students. It seems that the motto has been embraced by many over the years and it is a tenet that many still try to live by since leaving school. Strength and kindness are two qualities we endeavour to instil into our students at Killester. Strength of character, mind and beliefs and kindness of spirit, generosity and welcome.

This year we opened the newly extended Helen Toohey building which houses the learning centres for Years 9 and 10. The Year 9 area in particular has brought with it new approaches to teaching and learning. The students have definitely had to move out of their comfort zone and rethink how they learn. Whilst change is not comfortable, the collaboration and development of students as learners has been evident. We don't know a lot about future workplaces, but what we do know is that the physical location of work will not necessarily be centralised as it is today, and we need to work more collaboratively with others to problem solve or create. The new Year 9 Learning Centre contributes to addressing the need for students to own more of what they do and to be flexible in a range of ways.

As part of the cyclical school review programme, this year a self-review was conducted for Teaching and Learning at Killester. The external panel who reviewed documentation and interviewed staff and students affirmed the quality of learning programmes at Killester and commended the school on its endeavours. In 2016 we will use the recommendations, together with those from self reviews of 2013 and 2014 to prepare a full school review and new strategic plan. We look forward to the opportunity to develop this in partnership with the school community.

In 2013 Pope Francis wrote - *'Young people call us to renewed and expansive hope, for they represent new directions for humanity and open us up to the future'*. Hope is central to the Gospels and Catholic traditions. Working with young people is not your typical job; it is about hope and the future. 2015 has been, as every other year, a privilege to work with those young people who learn today, lead tomorrow and create a future of hope and peace.

Church Authority Report

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



In Kildare Education Ministries we will:

Be faithful

to our Catholic heritage

Welcome

all people, especially the most vulnerable

Celebrate

all that is good with joy and gratitude

Engender

a love of learning, hope and a sense of purpose

Image and practise

justice and service

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

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

College Board Report

In 1955, sixty years ago, Killester College opened its doors and welcomed 31 students. In 2015, the number of enrolled students has grown to 901. They have been offered a remarkable breadth of curriculum in a carefully maintained environment. But beyond the provision of a rich academic program presented in fine buildings and facilities, Killester College has at its heart a sense of responsibility for its role in developing young women who have strong spiritual and ethical values that each will learn to express through her unique personality in her life as an adult. As a way of encapsulating this intention, the college has explored during 2015 the concept of *Learning Today, Leading Tomorrow*.

When we reflect together on the year 2015 at Killester in the light of this concept, we realise that we can learn from the way other people have developed their gifts and contributed as leaders in society. But also we recognise that each person can become a leader now or in the future through the example that she or he sets in daily life.

In March 2015, the Brigidine Sisters and Killester College and her many friends lost Sister Catherine Kelly, who passed away after a short illness. Sister Catherine had taught at Killester and more recently was a current member of the Stewardship Council, where her wisdom and compassion and her understanding of education were greatly valued. In Brigidine circles she was a leader of the History Group. In the broader community she was deeply committed to the plight of refugees and asylum seekers for whom she provided invaluable guidance and support as co-leader with Sister Brigid Arthur of the Brigidine Asylum Seekers Project.

From Catherine's own life story we have an example of one who courageously stepped out into the unknown and applied herself to learning and developing her gifts so that she could serve and lead others in schools and in the community. She was born in Tullow, County Carlow, Ireland, the place where Bishop Daniel Delany had re-founded the congregation of Brigidine Sisters more than a century earlier. In 1954, at the age of only 18, she left home and sailed with two other young women on the *Strathnaver*. They would enter a Brigidine Convent in Australia and devote their lives to education. How would they have felt when they set out from Ireland to London and then via the Suez Canal and Bombay to Victoria? (Many of our families can relate to the challenge of emigrating.) After they arrived, they were students themselves as they did further training for their teaching careers and at the same time learned to adapt to their new country. Even as a recognised leader in her later years, Sister Catherine continued to study in areas relating to her particular responsibilities.

Killester College students today have many opportunities to gain the knowledge, skills and understandings that will prepare them for leadership in the future. Some will take on professional careers that will eventually see them advancing to positions of high responsibility. Some will, to their own surprise, find themselves called on to take roles as president or secretary or treasurer or committee member in a group organisation. If they have seized the chance while at Killester to serve in any area of school life – music, sport, community works, the arts, just to name a few – they will be somewhat prepared for the leadership role. At a deeper level of experience, every student learns to relate to other people, including those of a different age or background, and this will help them quietly to become effective leaders – leading by example – in families, or among friends, or in service groups or in paid employment.

Reviewing the year

The Killester Stewardship Council congratulates the Leadership Team and all the staff as they engage in the many activities and responsibilities of school life. Your work is much appreciated. We thank in particular Mr Chris Black who takes up a new leadership position after his fine and dedicated service to Killester.

This year Mrs Pauline D'Astoli retired from Council on her move to the country, but as a former student of Killester she maintains her interest in the school and its alumni. We welcome to Council our new members, Rhonda O'Connor, Rosalynn Rechichi, Michael Kupsch and Bernadette Rae, and thank them for their commitment to the College. Gabrielle England (as representative of Kildare Ministries Education Board), Martin McPhee, Anna Thomas, and your Chair have continued their membership of Council.

Ms Leanne Di Stefano provides outstanding leadership to the College with her strong professional expertise in education, her energy and enthusiasm and her personal knowledge and care of each student.

As your Stewardship Council, we pray that our students, staff and wider Killester community continue to embrace the opportunity to work and learn together as we build our potential for leadership in society in the years ahead.

Dr Wendy Dick, Chair, Killester College Stewardship Council

Education in Faith

Goals & Intended Outcomes

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

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

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

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



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

Personal and communal engagement – getting involved.

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

VALUE ADDED

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

Learning & Teaching

Learning and Teaching are not only the core business of schools, but paramount to a fulfilled and meaningful life. Integral to living in a rapidly and constantly changing world, all of us are learning, adapting and growing intellectually, spiritually, emotionally and physically everyday. It is therefore incumbent upon the modern school to be adaptive communities of learners from our newest students to our most experienced teachers. At Killester College, we embrace this notion. Our students and staff are learning today so that we may lead or teach others tomorrow.

Despite having taught for over twenty years, this year has been one of enormous learning. Taking over from Mary McDonnell, who was Learning and Teaching Leader at Killester College for the past 12 years, has meant opening oneself up to exploring, listening, decoding, investigating, de-constructing, synthesising and analysing what students learn and how they best learn at Killester. This has led to growth in my understanding to the point where implementation, leadership, guidance and development can be more effective than it was when I first took on this role. I ask nothing more or nothing less of everyone else in our community of learners; be open to new understanding to the point that you “get it”, then apply it to new situations.

This year has seen a Review of Teaching and Learning at Killester College. The Leadership team, the faculty leaders, classroom teachers, students and some parents have been involved in self assessment and examination of what and how we teach and learn here at Killester. Following this process, an external validation panel visits the school to provide substantial feedback on what we believe we do well and where we might continue to improve. Their recent report the following aspects of Learning and Teaching:

- Teaching and Learning is aligned to the Vision Statement and Annual Action Plan
- There is a healthy focus on students giving constructive feedback to teachers and setting goals to improve their learning
- The curriculum is focussed on learning outcomes for all with emphasis on some use of data to inform improvement and growth for students.
- That the staff hold high expectations of all students.
- The NAPLAN results indicate that Killester is one of a small number of schools recognised for making statistically extraordinary progress.
- The collaborative and professional approach to adaptive practice at Years 7 & 9 in English, Humanities, Maths and Religious Education is feeding into effective classroom practice and provides a model for other teaching teams
- The strong sense of community amongst staff and students around the school.
- There is a very strong link between student wellbeing and successful learning

Some key recommendations included:

- Use data more habitually to inform the learning needs of groups and individuals
- Embed “21st Century learning strategies” across the whole school by closely examining and implementing what works well at both Years 7 and 9.
- Continue to foster the involvement of families in aspects of learning and increase involvement at various year levels
- Further alignment of staff Professional Learning Teams with Killester College Vision Statement and Annual Action Plan
- Continue to build capacity of teaching staff by further exploring coaching and mentoring
- Further the capacity of middle leaders to work as effective coaches and mentors to other staff

One of the most exciting developments in Teaching and Learning in 2015 has been the enthusiasm and rewarding approach taken by our Year 9 students, to their new flexible learning centre. This year level and their English, Humanities, Mathematics and Religious Education teachers have embraced the opportunity to experience learning in a very engaging and targeted way. The emphasis throughout 2015 has been on developing independent learning skills, enhancing knowledge about how one learns and improving students’ individual knowledge and skills in these subject areas. To date, this has been enormously successful.

Teams of teachers in each subject have planned carefully and implemented learning that is rigorous, student centred and has a focus on authenticity. To observe what happens here on a daily basis is very reassuring indeed. Students have developed the ability across the year to make wise and informed decisions about their strengths and weaknesses and how to maximise and address these respectively. They have choice regarding what they learn, how they learn and with whom they learn and their regular feedback shows that they are highly engaged by this and realise that these choices require them to become responsible and resilient in their decision making.

In Semester one, after some trepidation and great perseverance, students embraced the very challenging ways of learning and thinking about learning, that were presented to them. This was not without its problems but none were insurmountable, and every student became immersed in this new way of working. To see every student in Year 9 volunteer for a task in a Short Story Conference, despite none of the tasks being assessed with a grade, was an excellent indicator of their intrinsic motivation; they were beginning to show a love of learning for its own sake rather than simply as a means to be externally assessed. Students began assessing one another, themselves and seeking teacher feedback when it was appropriate, not because it was the only motivation for task completion.

By targeting learning to individual student need using pre and post testing, analysis of previous performance and more time with each student, teachers have reported very positively about growth in student achievement amongst most students. By offering students a range of choices and working closely with them to choose wisely, many students have spoken and written positively about a deeper understanding of their roles as learners. They continue to develop the very mature ability to recognise what they know, what they don't know and what they need and would like to know. This was again highly evident in their application of persuasive techniques to advertise a cause or new initiative in the school. Some students designed and promoted a new changeroom, others devised anti-bullying materials, others sought to persuade their peers to change behaviours; whatever the focus, the students recognised an authenticity in the application of skills that prior to Year 9 were only used to "show the teacher that you could do it."

The process continues to develop but if terms 1 to 3 2015 are an indication of what students can achieve when highly engaged in difficult tasks, then the flexible learning centre is a place where students and teachers have made considerable process through collaboration, reflection, feedback and assessment. I hope to be able report in more detail and providing more cross curriculum perspectives at the conclusion of this first year of a wonderfully intelligent and enhanced model of teaching and learning.

Steve McPhail, Teaching and Learning Coordinator

PROPORTION OF STUDENTS MEETING NATIONAL MINIMUM STANDARDS	
YEAR 7	
Year 7 Reading	100%
Year 7 Writing	98.1%
Year 7 Spelling	97.4%
Year 7 Grammar and Punctuation	97.4%
Year 7 Numeracy	100%
YEAR 9	
Year 9 Reading	99.3%
Year 9 Writing	98.6%
Year 9 Spelling	97.9%
Year 9 Grammar and Punctuation	97.3%
Year 9 Numeracy	100%

CHANGE IN NATIONAL MINIMUM STANDARD RESULTS FROM PREVIOUS YEAR	
YEAR 7	
Year 7 Reading	3.4%
Year 7 Writing	1.3%
Year 7 Spelling	-1.3%
Year 7 Grammar and Punctuation	1.3%
Year 7 Numeracy	2.6%
YEAR 9	
Year 9 Reading	0.6%
Year 9 Writing	4.6%
Year 9 Spelling	1.2%
Year 9 Grammar and Punctuation	1.9%
Year 9 Numeracy	1.3%

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

STUDENT LEARNING OUTCOMES**YEAR 7**

- *Killester students performed above the state in each area.*
- *Our weakest and our strongest students were above the state 's strongest and weakest in all areas.*
- *Killester's mean was above the state in all areas.*
- *In all Numeracy areas, Structure, Space, Measurement, Chance and Data students performed above the State.*

Reading: *There is a larger number of students in the top 15th percentile than in the previous four years.*

Grammar and Punctuation: *The spread of scores is much wider than in previous years with the mean falling.*

Writing and Spelling: *While similar to 2013, there is a slight decline in the overall performance.*

Numeracy: *After a dip in the previous two years, the mean has climbed. More students are performing at the higher end than in previous years.*

YEAR 9

- *Killester performed above the state in each area*
- *The weakest students achieved above the state weakest in all areas.*
- *Killester's mean was above the state in all areas.*
- *In all Numeracy areas, Structure, Space, Measurement, Chance and Data students performed above the State.*

TREND DATA

Reading: *While the spread of results is much wider, the mean is higher than in the previous three years with more students in the top 15th percentile. However, the spread of students in the lower 15th percentile is greater than the previous two years.*

Writing: *the spread is wider than in previous years with more students achieving in the top and bottom 15th percentiles than previous years. However the mean has fallen by 19 from 2013.*

Spelling and Grammar: *There has been a rise in mean scores over the five years.*

Numeracy: *Whilst this year the mean declined two points from the high in 2012 and 2013, it has steadily improved since 2010.*

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	92%
TAFE / VET	8%
APPRENTICESHIP / TRAINEESHIP	%
DEFERRED	0%
EMPLOYMENT	2%

2015 VCE - Killester College	Score	Percentage	Indicator
Median VCE Study Score	30		< 50.0th percentile
% 40 plus VCE Study Scores		4.9%	< 50.0th percentile
% Completion of VCE		100.0%	100.0%

Student Wellbeing

As we celebrate Killester's 60th year, in the area of Student Development, we began the year with the Parent Information Evenings at each year level. Students were asked to prepare for this event by reviewing their previous year and setting learning goals for this year. During the Parent Information Evening they were asked to share their reflections with their parents. This exercise proved to be highly successful, setting the students off to a positive start for the year. Our whole school strategy in the area of student well-being strives to encourage the building of relationships between students and their families to achieve the best possible learning outcomes for their daughters. During the year staff have been reflecting on how their teaching promotes a range of social and emotional learning competencies such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making. These skills are vital in the development of resilient girls, enabling them to make the most of the learning opportunities offered to them at Killester.

Our 2015 school theme of "Learning for Today – Leading for Tomorrow" has been displayed in a variety of forms both within and outside the classroom. From our student committees which nurture student leadership from Years 7 to 12, the Justice and Democracy Group, The St Vincent de Paul Group, the Peer Support Program, the SCIP Program, the PAL Groups and the wide ranging extra-curricular activities our students not only have the opportunity to develop connections across all year levels but have the opportunity to develop leadership skills.

Our student committees have enthusiastically worked hard all year to fundraise for our chosen charities for 2015.

These are:

Continued support for the **Cyrene Centre** in Noble Park – this organization performs a vital service in our local community offering much needed support for those individuals and families who are suffering from the effects of drug and alcohol addiction.

Support for **The Village School Project**. This charity was set up by a past student – Urge Dinegde. This organization is dedicated to creating a better future for young people living in extreme poverty through education. The Village School Project focuses on building schools in remote villages in Africa.

Support for programs and building projects at **St Joseph's Girls School in Kenya**.

The theme for our major fundraising event for the year- Brigidine Day was "Killester Kolorchella". The popular "Coachella" music and arts festival that is held every year in the Coachella Desert in California inspired our celebrations. Many of our girls aspire one day to attend this music event and so decided to create their own version of Coachella. Their version was based on color – hence "Killester Kolorchella"

Students dressed in costumes representing a color for each year level. The students enjoyed a wonderful school liturgy focusing on the Brigidine Core Values. The year level costume fashion parade was a highlight and the carnival activities and music capped off a memorable celebration.

Mrs. Katie Mills – Student Support Worker has continued to support a range of pastoral care programmes at Killester. Every school holidays a two-day programme has been offered to students that enable them to enjoy fun activities at school and on excursion. This successful and vital program is offered to students who may not have the opportunity to take part in supervised activities during the holidays. Many thanks to Katie Mills, Meaghan Houben and Penny Curtis for their organization of these activities. 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 and the Homework Club has been a much needed learning support for our students.

Staff at all year levels that work tirelessly ensuring a well-balanced education for our girls. Killester is proud of its commitment to a whole school approach and the benefits it can offer our students. Most of all, I thank each staff member for the care they take to ensure that they teach individuals not just subjects and the effort they take to ensure our girls are loving the opportunities they have to learn, in a safe and peaceful environment. Central to the Pastoral Care of our students is our team of dedicated Student Development Coordinators and Homeroom teachers. The support they give to the students in their year level is vital and much appreciated.

As part of our 60th celebrations this year we have held a number of school reunions. As a staff we are very proud of our past students and what they have achieved in their lives after Killester. We see women of strength and kindness leading in many different ways, whether it is with the families and/or in their careers. In our 60th year we continue to encourage the development of young female leaders of the future.

Luana Doko, Student Development Coordinator

STUDENT SATISFACTION

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

VALUE ADDED

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

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

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

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

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

Social Skills programs offered by the college include:

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

Leadership & Management

Two goals contained within the 2015 Annual Action plan were to develop a new program for staff Professional Learning Teams and to continue to support staff in Positions of Leadership, many in their second of three year appointments.

2015 was the second year of implementing a Professional Learning Team programme. The aim of the programme had two main goals, firstly to build on the methods of working together to enhance teaching and learning skills amongst staff. The second goal was to provide a model for rich across faculty area specifically related to classroom practice and pedagogy. Both these goals have a direct link with the ultimate goal of improving student learning outcomes.

Feedback from staff suggests that there was much value in key aspects of the programme, specifically in: working in teams of two or three, trialling teaching techniques in the classroom, feeding back to other staff using both a conversational model and a display model. The PLT programme occurred in slightly different formats in both Terms 2 & 3 and is being recommended as an effective model for Professional Development in future.

Most Middle Leaders (Student Development Leaders and Learning Area Leaders) were in the second year of their role in 2015. Through Teaching and Learning team meetings and Student Development Team meetings professional reading focussed on the role of the middle leader within the school structure. This was received with mild interest. Due to the Staff Development Role on Leadership Team remaining vacant in 2015 we were unable to investigate many other ways to further support middle leaders nor document our interventions to properly fulfil our goal of improving middle leader capacity.

During the course of the year 89 external training courses, workshops or conferences were undertaken by 46 teaching staff at a cost of \$27,496. The average expenditure of teaching Professional Learning for 2015 was \$598.00. Professional Development opportunities at school were offered for teachers on Restorative Practices and for all staff on Prayer.

TEACHER SATISFACTION

At the beginning of each year an informal staff interview is held for all staff by the principal to determine how staff have settled into the new year and if there are any areas of concern. Feedback from these interviews indicates that the morale of staff across the board is positive. At the end of 2015 2 staff retired, 1 staff member resigned to take up a position of leadership at another school who had been a member of staff here at Killester for quite a number of years. One staff member is on 12 months leave and 2 staff on contract did not return and finally 1 non teaching staff member left to take up a long time passion. Our teaching staff retention rate was 90.95% with an overall staff attendance of 88.61%.

College Community

Significant progress has been made in the area of Community Development at Killester in 2015. The Family Learning Centre has grown and developed both in program offerings and personnel. Sr Helen Toohey Csb has been a welcome addition in her role as Family Liaison Support person. She has been able to make connections with families in the home, particularly those requiring some level of support. Linking in with families and staff in crisis and assisting students newly transitioned into the school are other roles Sr Helen has taken responsibility for. Making these connection points has been significant in supporting families, staff and students.

A number of programs have run in the Family Learning Centre (FLC) this year. Our regular Community Conversation sessions have been successful with significant numbers of parents in attendance. Themes for these evenings has included: Supporting students with Learning Needs: A pathway approach; the role of parent and school in supporting disengaged daughters and students; and Supporting students with friendship Issues: A Case Study approach. Each time we come away from these sessions it feels like staff may have learnt more from the night than parents. We hope that parents come away recognising that Killester is committed to forming meaningful connections with them, with these in turn contributing to better learning outcomes for students.

The FLC has also provided a number of opportunities for parents to engage in learning opportunities themselves. Our English Conversation classes on Mondays have been well attended. Jacqui, a volunteer from AMES provides wonderful support to this program. Evening computer classes delivered by a couple of our Alumni students, Kimberley Parker and Karen Eap have again been successful. This year also, through a partnership with Technology Institute of Victoria, 14 parents and friends have commenced a Certificate III in Business. Run on a Monday, this free program aims to upskill parents who may need assistance in getting back into the workforce. It has been great to observe parents in a formal learning environment and witnessing the growing sense of achievement and confidence emanating from them as they work through their course. In all of these programs participants, our parents and friends, are demonstrating the importance of life-long learning. Our students whose parents have engaged in these opportunities have remarked on how proud they are of their parents and their achievements. It just goes to show not only how important education is, but what a gift and privilege it is to be given opportunities to grow as learners.

2015 is the final year for Killester of involvement in a national study on the impact of parental engagement on improved student learning. Killester focussed on a numeracy study and utilised a number of data sources to investigate the theory that the more involved parents are in their daughter's learning the better the learning outcomes for students. A number of opportunities were presented to parents to observe and participate in their daughter's learning in maths throughout the year. These included an Information briefing, a parent/daughter maths night and a learning walk during a normal school day. Whilst our report is still in the interim stage, the initial findings support the notion that the more engaged the parent/s are in their daughter's maths learning the better the student learning outcomes.

2015 was a busy year as we set about celebrating our 60th anniversary. A number of afternoon teas were scheduled to welcome back past Alumni students. These were highly successful events that saw approximately 750 ex-students return, some from the inaugural year of 1955. School events such as the opening school mass, Brigidine Day and some school assemblies were perfect avenues to pause and consider the significant contributions the Brigidine sisters have made to Killester. It was also a time to celebrate the achievements in learning to date and an opportunity to reflect on the development of the school to its present form. The 60th dinner was a perfect concluding event to culminate the celebrations. 2015 was also the year where we launched our Awards night. Based on the premise that we at Killester are continually striving to “challenge students to be creative and critical learners who act with strength and kindness”, the Awards program has been designed to recognise outstanding academic achievement across Yrs 7-11. Complementing this is also the acknowledgement of students contribution to the school by way of student leadership, service and/or the extra-curricular program offerings. It is anticipated that this aspect of school life gains in prominence as it becomes properly embedded into the school program.

As I reflect on the year just passed and the many before it in my role as School and Community Support Co-ordinator there is a sense of pride in the knowledge that Killester continues to grow as a community, extending a hand of friendship to more and more people and organisations as every year passes. As one parent this year articulated very clearly and succinctly, “I send my daughter to Killester because it feels like being part of a village”. May Killester continue to strive to be a community of both “strength and kindness”.

PARENT SATISFACTION

The Killester Involvement Committee, which is a group of parents that contribute of the life has health numbers represents many of the cultural groups present in the school and acts as a sounding board for new initiatives as well as providing essential feedback on a range of school matters. The group also is heavily involved in supporting the many events that are held throughout the year. This group is an important reference point and the nature of the conversations and business arising from these meetings indicates that the parent body are very positive about the college, particularly in the area of school operations and future directions.

Community conversations are still held throughout the year, the primary purpose of the Community Conversations is to engage parents in conversation about educational and pastoral issues that impact on their daughters. Our non-English speaking parents are a target audience and with the use of translators, this forum has become an ideal vehicle in which to communicate with what might otherwise be a disconnected section of our community.

Other outreach events were also run through our Family Learning Centre, these included; Adult English Conversations Classes, Adult Computer Literacy Classes and a Transition BBQ to welcome new families to the school.

These programs and activities have led to an increased ability to connect with our parents evidenced by such things as our Student Learning Conversations (Parent/Teacher Nights) and the Report Collection evening where the take-up by parents has been significant.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	1,226,043
Other fee income	233,261
Private income	291,098
State government recurrent grants	2,139,359
Australian government recurrent grants	8,907,670
Total recurrent income	12,797,431
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	9,193,924
Non salary expenses	3,373,139
Total recurrent expenditure	12,567,063
Capital income and expenditure	Tuition
Government capital grants	0
Capital fees and levies	466,905
Other capital income	505,900
Total capital income	972,805
Total capital expenditure	461,111
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	2,070,000
Total closing balance	2,330,000

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	94.9%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	96.53
Year 8	96.13
Year 9	95.80
Year 10	95.98
Overall average attendance	96.11

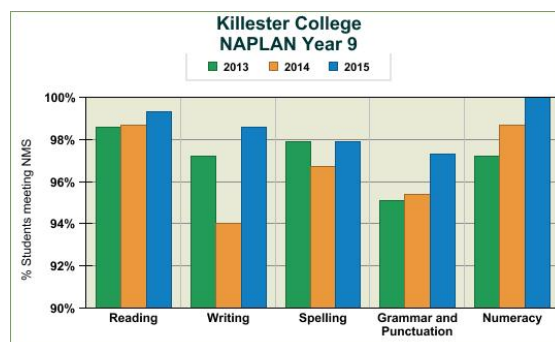
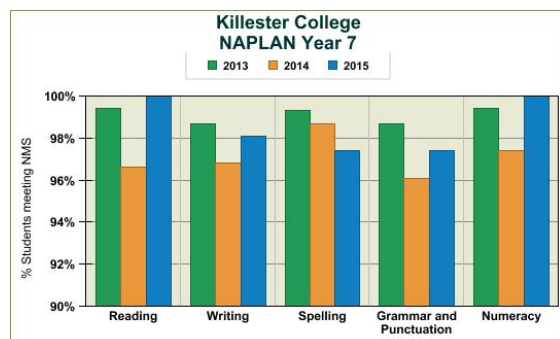
TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.95%

STAFF RETENTION RATE	
Staff Retention Rate	88.61%

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

STAFF COMPOSITION	
Principal Class	1
Teacher staff (head count)	82
FTE teaching staff	71.3
Non-teaching-teaching staff (head count)	32
FTE non-teaching staff	25.5
Indigenous teaching staff	0

VRQA Compliance Data



Proportion of Students meeting National Minimum Standard

	Year 7			Year 9		
	2013	2014	2015	2013	2014	2015
Reading	99.4%	96.6%	100%	98.6%	98.7%	99.3%
Writing	98.7%	96.8%	98.1%	97.2%	94%	98.6%
Spelling	99.3%	98.7%	97.4%	97.9%	96.7%	97.9%
Grammar & Punctuation	98.7%	96.1%	97.4%	95.1%	95.4%	97.3%
Numeracy	99.4%	97.4%	100%	97.2%	98.7%	100%

Change in Proportion of Students meeting National Minimum Standard

	Year 7			Year 9		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Reading	1.4%	-2.8%	3.4%	0.6%	0.1%	0.6%
Writing	0.6%	-1.9%	1.3%	3.2%	-3.2%	4.6%
Spelling	3.8%	-0.6%	-1.3%	2.5%	-1.2%	1.2%
Grammar & Punctuation	0.0%	-2.6%	1.3%	-4.2%	0.3%	1.9%
Numeracy	0.7%	-2.0%	2.6%	-2.8%	1.5%	1.3%

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

	Average Standardised Results			Change in Average Standardised Results		
	2013	2014	2015	2012-13	2013-14	2014-15
Reading	0	0	0	-5.37	0	0
Writing	0	0	0	0	0	0
Spelling	0	0	0	-5.34	0	0
Grammar & Punctuation	0	0	0	-4.86	0	0
Numeracy	0	0	0	-4.92	0	0