

ANNUAL REPORT 2007



Dear Families,

As Principal of Ave Maria College, and Executive Officer of the Board of Governance, I am very pleased to present the College's *Annual Report 2007*. Our achievements and highlights have been driven by our on-going commitment to provide our students with an education of the whole person: spiritually, intellectually and morally.

Established in 1964 by the Franciscan Missionaries of Mary (FMMs), Ave Maria College is a highly regarded Catholic secondary school for young women. As a diocesan school, we come under the auspices of the Archdiocese of Melbourne, through the Association of Delegated Canonical Administrators of Ave Maria College. Archbishop Hart delegates his authority to the canonical administrators to act on his behalf in the stewardship of the school. Fr Tony Kerin, Mr Peter Devery and Mr Joseph Manglesdorf comprise the Association of Delegated Canonical Administrators of Ave Maria College. They, in turn, work with the Board of Governance. The role of the Board of Governance includes ensuring the Catholicity of the College is upheld, that the curriculum meets required standards, that there is appropriate pastoral care, that the finances of the school are well managed and provision is made for future development, and that the facilities are safe and well maintained. The Board primarily fulfils its role by developing policies to guide the decisions and actions of the College.

This report recognizes key achievements of the College during 2007. The *Strategic Plan 2006-2009*, with our *Mission and Vision Statement 2001* as its foundation, recognize the need for the College to respond appropriately to the rapidly changing environment in which our students live. The *Strategic Plan 2006 – 2009* identifies Key Results Areas that are the priorities of the College for this period.

We furthered our appreciation of our Franciscan origins, deepening our understanding of the charism of the school. We continued to attract highly qualified teaching staff to the College. They brought the benefit of their knowledge, skills and experience to complement the excellent work of our continuing teaching faculty. Of particular note, planning and preparation for the Master Building Project reached its final stage.

Ad Veritatem Per Caritatem

Olwen MJ Bell
Principal



STRATEGIC PLAN 2006 - 2009

The *Strategic Plan 2006-2009* identifies our Key Result Areas and the goals for each area. The Key Result Areas continue from the *Strategic Direction 2003-2005*, providing continuity of purpose.

Faith

To engage our young women in the Catholic tradition with experiences that can offer them faith, hope and love.

Goals

- *To open students to the presence of Jesus in their lives.*
- *To provide a robust Religious Education and Faith Development program.*
- *To further enhance the knowledge, understanding and experience of staff in the Catholic faith tradition.*
- *To foster links between feeder parishes and the College.*

Caring

To nurture the development of our young women into confident young adults with a sense of compassion.

Goals

- *To develop the leadership potential of all students.*
- *To develop the knowledge and skills of staff regarding student well-being, with emphasis on both prevention and intervention strategies.*
- *To expand students participation in social justice initiatives.*

Learning

To advance a learning community that enables our young women to achieve personal excellence.

Goals

- *To develop a more individualised approach to student learning.*
- *To continue to enhance staff understanding of teaching and learning.*
- *To achieve aggregate performance in the VCE consistently above State averages.*

Facilities and Resources

To continue to provide the finest possible facilities and resources.

Goals

- *To commence the implementation of the Strategic Building Plan.*
- *To ensure continued compliance with legally required standards and reporting mechanisms.*
- *To source additional resources to enhance the development of the College.*
- *To develop and implement an Environmental Management Plan.*

Parent, student and teacher satisfaction

To cultivate a welcoming school that is positively engaged with the wider community.

- *To support the accessibility of the College for Catholic families/*
- *To proactively engage potential families in the college.*
- *To engage parents and graduates students in the broader educational program offered by the College.*
- *To build mutually beneficial partnerships with a range of organisations.*

Faith

To engage our young women in the Catholic tradition with experiences that can offer them faith, hope and love.

The Ministry Team bears a particular responsibility for providing leadership in the development of the faith life of the school. The Ministry Team is composed of the Principal, the Director of Religious Education and the three Deputy Principals, who together provide the vision and energy to continue to develop the Franciscan charism of the College.

As a member of Franciscan Schools Australia, our school benefits from access to a wonderful source of study and prayer materials. Two members of the Ministry Team attended the inaugural Franciscan Schools Association Conference, to deepen our understanding of our Franciscan origins and to build links with our sister and brother schools around the country.

Celebration of our faith tradition is an important dimension of school life. Students and staff had access to a rich diversity of liturgical and faith experiences. Our chaplains, Fr Tony Kerin, Fr Franco Carvarra and Fr Tony Doran, celebrated masses for the Opening and Closing of the School Year, the Feast of the Assumption, Year 12 Graduation and the Ash Wednesday Liturgy. We are most grateful for the spiritual support they provide. Students are encouraged to exercise prayerful leadership of special events, homeroom meetings, and school and year level assemblies. Years 7 and 8 students participate in the preparation of our Elders Liturgy and Special Persons Liturgy. Year level retreats and reflection days are an integral part of the faith life of the school. Faith in action encompassed a broad range of activities, with the Faith and Social Justice Group and the St Vincent de Paul Society continuing to experience solid support.

Religious Education is a compulsory study from Years 7 to 12. The textbook series *To Know, Worship and Love* are used to implement the Curriculum Frameworks for Religious Education in the Archdiocese of Melbourne. *Religion and Society* is studied by students in Years 10 and 11 as a compulsory VCE subject, whilst Year 12 students participate in a school-based program designed for young adults.

Caring

To nurture the development of our young women into confident young adults with a sense of compassion.

An extensive range of programs and services support the social, emotional and physical well-being of 766 students. Student attendance at the College averaged for the year at 91.1% or 15.79 days absent in 2007. By way of response, we introduced late in Term 3 SMS messaging to families whose daughter had not registered her attendance. This has had a positive effect on reducing lateness and absenteeism. (The most recent State data available for comparison was 16.2 days absent during 2006).

The Student Wellbeing Team facilitated *Peer Support* and *Friends* programs, and our Educational Psychologist ran workshops on Body Image and Bullying. Implementation of Restorative Practices, a school-wide program designed to develop resilience and build positive relationships in school communities, commenced. Teachers received further training in its application.

Students from Years 7 to 12 have many leadership opportunities made available to them. Their voice is heard through the Student Representative Council (SRC). Student leaders are provided with training to develop public presentation skills and to work with their peers. Their duties included representing the College at external forums, welcoming guests to the College, and hospitality. Year 7's visited primary schools as part of our Transition Program. The Year 7 Transition Camp and Year 9 Wilderness Camp provided different outdoor challenges, taking into account the growing maturity of the students.

Our students were keen participants in a range of exciting extra-curricular activities, and with great results. Through their participation and commitment to sports or debating teams, music ensembles, or special events, students learnt about working cooperatively, team building and contributing to a vibrant community.

¹ *The Education Age*, 16 July 2007, p.6

Learning

To advance a learning community that enables our young women to achieve personal excellence.

National Benchmark results were collected at Years 3, 5, 7 and 9.

Proportion of students meeting National Benchmarks at Year 7 in 2007

		2007 mean	Variation +/- on 2006	2006 mean	Variation +/- on 2005
Reading	State	4.3		4.4	
	School	4.2	-0.1	4.3	- 0.1
Writing	State	4.3		4.5	
	School	4.6	-0.2	4.8	+ 0.2
Spelling	State	4.2		4.3	
	School	4.5	-0.1	4.6	+0.1
Mathematics	State	4.2		4.1	
	School	4.1	+0.1	4.0	0

This table was extracted from the report which uses the Victorian Essential Learning Standards Scale².

Proportion of Students meeting National Benchmarks at Year 9 in 2007

		2006 mean
Reading	State	5.3
	School	5.3
Writing	State	5.4
	School	5.6
Spelling	State	5.2
	School	5.6
Mathematics	State	4.9
	School	4.7

This table was extracted from the report which uses the Victorian Essential Learning Standards Scale³.

Where practicable and appropriate, teachers plan for students to experience individualised dimensions of the curriculum. Individual Learning Plans for integration (funded) students are developed by our Individual Differences Unit. Modification of the curriculum occurs on an individual basis for students whose needs may be better met by alternative arrangements.

Year 9 is an age when students can disengage from the curriculum. To re-ignite student enthusiasm for learning, a working party conducted research and recommended a project that would integrate several different disciplines. Students would engage in self-directed learning under the guidance of a teacher-mentor. Late in 2007,

student teams with their mentors commenced preparations for the semester length project. The pilot project will be reviewed at its conclusion, with recommendations made for its future.

The Year 7 Compulsory Instrumental Music Program commenced, and families and friends were treated to two Musical Evenings and our annual Music Soiree. The Instrumental Music Program complements the classroom music curriculum, choir and private instrumental music lessons.

The College firmly believes in the importance of celebration of personal and collective endeavours. Our students demonstrated outstanding performance in many areas. In 2007 Awards were issued in the following areas

- Dux of College
- Year 12 Students with Study Scores 40+
- Year 12 Students with ENTER Scores 90+
- Years 7 – 11 Academic Excellence Semester 1 and Semester 2.
- Years 7 - 11 Endeavour Certificates Semester 1 and Semester 2.
- Mathematics Awards at Year 8.
- Science Awards at Year 10 for Science@Work.
- Australian Business Week Award Year 11.
- Sports Awards 7 - 12
 - Swimming
 - Volleyball
 - Athletics
 - Football
 - Netball
- Public Speaking Awards
- Debating Awards
- Dante Alighieri Competition

The College is pleased with the results achieved by its senior students:

- 9.2% of Study Scores over 40. This represents exceptional performance in the top 8% of the State. (State Average 8.8%)
- 10% of ENTER Scores 90 and above (State norm 10%)
- Median ENTER Score 69.75 (State median 50)
- 87.3% retention of students in the Year 9 (2004) cohort enrolled Year 12 (2007).

² aimds.vcaa.vic.edu.au

³ Ibid.

Reasons for departure included health issues, entering the workforce and specialised programs.

- Four students enrolled in VET courses 2007 (Community Service, Equine Studies, Tourism and Hospitality)

Post-school destinations

- 110 students completed Year 12
- Tertiary Applications and Offers

Tertiary Applicants	103
University Offers	62%
TAFE/VET Offers	39%
Any Tertiary Offer	95%
- On-Track Survey Data – April 2008

University Enrolled	55%
TAFE/VET enrolled	25%
Apprentice/Trainee	4%
Not in Education/Training	16%
(employed 9%, looking for work 3%, deferred 4%) ^[1]	

Facilities and Resources

To continue to provide the finest possible facilities and resources.

Detailed planning for our next exciting Master Building Project, focussed on the area between the Hall and 'Clydebank'. The new canteen, glazed roof piazza, Winter Garden (for climate control of the piazza); refurbishment of staff offices and reception areas, additional classrooms and a music wing will be outstanding additions to our school environment. Our architects and town planner engaged in considerable discussion with the National Trust, Heritage Victoria and City of Moonee Valley to develop a design that meets stakeholder requirements. The design is environmentally friendly and creates a successful integration of the old and the new.

We successfully applied for a grant of \$75,000, to which we added a further \$2,769.87, enabling data projectors to be installed in 21 classrooms and expending use of Information Communications Technology (ICT) for the delivery of curriculum.

Parent, student and teacher satisfaction

To cultivate a welcoming school that is positively engaged with the wider community.

An Opinion Survey of Staff, Students and Parents was conducted in November 2007. Survey questions explored the Key Result Areas covered in the Annual Report. The College was viewed favourably by the majority of stakeholders. In particular, students and staff enjoy learning and

working at the school. The Catholicity of the school is valued by parents, who see it as an important dimension of the school. Furthermore, the school is viewed as a positive, supportive community where students value education and regard their teachers highly. The level of involvement of parents and friends in support of the canteen, Debutante Balls, Fashion Parade and numerous school social functions and events is excellent evidence of community engagement and participation in the College.

Staff

The College is committed to supporting professional learning of staff and in 2007 the College expended \$187,315.60 on professional development for staff. This professional learning took a variety of forms including: 'in-house' training and collegial activities; formal mentoring for new employees, regardless of experience; conferences and in-service activities. Our 'Beginning Teachers Program' supported new graduate teachers and assisted them to achieve full registration. Graduate teachers commence their professional teaching career with 'provisional registration' as it is recognised that shaping much of the craft of teaching commences once new teachers are in the classroom.

Implementing the Victorian Essential Learning Standards (VELS) remained a high priority. VELS provides exciting opportunities to enhance learning by removing the barriers which can exist among subjects, by recognising commonalities that do exist within and across subjects. Staff worked in teams to review and refine curriculum, a task which will continue into the future. Schools have a three-year timeline to achieve full VELS implementation, as well as implement a new approach to reporting.

^[1] *The Age*, 16 June 2008, p.10

The College is organised into a 4-period day, 10 day cycle. The 3-period Day 8 arrangement, where students are dismissed at the end of period 3, continued to support regular opportunities for staff professional development. One priority was curriculum writing in accordance with the Victorian Essential Learning Standards (VELS). Professional development to ensure that VCE Studies are current remained a priority. During 2007 the average attendance of teaching staff at Ave Maria College was 95.6%.

The percentage of teaching staff engaged in 2007 who returned to the College in 2008 was 71.6%. Of the 28.4% staff who moved: 12.6% was because of the conclusion of fixed-term replacements; 11% the result of staff moving to new leadership and teaching positions; with the balance created by two career changes and one retirement.

Teacher Qualifications

All our teachers are registered with the Victorian Institute of Teaching (VIT). The requirements for registration with the Victorian Institute of Teaching can be found at: www.vit.vic.edu.au.

Name	Qualifications
Olwen Bell	MBA, M Ed, B Arts, Dip Ed, Grad Dip RE, Grad Dip Ed Admin, Grad Cert RE, Grad Cert Ed Law, Teachers Certificate (Sec)
Antoinette Ciavarella	B Ed
Julie Caifano	B Arts, Dip Ed
Terry Callery	B Ed (Librarianship)
Jack Chand	B Arts, B Ed, D Ed
Dino Conversano	B Eng, Dip Ed
Janet Crowden	M Ed, Grad Dip Ed, B.A Communication
Marisa D'Astoli	B Arts, Dip Ed
Jeanne Deutscher	B Sci, Grad Dip Ed
Gabrielle Douglas	B Ed (Library)
Alan Dunlop	B App Sci, B Sci, Dip Ed
Helen Eischeid	D Ed, M Ed, B Theol, B Arts, Cert Teach
Nina Ethell	B Arts, Dip Fashion, Grad Dip Ed
Maria Falvo	M Ed, B Arts, Dip Ed, Dip Ed Admin
Joanne Fastuca	B Arts, Grad Dip Ed, Grad Cert RE
Maria Gianni	B Sci, B Ed,
Carla Godoy	B Arts, Dip Ed, Adv Cert (Indonesian)
Luke Hall	B Engineering, Grad Dip Ed
Joanna Hammer	B App Sci, Grad Dip Ed (Sec), Grad Cert RE (Sec)
Leo Hong	B Arts (Hons), B Music, Dip Ed
Deb Horbec	B Arts, Dip Ed
Michael Horne	B Arts (Hons), Dip Ed
Cath Ireland	Dip Ed, B Ed
Janet Jensen	B Arts, Dip Ed, Dip Careers Ed
Michelle Jimeno	B Sci (Psych), Grad Dip Psych, Assoc. MAPS
Cheryl Kerin	B Ed (Arts & Crafts)
Bernadette Lane	M Spec Ed, Grad Dip Literacy, B Ed, Dip T
Chong Law	B Arts, Dip Ed
Tanya Leonard Pitts	B Arts, Grad Dip Ed
Daniella Li Rosi	B App Sci
Jennifer Lorrimar	B Ed, Dip Ed, Dip Ed Computing,
Catherine Lukin	B Mus (Hons), Dip Ed, ATCL (Pianoforte), A Mus A (Voice)
Lyndal McLean	B Ed

Ian MacDonnell	B Sci (Hons), Dip Ed,
Jason Maling	M Fine Arts, B Fine Arts, Dip Ed
Sandra Mamo	B Arts, Dip Ed
Carl Marin	B App Sci, Dip Ed
Robert Martini	B Bus, Dip Ed, Dip Comp Ed
Jacqueline Maugueret	B Sci, M Ed, Postgrad Sec Ed
Carmen Mazzarotta	B Arts, Grad Cert RE, Grad Dip Ed, Ass D Arts, Adv Cert Int Design, Post Grad D Ed
Suzanne Morgan	B Arts, Dip Ed
Sue Ooi	B Sci, Dip Ed, Postgrad Cert: Math Ed
Sue Parks	B Ed (Health and Human Development)
Jo Porter	B Fashion, Grad Dip Ed, Cert 4 Japanese, Cert 4, English
Paul Quinn	M Ed, Dip Ed, Postgrad Dip in Ed, B Commerce, Cert TESL
Emily Raffaele	B Arts (Hons), B Arts, Dip Ed
Emma Rickards	B Ed Vis Arts, Dip Graph Des
Angela Romano	B Arts, Dip Ed, Post Grad in Ed Leadership
Jan Rouse	B Ed
Barbara Ryan	M Sp Ed, B Arts, B Ed, Dip Ed
Clare Sale	B Ed
Cris Scarlata	M Ed, B Ed, B Sci, Dip Ed, Grad Cert Ed Law
Nick Seremetidis	Grad Dip Ed, Post Grad Dip Com Sc and B Man
Lisa Sinclair	B Ed
Anthony Spanti	B Arts, Dip RE, Dip Ed
Courtney Stammers	B Ed , B Arts
Marianne Stillwell	BA (Hons) Grad Dip Ed, MBA
Joanne Thompson	Grad Dip Ed, B Arts, Dip Humanities
Margaret Tona	B Arts (Hons), Dip Ed (Sec)
Wendy Van Copenhagen	B Mus Ed (Hons)
Claudia Filippone	B Fine Arts, Dip Ed, TAFE Dip Art
Susy Vianello	B Arts, Grad Dip RE, Dip Ed
Rychelle Vines	B Sci, Grad Dip Ed
Filina Virgato	B Arts, Dip Ed
Sharon Walsh	B Ed, Grad Dip (Outdoor and Environmental Ed)
Mary Younes-Hickland	B Ed (Arts and Crafts)