

**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

2017



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

WHITEFRIARS COLLEGE, DONVALE

Contents

Contact Details	2
Minimum Standards Attestation	2
Our Mission	3
College Overview	5
Principal's Report	6
Chairman's Report	11
Education in Faith	13
Learning and Teaching	14
Student Wellbeing	20
Child Safe Standards	23
Leadership and Management	24
College Community	30
Future Directions	31
VRQA Compliance Data	Error! Bookmark not defined.

Contact Details

ADDRESS	156 Park Road Donvale Victoria 3111
PRINCIPAL	Mr Anthony Kirley
PARISH PRIEST	N/A
SCHOOL BOARD CHAIR	Mr Peter Duffy
TELEPHONE	(03) 9872 8200
EMAIL	akirley@whitefriars.vic.edu.au
WEBSITE	whitefriarscollege.vic.edu.au
ABN	35 808 045 134
E NUMBER	E 11 58
FEDERAL DET NUMBER	8789

Minimum Standards Attestation

I, Mr Anthony Kirley, attest that Whitefriars College is compliant with:

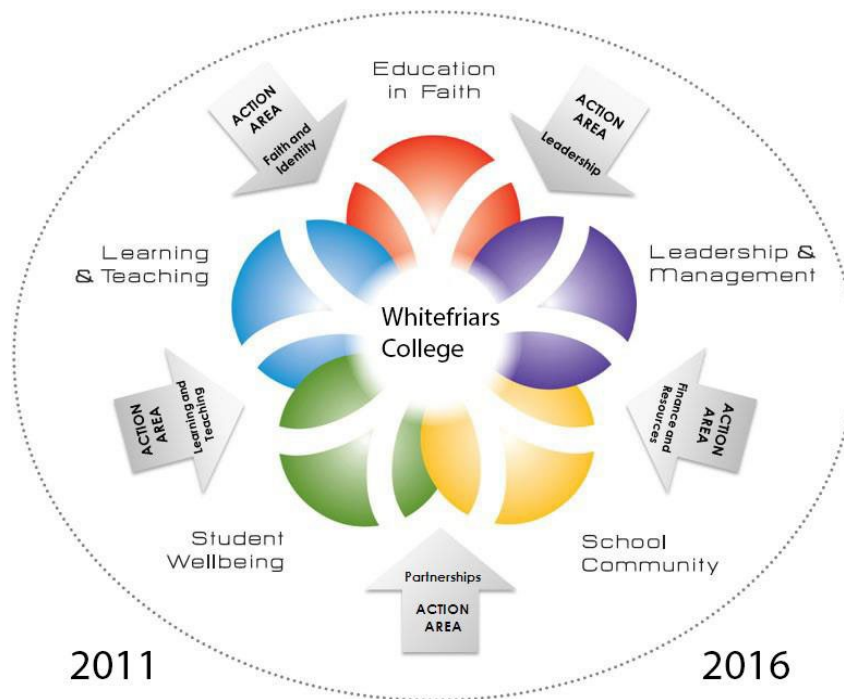
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

13 June 2018

Our Mission

Whitefriars College reflects the tradition of the Carmelites who actively seek to live in God's presence by walking in the way of Jesus Christ. The College provides a Catholic Education for boys where excellence is valued and all are challenged to achieve their best. This education aims to empower young men to live with integrity through experiences of community and prayer and through a sensitivity to justice. It assists them to take their place in society as valued individuals, alive with the wisdom of the Gospel.

The diagram below identifies our major Action Areas for the years 2011-2016 and how they come to together to deliver and reflect upon our mission.



We BELONG to a Whitefriars community that:

- embodies a belief in the Catholic faith that has Christ as its centre
- takes inspiration from Carmelite spirituality
- values and respects the richness of the land and the people who came before us
- develops skills for lifelong learning
- nurtures and celebrates the diverse gifts and unique contributions of each individual
- values collaboration and fosters positive, supportive relationships.

We BELIEVE in a Whitefriars community that:

- celebrates God's presence through prayer and the Eucharist
- forms its students in the tradition of the Catholic and Carmelite ethos
- instils a sense of social justice, service and understanding
- provides opportunities for spiritual, social, intellectual, emotional and physical growth
- acknowledges and fosters the faith and learning journey of each individual
- values excellence and encourages all to reach their potential
- provides holistic education through a broad and vibrant curriculum
- challenges and develops all through diverse and enriching curricular and co-curricular pathways.

We BECOME a Whitefriars community that:

- forms 'Gentle-men' of compassion, service and tolerance grounded in Catholic faith and Carmelite tradition
- develops young men with active and creative minds and with the courage to act on their beliefs
- challenges all to be active participants in the learning process
- fosters a sense of understanding and compassion for others
- encourages all to live with integrity and contribute positively to society
- engenders a sense of self-worth, confidence and wisdom in each individual contributes to the development of a just and sustainable world.

Whitefriars graduates need to be prepared for life beyond schooling. This means that the spiritual, academic and aspirational needs of our students are paramount. We aim to assist families with the development of their boys into 'gentle men' who are virtuous, courageous and sacrificing in their future lives.

Our College motto of *Almae In Fide Parentis* (In the Care of a Loving Mother) highlights the intent of our Mission.

College Overview

Whitefriars College was established as a Catholic Secondary School for boys by the Carmelite Order of Priests and Brothers in 1961. This was in response to local Catholic families creating a strong demand for schools which would educate their children in the tradition of their faith.

Whitefriars is the only Carmelite College in Australia. Situated in a unique bushland setting of 19 hectares, it is one of the largest sites of any Catholic Secondary College in Melbourne. The College motto, 'Almae In Fide Parentis' (In the Care of a Loving Mother) conveys the essence of the Order's spirit and the way in which it endeavours to reach out to the young men in its care.

The College believes that a sense of belonging builds confidence and connection. Our Vertical Pastoral Care system connects students across all year levels providing them with mentoring and leadership opportunities, whilst providing emotional and spiritual support from peers and dedicated staff, who have a special interest in their holistic development.

Research has shown that boys learn differently. Our teachers specialise in teaching boys and our curriculum features exciting and challenging programs to make learning fun, inspiring and engaging; in a safe, nurturing, educational environment. Our committed staff inspire students to strive for high personal achievement, to be their best, to develop confidence and a strong sense of direction. We are committed to continuous improvement in learning, personal development, facilities and resources, all of which provide the basis for rich and extended learning.

Beyond the extensive academic and sporting opportunities there are a multitude of co-curricular activities available which include an extensive outdoor education program, international travel through LOTE and social awareness programs, instrumental music, drama and musical productions, debating, chess, community and environmental programs. The very powerful spiritual, intellectual, physical and emotional grounding students receive during their Whitefriars years produces responsible, generous and capable men. Students become happy in themselves, healthy in their relationships, confident in their abilities and ready to pursue success in all aspects of their lives.

Whitefriars has a clear focus on learning and teaching to engage boys, enhance their sense of connection and develop their God given talents.

Principal's Report

Mr John Finn, Principal

Strategic Focus

The College has focused on several key areas through our SIF Annual Action Plan and CIS Accreditation Recommendations.

The SIF Annual Action Plan includes the following spheres:

- Education in Faith
- Learning and Teaching
- Student Wellbeing
- Leadership and Management
- School Community

Our current Annual Action Plan is enhanced by the CIS recommendations. The College received full accreditation with CIS following a two-year rigorous process, which included a weeklong visit in March 2017 by an international team of accreditations specialists.

The subsequent emphasis continues to be:

- Enriching our Catholic Carmelite Story
- Collaborating for inspiring pedagogy and global perspectives
- Strengthening community connection particularly through student voice

Senior Student Outcomes and Tertiary Destinations

VCE results were in the expected range for the cohort within the College. The report on Learning and Teaching gives greater detail however we were pleased to have 9% of our students achieve a study score of 40 or more. A relatively high number of students achieved 90 or more. Based on the ability level of the group we were pleased with the outcome.

Of the 139 students who applied for further study:

- 95% of applicants received a tertiary offer (132 students)
- 82% were offered a University place
- 89% of students received either their 1st, 2nd or 3rd preference
- 11% were offered a TAFE or Private provider place
- 7 % of offers - ITC (Private colleges/Full fee)

Staff Composition

The staff composition is as follows:

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	138
FTE Teaching Staff	123.185
Non-Teaching Staff (Head Count)	65
FTE Non-Teaching Staff	57.793
Indigenous Teaching Staff	3

Pastoral Care

The College has a vertical House based system with students gathering in pastoral groups that represent each of the year levels. This structure served us well in meeting student welfare and management needs, as well as fostering a sense of safety, security, belonging and connectedness.

House based activities take place where student leadership is based on the premise of *servant leadership* with modelling from our older boys through to the younger groups. Mentoring of young students takes place and as a result relationships have prospered under this model.

In 2017 the College initiated a more comprehensive Student Wellbeing program inclusive of a dedicated Wellbeing Period which enables the delivery of programs which:

1. Produce young men who are confident in themselves and well balanced; mentally, emotionally, socially, spiritually and physically. (5 themes of Wellbeing)
2. Build on and improve the relationships within the PC classes and house, leading to greater sense of looking after one another and belonging. The Pastoral Community.
3. Prepare the boys for an adult/contemporary world and to be good, compassionate global citizens.
4. Develop strategies and resilience to deal with challenges faced by young men in a global contemporary adult world.
5. Incorporate a whole school mindfulness program.
6. Provide opportunities for students to voice their concerns, thoughts, feelings, opinions.

Co-Curricular Activities

The College has numerous opportunities for students to participate in out of class activities. In 2017 our Trips and Tours program was full with numerous interstate and overseas tours which covered aspects of social service, language, history, politics and sport. 2017 also saw the inclusion of an Indigenous Immersion Experience to the Northern Territory. We successfully competed in numerous sporting and other competitions. There were a number of premierships obtained with a series of high results in academic competitions. On the whole, Whitefriars students participated in a very wide range of co-curricular and sporting activities in large numbers, and with considerable enthusiasm and expertise. We have maintained our compulsory sports afternoons for Year 7-10 (Tuesdays and Thursdays) and the optional Wednesday sport afternoon for ACC activities in Years 11 and 12.

In 2017 the College conducted a number of Outdoor Learning Camps from Years 7-11. These ranged from two day to five day experiences. The large array of musical offerings, including orchestral, choir, ensemble and rock bands allowed the students to not only learn their instrument of choice but also perform live to a number of audiences. The *Believe in Music* Concerts for our Catholic feeder schools, the Jazz Soiree and Rock Concerts were complemented by the highly professional production of *Guys & Dolls*. Our Band/Jazz students also competed in *the Generations in Jazz* competition in Mount Gambier. All of these events reinforce the emphasis on the Performing Arts within the College.

House based events allow us to provide all students with the opportunity to lead or participate in over the year. Contributions by students to various community events, especially those that occur within the City of Manningham.

Each House group is associated with a local charity. In addition to this the College has a strong association with Timor-Leste with many of our staff and students travelling to Timor mid-year and during the third term break. Our staff offer programs in theology, philosophy and English for the young Timorese students based at Hera, Dili and Zumalai. The College also began its association with the international 'Day for Girls' program in Timor-Leste. We have also maintained our large involvement in donations to the Red Cross Blood Bank. Work Experience for Year 10 students has also been beneficial and provides a strong indication of a community willing to share of itself and its resources.

A series of academic enrichment activities provided the students with opportunities such as Science, Maths and English enrichment from Years 7-11; these along with Science Club, Chess, Debating and the Environment Club are some examples of the offerings at Whitefriars.

The Transition Program begins in the mid-year prior to entry with a visitation to every Year 6 student within their own school setting. Much information is collected and shared appropriately to enable a smooth crossover from primary to secondary education. The Orientation camp for Year 7, held in the first week of school, provides a sense of belonging and this is reinforced in subsequent years with the Outdoor Learning Program in Years 8-10, the voluntary and well attended Year 11 Kairos retreats and the Study Camp for Year 12. The spiritual, social and emotional needs of the students have been well met through such experiences.

Satisfaction Levels

The Endicott Survey was undertaken as part of our two year process towards Council of International Schools (CIS) accreditation. This is an extensive survey of our community.

The results indicate a very strong sense of overall satisfaction of the College amongst stakeholders. Parents expressed their high degree of support whilst students were clearly of the view that their pastoral welfare has been well attended to this year.

Parent responses were very positive, indicating strong levels of satisfaction with their relationships with staff, the curricular and co-curricular program and the level of pastoral care at the school, including a very strong view that students are safe.

Importantly, there was a very strong correlation between the Mission and Values of the College and the lived reality of our students, parents and staff.

We continue to see some need to improve the engagement levels of our students within the classroom, especially as it relates to the Middle Years area. “Student Voice” needs to be a further focus for the College.

Staff felt that work levels were manageable. Staff indicated a good level of job satisfaction.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.92%

STAFF RETENTION RATE	
Staff Retention Rate	88.14%

Student absence is followed up by pastoral staff with a phone call to parents. Clear procedures are listed on the College Learning Management System.

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	91.85%

Looking to the Future

With full accreditation received from CIS (Council of International Schools) the College is well positioned to address the recommendations, which are well aligned to the Annual Action Plan foci.

We were pleased with the report, which indicated a close alignment between the Whitefriars Mission and Values and the reality of the school.

With our Science and Technology building currently underway and due to be opened in early 2018, it is a reflection of our position as a leading Catholic College, as well as our desire to offer students facilities that are in line with their particular learning needs.

We look forward with a sense of great hope and thorough planning which respects those who have gone before us and builds on the gifts and talents of the current Community.

Chairman's Report

Mr Peter Duffy, Chairman

In 2017, key aspects of the life at Whitefriars College can be summarised in the points below.

Mission and Values Statements

The College revised the Mission and Values Statements in 2016 which, coupled with the current School Improvement Plan, provides the basis and framework for all strategy planning for the College. These Statements emphasise the importance of the College strongly upholding the Carmelite Values and Ethos and this work has continued into 2017.

Our Strategic Plan Process

- The 'School Improvement Plan' (SIP) for the period 2016 to 2020 provided the framework for the College Annual Action Plan for 2017.
- The SIP is structured into:
 - A restatement of our College Vision, which includes statements regarding, our
 - Purpose
 - Core Values
 - Vision Goal
 - Provides a Vivid Description – of who we are at Whitefriars College.
 - Statements of our goals, intended outcomes, targets and our alignment with strategic directions for Catholic Education, in each of the following five key areas of:
 - Education in Faith
 - Learning and Teaching
 - Student Wellbeing
 - Leadership and Management
 - School Community.

Student Holistic Development

- All Year 12 students – attend a three day Community Building Retreat Program
- Most Year 11 students – attend a three day Kairos camp
- Year 7 to 12 – there was implementation of Programs for Leadership and Structures, and Social Justice (eg awareness programs of Timor Leste).
- The Vertical Pastoral Program supports the full integration of spiritual and leadership development across all year levels.

Carmelite Charism and Spirituality

The access to College Chapel - coupled with our committed Religious Education team - has served to enable us to place emphasis on our Carmelite identity in many and obvious ways, demonstrating how Whitefriars College lives out Carmelite Spirituality within the context of a Catholic Boys Secondary College, in the 21st Century.

College Enrolments

- There continues a strong demand for students to attend the College
- The College enrolment was 1200+ students, which included 40+ International Students.

College Staff

The Whitefriars College Board acknowledges and congratulates all staff [teaching and non-teaching] for their commitment throughout 2017 to providing educational leadership – both academically and within the Carmelite Ethos and Charism. The enthusiastic, untiring and teamwork efforts of all staff, to provide the best educational opportunities for the 1200+ students, is indeed a somewhat unique attribute of the College.

Principal, Mr John Finn, continued to appraise himself of the Carmelite's Values and Ethos. Mr Neal Crossan's role (in the last 3 years) of leading the Whitefriars community in a deeper appreciation and awareness of the Carmelite Ethos and Charism is fully evident in how we operate across the College. Mr Finn completed his appointment as the Principal of the College in January 2018. Mr Anthony Kirley was appointment as the Principal in August 2017, and commenced in the role January 2018.

College Finances

- The current financial position of the college remains strong
- The five year financial plan indicates that the College is confident of continuing to deliver its planned educational philosophy – as outlined in our School Improvement Plan - within current funding levels
- In 2016, the College committed to a \$12million building program. This new building will provide state-of-the-art learning facilities for the Science and Technology Learning Areas. The project commenced late in 2016 and is due for completion early 2018.

Governance- Operations of the Board

- In 2017, the Board of Whitefriars College Incorporated, inclusive of its three specialist subcommittees, held 15 meetings. This fulfilled its requirements as laid down in its terms of appointment by the Carmelite Provincial Council
- The Board completed all reporting requirements to the required Statutory Authorities for the 2017 year.

Education in Faith

Goals and Intended Outcomes

- Our education is built on the foundation of the Carmelite tradition, of being aware of the Presence of God in everyday things, or walking in the Presences of God – and this will be reflected in our lessons
- Represented in the College motto 'Almae In Fide Parentis' (In the care of a loving Mother), the school's Carmelite tradition, together with Whitefriars Mission Statement – Belong, Believe and Become we will provide a nurturing environment for the boys to learn and do their best, achieving their full potential
- We will deliver a holistic approach to our Collegians education, endeavouring to develop the students in all areas of their lives producing responsible, generous and capable men.

Achievements

The spiritual, intellectual, physical and emotional grounding that students receive during their Whitefriars years, result in students who are happy in themselves, healthy in their relationships, confident in their abilities and ready to pursue success in all aspects of their lives.

There are various avenues through which we Educate in Faith and these include:

- Faith enrichment through Religious Education lessons – Carmelite and Catholic
- Year 11 Timor-Leste Immersion
- Our Lady of Mt Carmel Day Celebration
- Pastoral Care and House activities

Our employment ethos also focusses on the Carmelite tradition and in 2016/7, 4.2% of the employment budget was spent on Professional Learning category 'Catholic Faith and Spirituality'. This included access to all of the above and the following sessions:

- Professional Learning Day #1 (30/1/2017) Carmelite contemplation in a Historical context
- Professional Learning Day #3 (31/3/2017) Catholic Identity
- Professional Learning Day #7 (7/12/2017) Catholic Identity

Learning and Teaching

Goals and Intended Outcomes

- The school will provide programs so that students are more stimulated and engaged in their learning
- Staff will be more engaged in collaborative practices with a focus on improving learning outcomes for students
- That staff will develop a greater facility in using a rich array of student achievement data in planning for improved student outcomes

Achievements

- Further development of collaboration and feedback opportunities amongst staff and students leading to improved student learning outcomes
- Implementation of a Learning Management System, *Whitefriars Teach, Learn and Engage* (SEQTA) to improve communication of curriculum, assessment and reporting to students and parents
- Implementation of Learning @ Whitefriars College definition of learning in classrooms, curriculum and assessment design, and parent communication
- Implementation of the Victorian Curriculum F-10 and new VCAA VCE Study Designs
- Improved curriculum planning processes that use student data and collaboratively use staff expertise
- An increase in academic rigor and engagement within the Middle Years and Senior Year Schools was established, including the implementation of Year 9 English and Mathematics Extension classes
- The improvement of the Middle Years and Senior Years subject selection process, including numerous elective opportunities offered with the implementation of the Victorian Curriculum and a renewed acceleration process
- Year 7 NAPLAN results indicate students performed significantly better in Numeracy, Reading, Writing, Spelling, and Grammar and Punctuation than State or National *boys* schools
- Year 9 NAPLAN results indicate students performed significantly better in Numeracy, Reading, Writing, Spelling and Grammar and Punctuation than State or National *boys* schools
- Student achievement growth due to the introduction of specific programs (Year 12 Academic Seminar, Academic Study Centre and an ongoing commitment to improving student study habits through the work with Elevate Education)
- The College dux receiving an ATAR of 99.05
- Increase from 5 students in 2016 to 12 students in 2017 achieving the VCE Baccalaureate
- Significant academic growth for the Year 12 cohort compared to the predicted achievement from Year 9 NAPLAN results
- An increase in International Student ATAR achievement, including the runner-up dux receiving an ATAR of 98.35
- Increase in the percentage of VET units completed. In 2017, 93% of VET units were completed compared to 68% in 2013
- 19 students were enrolled in Senior VCAL with 100% completion
- 18 students were enrolled in Intermediate VCAL with 15 continuing into their Senior VCAL Certificate and 3 students leaving to take up employment and studies elsewhere.

National Assessment Program – Literacy and Numeracy (NAPLAN) Results

In 2017, all Year 7 and Year 9 students throughout Australia were participated in NAPLAN tests.

The results of the tests indicate how Whitefriars College students perform compared to other students in the state and across the nation. Student performances in each key assessment area is measured according to a scale from 1 to 1000, and scaled score means were calculated.

The following table gives a brief snapshot of the *mean performances* of Whitefriars College students in Year 7 and Year 9 tests of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy and the corresponding performances of boys in Years 7 and 9 in schools across the state and nationally:

	Whitefriars Year 7 2017	Boys State Schools Year 7 2017	Boys National Schools Year 7 2017		Whitefriars Year 9 2017	Boys State Schools Year 9 2017	Boys National Schools Year 9 2017
Reading	564	546	538		591	578	575
Writing	520	509	497		562	543	534
Spelling	559	542	541		586	576	574
Grammar and Punctuation	550	536	529		572	563	561
Numeracy	581	565	556		615	601	596

Whitefriars students performed significantly better than *boys* as a whole across the state and across the nation.

Proportion of 2017 Students at or above the National Minimum Standards						
The following 2017 NAPLAN data indicates the percentage of students that met or exceeded the minimum national standards in five key assessment areas:						
NAPLAN TESTS	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %	2017 %	2016–2017 Changes %
Year 7 Reading	98.0	0.0	97.0	-1.0	97.0	0.0
Year 7 Writing	98.0	0.0	97.0	-1.0	96.0	-1.0
Year 7 Spelling	97.0	-1.0	96.0	-1.0	96.0	0.0
Year 7 Grammar and Punctuation	97.0	-1.0	99.0	+2.0	96.0	-3.0
Year 7 Numeracy	99.0	0.0	99.0	0.0	98.0	-1.0
Year 9 Reading	99.0	1.0	97.0	-2.0	95.0	-2.0
Year 9 Writing	89.0	-2.0	93.0	+4.0	88.0	-5.0
Year 9 Spelling	96.0	2.0	93.0	-3.0	96.0	3.0
Year 9 Grammar and Punctuation	96.0	3.0	93.0	-3.0	95.0	2.0
Year 9 Numeracy	99.0	-1.0	99.0	0.0	100.0	1.0

The College forwards the individual results of NAPLAN tests to parents. These results are thoroughly reviewed by the College and results from each year analysed to identify areas of improvement to learning programs for individual students and the relevant Year Level.

In 2017, there was an increase in the number of staff allocated to Literacy and Numeracy support for targeted students and classes. All teaching staff have also undertaken whole-school professional learning in the use of student data to improve student learning and the development of literacy and numeracy skills in all learning areas.

<u>Years 9-12 Retention Rate</u>	91.85%
---	--------

<u>Median NAPLAN Results for Year 7</u>	
In 2017, Year 7 students were assessed by the National Assessment Program – Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The <i>median</i> NAPLAN results for 2017 were:	
Year 7 Reading	563
Year 7 Writing	512
Year 7 Spelling	564
Year 7 Grammar and Punctuation	548
Year 7 Numeracy	582

<u>Median NAPLAN Results for Year 9</u>	
In 2017, the National Assessment Program – Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, assessed Year 9 students. The <i>median</i> NAPLAN	

results for 2017 were:	
Year 9 Reading	598
Year 9 Writing	570
Year 9 Spelling	590
Year 9 Grammar and Punctuation	572
Year 9 Numeracy	605

Note: Marginal changes occur in the reported test outcomes for Whitefriars students from year to year in the key assessment areas. Given that the students in a given year level are different students from one year to the next, small changes are to be expected.

Note: The results for Whitefriars students in every test at both Years 7 and Year 9, in each calendar year that these tests have been administered, are significantly higher than the equivalent state and national averages

<u>Senior School Outcomes</u>								
	2010	2011	2012	2013	2014	2015	2016	2017
VCE median study score	32	32	32	31	31	31	31	30
VCE completion rate	100%	100%	100%	100%	100%	100%	100%	100%
VCAL completion rate	98%	98%	100%	100%	100%	100%	100%	100%

In 2017, there were 169 students enrolled in VCE and VCAL Year 12.

- 100% (150 students) successfully completed their VCE certificate.
- 100% (19 students) successfully completed the Senior VCAL certificate.
- 12 students achieved the VCE Baccalaureate.
- The VCE median study score for 2017 in all subjects was 30.

Of the 150 VCE Year 12 students in 2017:

- 136 students applied for further study
- 11 students applied for a trade/apprenticeship or sought work fulltime.
- 2 student applied interstate
- 1 student is completing a 3 year VCE

Of the 19 VCAL Year 12 students:

- 16 students have an apprenticeship/work
- 3 student is pursuing further study

Post School Destinations

Of the 139 students who applied for further study:

- 95% of applicants received a tertiary offer (132 students)
- 82% were offered a University place
- 89% of students received either their 1st, 2nd or 3rd preference
- 11% were offered a TAFE or Private provider place
- 7 % of offers - ITC (Private colleges/Full fee)

The following university scholarships were awarded:

- **Ashley Carey** - Scholarship Program, Accounting and Information Systems (Swinburne University of Technology)
- **Eamon Wright** – Vice Chancellor’s Excellence Scholarship, Health Sciences (La Trobe University)

Note: Whitefriars has continued to achieve very high completion rates for both VCE and VCAL over the past years.

Student Wellbeing

Pastoral Care

The College has a vertical House based system with students gathering in pastoral groups that represent each of the year levels. This structure served us well in meeting student welfare and management needs, as well as fostering a sense of safety, security, belonging and connectedness.

House based activities take place where student leadership is based on the premise of *servant leadership* with modelling from our older boys through to the younger groups. Mentoring of young students takes place and as a result relationships have prospered under this model.

In 2017 the College initiated a more comprehensive Student Wellbeing program inclusive of a dedicated Wellbeing Period which enables the delivery of programs which:

7. Produce young men who are confident in themselves and well balanced; mentally, emotionally, socially, spiritually and physically. (5 themes of Wellbeing)
8. Build on and improve the relationships within the PC classes and house, leading to greater sense of looking after one another and belonging. The Pastoral Community.
9. Prepare the boys for an adult/contemporary world and to be good, compassionate global citizens.
10. Develop strategies and resilience to deal with challenges faced by young men in a global contemporary adult world.
11. Incorporate a whole school mindfulness program.
12. Provide opportunities for students to voice their concerns, thoughts, feelings, opinions.

Co-Curricular Activities

The College has numerous opportunities for students to participate in out of class activities. In 2017 our Trips and Tours program was full with numerous interstate and overseas tours which covered aspects of social service, language, history, politics and sport. 2017 also saw the inclusion of an Indigenous Immersion Experience to the Northern Territory. We successfully competed in numerous sporting and other competitions. There were a number of premierships obtained with a series of high results in academic competitions. On the whole, Whitefriars students participated in a very wide range of co-curricular and sporting activities in large numbers, and with considerable enthusiasm and expertise. We have maintained our compulsory sports afternoons for Year 7-10 (Tuesdays and Thursdays) and the optional Wednesday sport afternoon for ACC activities in Years 11 and 12.

In 2017 the College conducted a number of Outdoor Learning Camps from Years 7-11. These ranged from two day to five day experiences. The large array of musical offerings, including orchestral, choir, ensemble and rock bands allowed the students to not only learn their instrument of choice but also perform live to a number of audiences. The *Believe in Music* Concerts for our Catholic feeder schools, the Jazz Soiree and Rock Concerts were

complemented by the highly professional production of *Guys & Dolls*. Our Band/Jazz students also competed in *the Generations in Jazz* competition in Mount Gambier. All of these events reinforce the emphasis on the Performing Arts within the College.

House based events allow us to provide all students with the opportunity to lead or participate in over the year. Contributions by students to various community events, especially those that occur within the City of Manningham.

Each House group is associated with a local charity. In addition to this the College has a strong association with Timor-Leste with many of our staff and students travelling to Timor mid-year and during the third term break. Our staff offer programs in theology, philosophy and English for the young Timorese students based at Hera, Dili and Zumalai. The College also began its association with the international 'Day for Girls' program in Timor-Leste. We have also maintained our large involvement in donations to the Red Cross Blood Bank. Work Experience for Year 10 students has also been beneficial and provides a strong indication of a community willing to share of itself and its resources.

A series of academic enrichment activities provided the students with opportunities such as Science, Maths and English enrichment from Years 7-11; these along with Science Club, Chess, Debating and the Environment Club are some examples of the offerings at Whitefriars.

The Transition Program begins in the mid-year prior to entry with a visitation to every Year 6 student within their own school setting. Much information is collected and shared appropriately to enable a smooth crossover from primary to secondary education. The Orientation camp for Year 7, held in the first week of school, provides a sense of belonging and this is reinforced in subsequent years with the Outdoor Learning Program in Years 8-10, the voluntary and well attended Year 11 Kairos retreats and the Study Camp for Year 12. The spiritual, social and emotional needs of the students have been well met through such experiences.

The College has regularly reported via the In Fide, the College website, Facebook and Twitter the rich range of activities that complement the academic teaching program, including the following opportunities:

<ul style="list-style-type: none"> • Faith enrichment – Catholic and Carmelite • Year 6 to Year 7 transition program • Academic Enrichment Program and master classes to stimulate and challenge gifted and talented students • Integrated use of tablet computers in student learning experiences • Pastoral Care and House Activities – House Celebrations, Athletics and Swimming Carnivals • Student Leadership programs • Pathway and Transition Advice – Careers, Career Advice Day, Subject Selection 	<ul style="list-style-type: none"> • ACC Sports Program • Learning Area Weeks (e.g. Science Week, Mathematics Week, etc.) • Senior Production with Siena College • Year 12 Academic Study Centre • Study skills programs (e.g. Elevate, Year 9, Peak Skills, Success Integrated, Greg Mitchell) • Music ensemble and instrumental tuition programs • Victorian Premier's Reading Challenge • Victorian Premier's Active April • Book Club • Coding Club • Chess Club
---	---

<ul style="list-style-type: none"> • Student Wellbeing Program • Year 7 Orientation Camp • Years 7 and 8 Time and Space Program • Years 7, 8, and 9 Outdoor Learning Program (OLP) • Year 8 Learning Immersion • Year 9 City Experience • Year 10 Work Experience • Year 11 Kairos Retreat • Year 11 Timor-Leste Immersion • Year 12 Academic Conference • Indigenous Football Tour – Northern Territory • Senior Years Battlefields Study Tour – France • Italian Study Tour • Global Minds Tour – USA • Victorian Young Leaders to China Program • Antipodeans Expedition – Nepal • Our Lady of Mt Carmel Day Celebration • Literacy and numeracy programs for individually tailored for students 	<ul style="list-style-type: none"> • Inter school collaboration to produce Shared Stories Anthology • Creative Writing competition • Annual Visual Arts exhibition • ACC and CEM Visual Arts Exhibitions • Peer Tutoring • Parent Enrichment seminars • Years 7 to 12 Debating program • Public Speaking program • Year 10 Italian Immersion • Year 9 Italian Camp • Dante Alighieri competitions for students of Italian • Sustainability and Environment Action Group • Stock Market Challenge • ANZAC Ceremony – Manningham Council
---	--

Satisfaction Levels

We continue to see some need to improve the engagement levels of our students within the classroom, especially as it relates to the Middle Years area.

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	91.85%

Child Safe Standards

Goals and Intended Outcomes

All students enrolled at Whitefriars College have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse.

Our commitment to our students :

- We commit to the safety and wellbeing of all children and young people enrolled in our school.
- We commit to providing children and young people with positive and nurturing experiences.
- We commit to listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
- We commit to taking action to ensure that children and young people are protected from abuse or harm.
- We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
- We commit to seeking input and feedback from students regarding the creation of a safe school environment.

Achievements

In 2017, we continued to foster a child-safe and child-friendly environment where children were free to enjoy life to the full without any concern for their safety. There was particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability

Through our involvement in the following activities we embed the policies and commitments of Child Safety (and the safety of all the community) into everyday practice:

- Training of teachers, non-teaching staff and volunteers with a requirement of Working With Children Check
- Involvement in the Patrick Cronin Foundation (and Fundraising Golf Day)
- Involvement in the White Ribbon Campaign/Day
- Involvement in National Day Against Bullying
- Wellbeing session on Cyber Safety
- Information sheets to parents regarding publically available content dangerous to children (i.e. Netflix's '13 Reasons Why' information sheet to parents identifying content that could be traumatic to students viewing, conversations to have with students, behaviour to look out for and contact numbers for school psychologists etc. due to the graphic nature of the show).

Leadership and Management

Staff Professional Learning continues to be supported through the provision of funding and time release for approved activities both internally and external to the college. Whitefriars is committed to promoting and sustaining a culture of Professional Learning that is guided by our shared Mission and Values. We recognise that improvement in student learning and our College's development is best achieved through the creation of a dynamic learning community for all stakeholders; students, parents, teachers and school leaders.

Professional learning at Whitefriars involves all members of staff from all areas of the College and stresses growth in faith as well as knowledge and skills. Effective professional learning for staff should ensure high quality curriculum provision, improve student learning, extend the skills of staff members and enhance their career possibilities.

The recent development of a Professional Learning Framework for staff supports an integrated series of structures and processes to promote ongoing development in professional practice and student learning. Of central importance to the Framework are the College's Mission and Values statements and Annual Action Plan, the VIT, CEM and AITSL Professional *Standards*, Professional Learning Conversations, Appraisals and the Learning @ Whitefriars document. These structures and processes are designed to support and promote ongoing collaboration between all staff through an emphasis on goal setting, inquiry, classroom observation, peer coaching and the use of authentic evidence.

Professional learning is an ongoing educational process that should therefore:

- focus primarily on issues that promote student learning and development;
- foster the personal and professional growth of staff;
- support the ongoing religious formation of staff in Catholic schools;
- take into account current research and provide a balance of theory and practice;
- be responsive to the expressed and perceived needs of the individual and the school;
- complement the school development plan and school policies;
- be responsive to the systemic, National and State agendas for education;
- enhance the attitudes, knowledge, beliefs, skills and practices of staff to empower them to bring about change in the classroom and/or school;
- provide opportunities for individuals to develop an integrated professional learning plan which is linked to career pathways and include the updating of qualifications as necessary.

In support of these aspirations, the Professional Learning Days in 2017 were largely focused on the continuing implementation of the Learning Management System, SEQTA:

Professional Learning Day #1 (30/01/2017) Carmelite contemplation in a historical context

Our first Professional Learning Day for the year provided a wonderful opportunity for all staff to come together and review the history, purpose and charism of our Carmelite school.

At St Joseph's in Port Melbourne, Fr Ken Petersen O. Carm presented to all staff on the historical context of one of the key Carmelite tenants, contemplation (or meditation). Carmelites endeavour to live a contemplative life this life with a pure heart and a clear

conscience through a commitment to seek the face of the living God - through prayer, fraternity, and service (*diakonia*). These three fundamental elements of the charism are closely interwoven.

Staff then made their way (as contemplative pedestrians) to Our Lady of Mt Carmel in Middle Park where they were able to listen to a forum on Carmelite contemplation in a contemporary context. Forum members were Fr David Hofman O. Carm, Fr Ken Petersen O. Carm, Br Agedo Bento O. Carm, Br Matthew Tonini O. Carm, Teresa Paradowski TOC. This was followed by lunch and then a celebration of the Liturgy by former Principal, Fr Paul Cahill O. Carm.

Professional Learning Day #2: (14/03/2017) *Understanding by Design*

The focus of the day was on curriculum design, in the SEQTA Learning Management System, by all teaching staff using the principles of 'Understanding by Design'.

Professional Learning Day #3: (31/03/2017) *Catholic Identity*

Br Matthew Tonini O.Carm. and Br Sean Keefe O.Carm facilitated our third Professional Learning Day which involved a presentation and a series of reflections on Carmelite communities in a global context. All staff were able to reflect on Brother Matthew's presentations and share the implications for our lives in a contemporary context before joining Fr Matthew McPhee O.Carm in a Liturgical celebration. This was followed by a forum discussion on Whitefriars College community in the early years with Fr Matthew McPhee O.Carm, Mr Adrian Jones, Mrs Evelyn Diradji, Ms Lyn Power, Mr Warren Moseley and Ms Nicole Ross.

Professional Learning Day #4: (24/04/2017) *SEQTA – 'Whitefriars Learn'*

This Professional Learning Day primarily involved all teaching staff continuing their curriculum design in the SEQTA Learning Management System using the principles of 'Understanding by Design'.

The first part of the morning enabled an external consultant, Mrs Patricia Bergin, to advise all staff of the process to be undertaken by the College Board to appoint a new Principal for 2018.

Professional Learning Day #5: (25/07/2017) *SEQTA – 'Marksbook'*

This Professional Learning Day involved all Teaching Staff continuing their curriculum design and developing their 'Marksbook' in the SEQTA Learning Management System.

All Support Staff undertook their mandatory Fire Warden and then anaphylaxis training.

Professional Learning Day #6: (18/10/2017) *SEQTA – 'Whitefriars Teach'*

The day involved a continued sharing of professional learning through 'Whitefriars Teach' to ensure preparation for the start of the 2018 school year.

The 'Whitefriars Teach' component of SEQTA is designed to directly impact our teaching practices on a daily occurrence – planning, teaching using *Whitefriars Teach*, providing quality feedback and assessment of student achievement. Curriculum and assessment will thus become more visible to both students and parents which will assist in improving student achievement.

This professional learning day was structured into three 1.5 hour workshops for all teaching staff – providing quality feedback, lesson planning and assessment, and assessment practices/protocols. The first two workshops were facilitated by SEQTA professional services consultants who have extensive experience teaching in schools and using the SEQTA platform.

Professional Learning Days #7-9: (7, 8 and 11/12/2017)

These Professional Learning Days consisted of a range of information sessions and activities focusing on the following topics:

- Catholic Identity
- Child Safety and Reportable Conduct
- Anaphylaxis Training
- Curriculum Design
- Delivering purposeful feedback to improve learning
- 2018 Student Wellbeing Program

Support for PD activities – funding and time release for Teaching Staff:

The total direct funding for Professional Learning was \$87,562. Of this, \$82,866 related to funding of PL activities for 126 Teaching Staff, thus equating to an average expenditure of approximately \$658. This was possible largely through the engagement of CRTs to release staff and included student free days, external workshops and conferences. Our staff spent the equivalent 227 days in total on external PL activities and this was supported by the equivalent of 215 days of time release. A number of internal Professional Learning opportunities (Middle Leader Modules through EDUCAA and CEM Religious Education Accreditation offerings through Carmelite and Whitefriars Staff) further supported professional learning for all staff.

The following tables show the top 10 priorities in terms of allocation of PL resources to particular categories. As each activity is recorded, the foci of the activity are also noted (activities will often relate to more than one category).

The figures represent the % of the resource which relates to each PL category. For example, 28.0% of the total time and 20.9% of the total funding was associated with SEQTA Learning Management System training.

Table 1 – 2017 PL Participation

Total days of staff participation in PL activities:

227 days (excluding student free days)

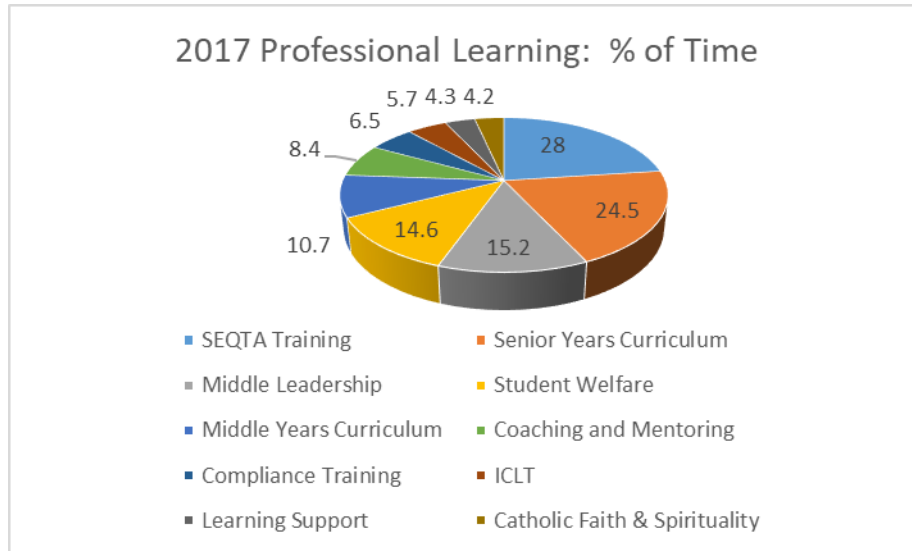
PD Categories	% of Time
SEQTA Training	28.0
Senior Years Curriculum	24.5
Middle Leadership	15.2
Student Welfare	14.6
Middle Years Curriculum	10.7
Coaching and Mentoring	8.4
Compliance Training	6.5
ICLT	5.7
Learning Support	4.3
Catholic Faith and Spirituality	4.2

Table 2 – 2017 Funding Distribution

Total funding for PL Activities \$87,562

(including student free days)

PD Categories	% of Budget
SEQTA Training	20.9
Senior Years Curriculum	20.4
Middle Leadership	18.2
Student Welfare	16.6
Middle Years Curriculum	12.7
Coaching and Mentoring	7.8
Catholic Faith and Spirituality	4.2
ICLT	4.1
Learning Support	3.8
Compliance Training	3.7



Staff felt that work levels were manageable. Staff indicated a good level of job satisfaction.

STAFF RETENTION RATE	
Promotion of staff retained from previous year	97.52%
Number of staff retained from previous year	118

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	18.75%
Graduate	25.00%
Certificate Graduate	2.68%
Degree Bachelor	70.54%

Diploma Advanced	14.29%
No Qualifications Listed	22.32%

College Community

Goals and Intended Outcomes

- The College will create opportunities for parental involvement to increase
- The College will continue Parents Association
- The College will increase Old Collegian involvement
- The College will enhance interaction between the College and feeder primary schools

Achievements

- Invited Collegians to celebrate their parents with breakfast on Mother's and Father's Day (both events reaching full capacity)
- Hosted many parent information evenings, Year 7 Mother and Son evening, Year 8 Father and Son evening amongst other
- Held Badge Presentation Ceremony, Annual Moster Community Radffle, Trivia Night and Grandparent's Day
- Successfully hosted well-attended 1 year, 10 year, 20 year and 30 year reunions uniting Old Collegians
- Continued successful Old Collegian Football and Cricket teams
- Successful Gala concert in collaboration with Siena College
- Launched AFL Auskick at Whitefriars College
- Conducted Whitefriars College Science Roadshow visiting local primary schools
- Accepted invitation from St Anne's Primary School for Year 5 and 6 Writing workshop
- Welcome Year 3 and 4 students from local primary school to Believe in Music concert with performances by our Year 7-12 students.

Financial Information

The School's financial performance information has been provided to the Australian Charities and not-for-profit commission (ACNC) and will be available to access via their website www.acnc.gov.au

Future Directions

With full accreditation received from CIS (Council of International Schools) the College is well positioned to address the recommendations, which are well aligned to the Annual Action Plan.

We were pleased with the report, which indicated a close alignment between the Whitefriars Mission and Values and the reality of the school.

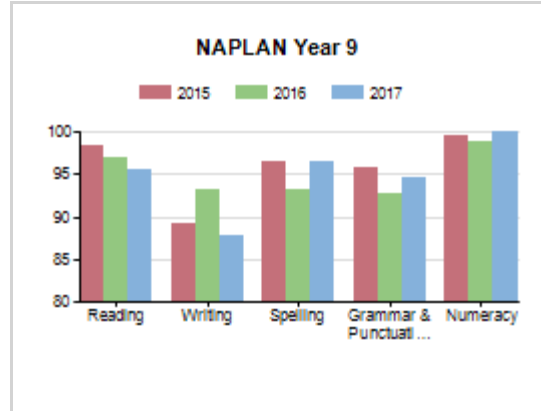
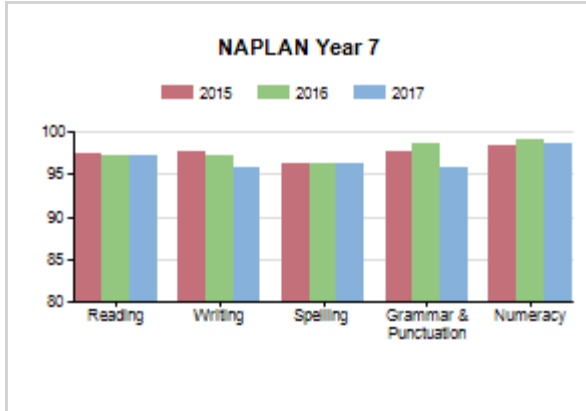
With our Science and Technology building currently underway and due to be opened in early 2018, it is a reflection of our position as a leading Catholic College, as well as our desire to offer students facilities that are in line with their particular learning needs.

We look forward with a sense of great hope and thorough planning which respects those who have gone before us and builds on the gifts and talents of the current Community.

School Data

E1158 Whitefriars College Inc., Donvale
--

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015	2016	2015 - 2016	2017	2016 - 2017
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	97.6	98.6	1.0	95.9	-2.7
YR 07 Numeracy	98.5	99.0	0.5	98.6	-0.4
YR 07 Reading	97.5	97.1	-0.4	97.3	0.2
YR 07 Spelling	96.2	96.2	0.0	96.3	0.1
YR 07 Writing	97.6	97.1	-0.5	95.9	-1.2
YR 09 Grammar & Punctuation	95.9	92.7	-3.2	94.6	1.9
YR 09 Numeracy	99.5	98.9	-0.6	100.0	1.1
YR 09 Reading	98.4	96.9	-1.5	95.6	-1.3
YR 09 Spelling	96.4	93.2	-3.2	96.6	3.4
YR 09 Writing	89.2	93.2	4.0	87.9	-5.3



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	91.85%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	94.58
Y8	92.34
Y9	92.32
Y10	92.68
Overall average attendance	92.98

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.92%

STAFF RETENTION RATE

Staff Retention Rate	88.14%
----------------------	--------

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	18.75%
Graduate	25.00%
Certificate Graduate	2.68%
Degree Bachelor	70.54%
Diploma Advanced	14.29%
No Qualifications Listed	22.32%

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	138
FTE Teaching Staff	123.185
Non-Teaching Staff (Head Count)	65
FTE Non-Teaching Staff	57.793
Indigenous Teaching Staff	3

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	598.10
Year 9 Writing	570.30

Year 9 Spelling	590.00
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	605.40

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