

ANNUAL REPORT TO THE SCHOOL COMMUNITY

2018



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

WHITEFRIARS COLLEGE, DONVALE



Contents

Contact Details	2
Minimum Standards Attestation.....	2
Our College Vision	3
College Overview	4
Principal's Report.....	5
Education in Faith	7
Learning & Teaching.....	8
Student Wellbeing	10
Child Safe Standards	15
Leadership & Management.....	17
College Community.....	22
Future Directions.....	24
School Performance Data Summary.....	25



Contact Details

ADDRESS	156 Park Road DONVALE VIC 3111
PRINCIPAL	Mr Greg Stewart
PARISH PRIEST	Fr Paul Sireh O.Carm.
SCHOOL BOARD CHAIR	Mr Peter Duffy
TELEPHONE	(03) 9872 8200
EMAIL	principal@whitefriars.vic.edu.au
WEBSITE	www.whitefriars.vic.edu.au
E NUMBER	E1158

Minimum Standards Attestation

I, Mr Greg Stewart, attest that Whitefriars is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

12 April 2019

Our College Vision

Whitefriars is a Catholic College which 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 a contemporary, global society as valued individuals, alive with the wisdom of the Gospel.

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 of the common good
- 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

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 language 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

Strategic Focus

The College has in place a carefully considered Strategic Plan 2016-2020 which offers a pathway forward and seeks to reinforce our heritage whilst also setting fundamental aims for the next five years. This Plan is well aligned to the five spheres of our SIF Annual Action Plan. These in turn have also been aligned with the key 2017 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 has been enhanced by the CIS recommendations and continues to maintain an emphasis on:

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

Pastoral Care

The College's vertical House based system continues to serve us well in meeting student welfare and management needs, as well as fostering a sense of safety, security, belonging and connectedness.

House based activities that take place enable the development of servant student leadership so that mentoring of young students occurs and positive relationships prosper.

Our Student Wellbeing Program facilitates:

- Formation of young men who are confident in themselves and well balanced; mentally, emotionally, socially, spiritually and physically.
- Improved relationships within the PC classes and house, leading to a greater sense of belonging.
- Preparation for an adult/contemporary world as good, compassionate global citizens.
- Development of strategies and resilience to deal with challenges faced in a global contemporary adult world.
- Increasing provision of opportunities for students to voice their concerns, feelings and opinions.

Extracurricular Activities

The College has numerous opportunities for students to participate in out of class activities. In 2018 our Trips and Tours program was full with academically rich interstate and overseas tours covering aspects of social service, language, history, politics and sport. 2018 also saw the continued development of an Indigenous Immersion Experience to the Northern Territory. We successfully competed in numerous sporting and academic competitions, with considerable enthusiasm and expertise.

In 2018 the College conducted a number of Outdoor Learning Camps from Years 7-9. These ranged from two 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 two 'Experience Whitefriars' days for our Catholic feeder schools were wonderful initiatives that enabled grade 3 and 4 students come on site and be introduced to some of the College's academic offerings

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 through the eight Year 7 parent and student Welcome Evenings that follow.



Education in Faith

Goals & Intended Outcomes

- Through the community, our students:
 - engaged with the Catholic faith in the Carmelite tradition
 - Fostered positive relationships
 - Valued and understood the Indigenous story
 - Developed cultural awareness and global perspectives
 - Embraced sustainable practices and our natural environment
- Through prayer, our students:
 - Reflected critically
 - Questioned, inquired and imagined
 - Constructed meaning
 - Were open to feedback and a growth mindset
- Through action, our students:
 - Took risks, experimented, practiced and persevered
 - Collaborated, cooperated and communicated
 - Thought critically and problem solved
 - Demonstrated originality and creativity
 - Served others
 - Took responsibility of their learning.

Achievements

- The Carmelite tenets of community, prayer and action to acquire skills, knowledge and understanding as an active global citizen were applied in 2018
- Learning was holistic and providing opportunities for spiritual, intellectual, emotional, physical and social development
- Learners used their resources to develop their talents and achieve personal excellence.

VALUE ADDED

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

- Faith enrichment – Catholic and Carmelite
- Student Wellbeing Program
- Our Lady of Mt Carmel Day Celebration

Learning & Teaching

Goals & Intended Outcomes

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

Achievements

- Further development of collaboration and feedback opportunities amongst staff and students to improve student learning outcomes
- Continued implementation of a Learning Management System, *Whitefriars Teach, Learn and Engage* (SEQTA) to improve communication of curriculum, assessment and reporting to students and parents.
- Continued implementation of Learning @ Whitefriars College definition of learning in classrooms, curriculum and assessment design, and parent communication
- Consolidation 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
- The completion of new learning environments – Science and Technology building, Library, Visual Arts, general purpose learning classrooms
- 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 & Punctuation than State boy's schools
- Year 9 NAPLAN results indicate students performed significantly better in Numeracy, Reading, Writing, Spelling and Grammar & Punctuation than State boy's 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)
- The College offering students choice in subjects with 45 VCE subject offerings, VCAL and 20 VET Certificates.
- College Dux receiving an ATAR of 99.65
- 7 students achieving the VCE Baccalaureate
- Moderate academic growth for the Year 12 cohort compared to the predicted achievement from Year 9 NAPLAN results.
- Increase in the percentage of VET units completed. In 2018, 96% of VET units were completed compared to 68% in 2013
- 16 students were enrolled in Senior VCAL with 94% completion (one student left early to begin an apprenticeship; all other students successfully completed their Senior VCAL Certificate)
- 17 students were enrolled in Intermediate VCAL with 14 continuing into their Senior VCAL Certificate and 3 students leaving to take up employment and studies elsewhere.

STUDENT LEARNING OUTCOMES

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 2018, 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.

A number of staff have undertaken Literacy Intervention study co-sponsored by the Catholic Education Melbourne Office and Australian Catholic University.



Student Wellbeing

Goals & Intended Outcomes

In 2018, the College continued to have a flourishing Vertical Pastoral Care system designed to promote:

- A strong sense of connectedness and mentoring between students of different year levels;
- Consistent pastoral care support with one Pastoral Care teacher remaining with their Pastoral care class for the six years of their Whitefriars journey and House Leaders with strong relationships with their students and their families;
- A strong sense of House identity;
- A sense of belonging to their House.

Achievements

2018 saw the continuation and development of the Wellbeing Program which was in its second year. The Wellbeing Program aims to improve the spiritual, intellectual, emotional, physical, and social wellbeing of Whitefriars College students. By providing students with opportunities to develop meaningful relationships with others in their Pastoral Care and House, as well as time for learning, discussions, advice and activities about issues concerning to young people. The program aims to empower young men to be resilient, happy, educated, confident, prepared to tackle the challenges that they face now and in the future and have a voice by providing a vehicle for students to discuss issues and express opinions and concerns they may be having. Sessions are run both vertically within the Pastoral Care class or House and in Year levels. Topics such as Brain Health, Gratitude, Happiness were covered in vertical groups whereas year level topics such as Cyber Safety, Gambling, Time Management, Bullying, Alcohol & Drugs.

VALUE ADDED

Students particularly enjoyed working in their vertical Pastoral Care group as indicated from their response to the Wellbeing Program survey question:

I liked working with my Pastoral Care group for Wellbeing

ANSWER CHOICES	RESPONSES	
Always	38.59%	318
Usually	36.17%	298
Sometimes	15.78%	130
Rarely	5.58%	46
Never	3.88%	32
TOTAL		824

With the College moving to a new Learning Management System, SEQTA, preliminary work was completed in order to utilise the Pastoral Care module of this system. This module enables the College to document the ‘story’ of all students as they journey through Whitefriars, including participation in co-curricular activities, achievements, awards, behavioural concerns College community service and commendations.

Our Psychological Services team continued to offer significant support to our students. A significant portion of the work of the College Psychologists is individual student counselling. Students were referred to the Counselling Service in a number of ways:

- a) Self-referral
- b) Referral by their House Leader and/or International Student Program Leader
- c) Parent-initiated referral

The College Psychologists also administered cognitive assessments for the purposes of:

- Special Examination Arrangements applications
- Applications for funding through the Catholic Education Office

Transition

At Whitefriars, we recognise the significance of the move from primary to secondary school and as such, we provide a number of transition activities to support our Year 7s with this process in 2018. Prior to beginning at Whitefriars, as Grade 6s, the boys spent a day at the school in December. On this day, the students spent time with their House Leader and Pastoral Care teacher, who become very important people throughout the boys’ Whitefriars journey. Also, the Senior Student Captains spent time with the boys, helping them become familiar with the life of a Whitefriars student. A separate day was then provided for those boys who were coming to Whitefriars as the only boy from their Primary School – ‘Solo Flyers’. This helped them to further make connections with other boys before they began. The Y7s and 12s began the first day of school together so that the Y12s could buddy and mentor the Y7s without other students. In week three of the school year, the Y7s went on their Orientation Camp to camp Manyung in Mount Eliza. Students attended camp in their House groups, led by their House Leader. This experience, while daunting for some, was a great way to connect with members of their House and foster a strong sense of belonging to their House. Transition for our families new to the College in 2018 is equally as important. Throughout Term 1, each House hosted the Year 7 parents, students and grandparents for a House Mass, badge presentation and dinner.

Co-Curricular Activities

In 2018, students at Whitefriars had a plethora of co-curricular activities which provide opportunities for personal growth, life skills, connection to school and a heightened sense of engagement in school life. ACC Sport once again had high participation rates with many year levels able to field multiple teams across a number of sports including, football, soccer, volleyball, basketball, badminton, hockey, tennis and table tennis. In terms of Interschool

Carnivals, our ACC Swimming Team finished second, Athletics Team finished fourth and Cross-Country Team third.

The Outdoor Learning Program offered a variety of outdoor education experiences for our Year 7, 8 and 9 students ranging from 2 day to 5 day camps. The Timor-Leste immersion trip provided a group of boys and staff with the opportunity to work alongside Carmelite Brothers in schools in Hera and Zumalai. Other immersion experiences included the Battlefields tour, Victorian Young Leaders to China and the Indonesian Study Tour. Music camps, after hours performances and performances in the local community provided opportunities for our students in Performing Arts to showcase their talents. Year 11 students had the opportunity to attend one of three Kairos Retreats offered, of which, almost three quarters of the Year 11 students attended.

Community Involvement

Each House has a specific House Charity which they are connected to and students are involved in fundraising for and increasing awareness of, their charity.

House	Charity
Avila	Pat Cronin Foundation
Brandsma	Avalon
Corsini	Doncare
Edith Stein	Movember
Lisieux	Motor Neurone Disease
Mantua	Victorian Cancer Council
Soreth	The Acute Spinal Ward at the Austin Hospital
Trinity	Lifeline

The College also partnered with 'Days for Girls', a charitable organisation which provides feminine hygiene products to girls around the world. Staff, students and parents participated in a number of workshops to make these products and the students participating in the Timor-Leste immersion trip presented 242 Days For Girls Kits to teenage girls in Zumalai as part of this immersion experience.

Students also represented the College at ANZAC Day Services in the local community – Templestowe RSL and Manningham services

Child Safe Standards

In 2018, we have remained committed to ensuring the Child Safe standards apply to all aspects of College life. The College continued to promote a culture of safety for all children, including Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds and the safety of children with disabilities.



STUDENT ATTENDANCE

Whitefriars College expects that its students will attend school every day. The College has the following systems and procedures in order to monitor the daily attendance of students and identify absences:

- Parents are responsible for ensuring that they notify the College to explain the absence of their children on any particular school day. Notification must be provided by telephoning the College and leaving a voicemail or via email. This should be done at the start of the school day (9:00am).
- Classroom teachers take attendance promptly at the commencement of each session.
- All absences are recorded using the Whitefriars Learning Management System (SEQTA). Administration staff check against the absence notifications that have been provided to the College via voicemail or email.

Student Absences:

Whitefriars College has the following systems and procedures in order to follow up unexplained absences from the College:

- Where an absence has not been communicated by 10:00am, a SMS Text Message will be forwarded to the student's parents or guardians notifying them of the absence and requesting that the absence is resolved.
- Where the student absence remains unresolved, parents/guardians will be contacted by the College to provide an explanation for the absence.
- If contact cannot be made with the parent/guardian, the school will attempt to make contact with any emergency contact/s nominated on the students file.
- Where parents repeatedly fail to inform the College of absences, the Pastoral Care Teacher and/or House Leader will contact them directly seeking an explanation. The Deputy Principal - Students may wish to interview parents who fail to explain these absences.
- All information in relation to unsatisfactory attendance is recorded on students' files in the Whitefriars Learning Management System and information with respect to attendance is provided in each student's school report and in Whitefriars Engage for parents.

Child Safe Standards

Goals and Intended Outcomes

Whitefriars College provides employees, volunteers and clergy with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training and professional learning to ensure that everyone understands and is compliant in their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

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

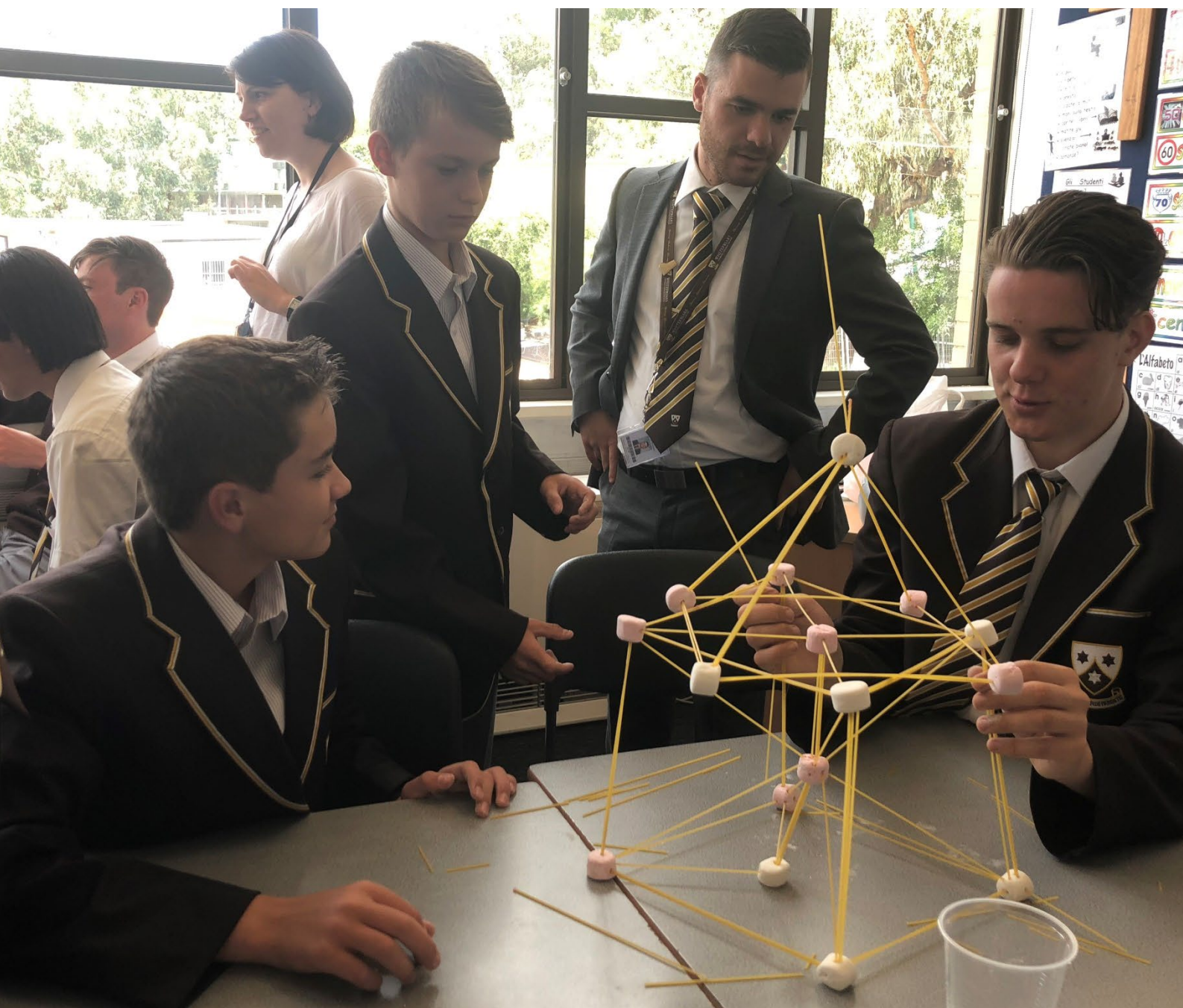
In 2018, we continued to foster a child-safe and child-friendly environment where children were free to enjoy life to the full without any concern for their safety. There was particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children 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:

- The College has updated its Child Safety related policies;
- Training in relation to Child Safe Standards and Mandatory Reporting including the updated “PROTECT Identifying and Responding to All Forms of Abuse in Victorian Schools” protocol to teachers, non-teaching staff, volunteers and contractors, all with a requirement of Working With Children Check;
- Involvement in National Day Against Bullying;
- Involvement in the White Ribbon Campaign/Day;
- Student Wellbeing sessions on Cyber Safety;
- Involvement in the Patrick Cronin Foundation (and Fundraising Golf Day);
- Dissemination of information sheets to parents regarding publicly available content dangerous to children. An example of this was an information sheet to parents about

Netflix's '13 Reasons Why,' due to the graphic nature of the show. This included identifying content that could be traumatic to students, suggested conversations to have with students, behaviour to look out for and contact numbers for school psychologists etc.;

- Working towards embedding empowerment of all students to speak up when they do not feel safe. This continues to take place through year level and International student assemblies, the student Wellbeing Program and College intranet communications;
- Whitefriars College and the Carmelites commenced the process of joining the National Redress Scheme in 2019, created in response to the Royal Commission into Institutional Responses to Child Sexual Abuse.



Leadership & Management

Goals & Intended Outcomes

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.

The Professional Learning Framework (PLF) is intended to support 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 & 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 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.

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;
- reflect 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 2018 continued their focus on the implementation of the Learning Management System (LMS), inclusive of Whitefriars Learn (students), Whitefriars Teach (staff) and Whitefriars Engage (parents).

Professional Learning in 2018 was overlaid with the introduction of an award agreement (VCEMEA) -mandated 20 hours of Professional Practice Time (PPT) for all teachers. Work

done during this prescribed 20 hours of PPT needed to be consistent with school priorities, undertaken while at the College, recorded for VIT registration purposes and selected from the following areas: *planning and preparation; assessment for student learning; collaboration; curriculum design or other approved, relevant professional learning.*

Achievements

Professional Learning Day 1 (29/01/2018) Laudato Si

Our first Professional Learning Day for the year provided an opportunity for all staff to come together and work with Sr Anne Boyd on the topic of Eco-Spirituality. Given the environmental crisis and the social teaching of the Church about caring for our common home, there is a renewed commitment, individually and communally, to the aim of living out God's desire for creation by: Acknowledging Indigenous wisdom of living in harmony; Living a simple lifestyle; Valuing our resources; Recognising the gift of creation; Raising awareness of respect for the sacredness of creation; Fostering personal engagement with the environment; and Accepting responsibility to repair and restore the health of the Earth.

Professional Learning Day 2: (30/03/2018) Catholic Identity

This Professional Learning Day focused on 'A time for Prayer' and involved a key note presentation by the Deputy Principal – Identity and Mission, which was followed by a variety of directed workshops facilitated by staff. Topics included: Scripture as Prayer, Art as Prayer, Justice as Prayer, Music as Prayer, Ecology as Prayer and Mary as Prayer.

Professional Learning Day 3: (16/04/2018) Understanding by Design

The focus of the first part of this day was on the Learning Management System's Online Reporting module. The second part of the day was allocated to Professional Practice Time.

Professional Learning Day 4: (16/07/2018) SEQTA – 'Whitefriars Learn'

The focus of the first part of this day was on all teaching staff continuing their curriculum design and Online Reporting training in the LMS using the Learning @ Whitefriars framework.

The second part of the day was allocated to Professional Practice Time.

Professional Learning Day 5: (26/10/2018) Professional Practice Time

- This day was allocated to Professional Practice Time but include presentation and workshop offerings on:
- Facilitating Differentiation and writing related assessments
- Archiving in Outlook
- Synergetic (Finance staff)
- Customer Service & challenging situations (Administration staff)

Professional Learning Day 6: (10-14/12/2018) Various

These Professional Learning Days consisted of a range of workshops, information sessions and Professional Practice Time focusing on:

- Catholic Identity
- Child Safety and Reportable Conduct
- Curriculum Design
- Delivering purposeful feedback to improve learning
- Student Wellbeing Program
- Using Data driven Dialogues
- Anaphylaxis briefing



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

The total direct funding for Professional learning was \$77,794. Of this, \$73,246 related to funding of PL activities for 128 Teaching Staff, thus equating to an average expenditure of approximately \$572. 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 288 days in total on external PL activities and this was supported by the equivalent of 226 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 11 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, 14.3% of the total time and 13.5% of the total funding was associated with Learning Diversity activities.

Table 1 – 2017 PL Participation		Table 2 – 2017 Funding Distribution	
<i>Total days of staff participation in PL activities: 341 days (excluding student free days)</i>		<i>Total funding for PL Activities \$65,244 (including student free days)</i>	
PD Categories	% of Time	PD Categories	% of Budget
Learning Diversity	14.3	Senior Years Curriculum	15.8
Middle Years Curriculum	13.3	Student Welfare	13.6
Senior Years Curriculum	11.8	Learning Diversity	13.5
Middle Leadership	8.8	Middle Leadership	12.7
Faith & Spirituality	7.3	Compliance Training	7.4
Compliance Training	7.1	ICLT	7.1
Student Welfare	6.7	Middle Years Curriculum	4.2
ICLT	4.0	English	2.9
Careers	3.3	Faith & Spirituality	2.9
International Program	3.3	Library/Resources	2.7

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	128
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$572

TEACHER SATISFACTION

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



College Community

Goals & Intended Outcomes

- That opportunities for parental involvement will increase
- That Old Collegian involvement will increase
- That student involvement in the broader community will increase
- That interaction between the College and parish feeder primary schools will be enhanced

Achievements

Parental involvement

- There was a successful increase in Parents' Association activities and updates on the website
- There was an increase in involvement with the Parents' Association through cooperative events. They hosted the Mother's and Father's Day breakfasts in 2018 with the assistance of the Development Office
- Ongoing contact with the Parents' Association was achieved with a meeting run each term between the President, Principal and Director of Development to work together on the objectives for each term and how we can help each other achieve them

Old Collegian involvement

- Launch of WhitefriarsConnect website
- Effort to ensure Old Collegian information in Synergetic is accurate and that the quality of information gathered on the Old Collegians (occupation, employers etc.) improves in order to establish (in time) a mentor program
- Increase in Old Collegian profiles in the Whitefriar
- Continued Reunion Program as an avenue for re-engaging with past students.

Student involvement

- Continued to look for opportunities to engage with the broader community through the House system.

Feeder Parish School involvement

- Highly successful Believe in Music Concerts (Term 1)
- Year 3/4 Whitefriars Experience
 - Invited 400 students from priority parish schools to participate in learning area activities including Science, Visual Arts, English, Mathematics, Religious Education, Performing Arts, Language, Commerce, Humanities and Sport.
- VCE PE (Term 4) ran a training class for a lesson for two groups of 40 Year 3/4 students
- Science Experience Year 3/4
 - Highly successful program that takes the Science Club to our priority parish schools to demonstrate experiments and then get the students involved in some activities.
- Year 3/4 Literacy visits (Term 4)
 - Highly successful program which takes selected Year 9 boys to priority parish schools for a 'Share a Story' experience.
- Twilight Sport offered to our priority parish schools (Term 1 and 4)

VALUE ADDED

- Mother's Day Breakfast
- Father's Day Breakfast
- Reunions held
- Experience Whitefriars
- Whitefriars Golf Day in support of Patrick Cronin Foundation
- Parent's Association 80s Trivia Night
- Celebrating Motherhood
- Community Mass
- Christmas Mass and Dinner



Future Directions

The opening of our Science and Technology building reiterates our position as a leading Catholic College, as well as our desire to offer students first class facilities in line with their particular learning needs.

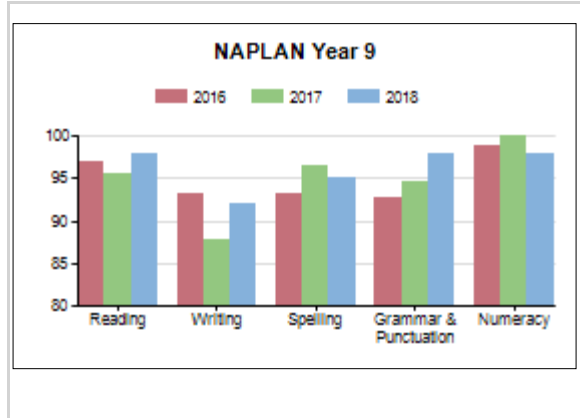
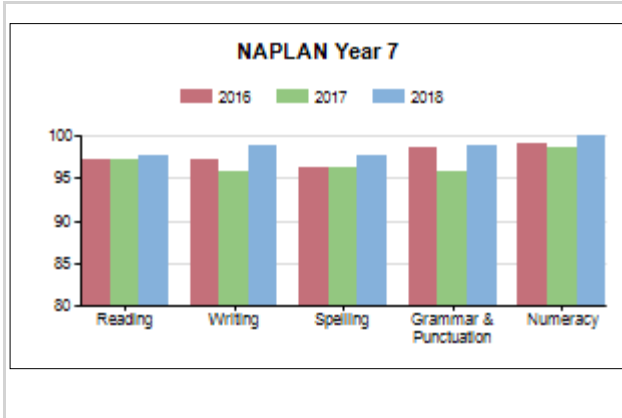
We look forward with a sense of great hope and thorough planning which respects those who have gone before us and builds on the gifts and talents of the current Community.



School Performance Data Summary

E1158 Whitefriars College Inc., Donvale
--

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	98.6	95.9	-2.7	98.9	3.0
YR 07 Numeracy	99.0	98.6	-0.4	100.0	1.4
YR 07 Reading	97.1	97.3	0.2	97.7	0.4
YR 07 Spelling	96.2	96.3	0.1	97.7	1.4
YR 07 Writing	97.1	95.9	-1.2	98.9	3.0
YR 09 Grammar & Punctuation	92.7	94.6	1.9	98.0	3.4
YR 09 Numeracy	98.9	100.0	1.1	98.0	-2.0
YR 09 Reading	96.9	95.6	-1.3	98.0	2.4
YR 09 Spelling	93.2	96.6	3.4	95.0	-1.6
YR 09 Writing	93.2	87.9	-5.3	92.1	4.2



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	95.5%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.4
Y08	90.6
Y09	91.1
Y10	92.4
Overall average attendance	91.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	96.6%

STAFF RETENTION RATE	
Staff Retention Rate	85.3%

TEACHER QUALIFICATIONS	
Doctorate	0.9%
Masters	19.4%
Graduate	27.8%
Graduate Certificate	2.8%
Bachelor Degree	71.3%
Advanced Diploma	12.0%
No Qualifications Listed	22.2%

STAFF COMPOSITION	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	135
Teaching Staff (FTE)	119.5
Non-Teaching Staff (Headcount)	71
Non-Teaching Staff (FTE)	57.9
Indigenous Teaching Staff (Headcount)	3

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	594.0
Year 9 Numeracy	627.9
Year 9 Reading	599.1
Year 9 Spelling	585.3
Year 9 Writing	582.5

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	98%
VCAL Completion Rate	98%

Satisfaction Levels

Internal survey results indicate a 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 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 College, including a strong view that students are safe.

Analysis of NAPLAN and internal data indicates that there is some need to improve the literacy levels of our students within the classroom across Years 7-12.

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

Students indicated that they felt connected to school and that staff had their interests at heart. Some indications of students wanting a more interactive classroom and opportunities for extended hours of academic support were present. An overall student attendance rate of 92% confirms this sense of connection. Overall retention rates for Years 9-12 and Year level attendance rates (Years 7-10) are given below.