

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

WHITEFRIARS COLLEGE, DONVALE



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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

1 July 2020

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

As Whitefriars College moves to implementation of its 2020-2025 Strategic Plan, it does so with 4 key areas of focus. The central one of these being our Catholic heritage and Carmelite Charism with its' aspirational tenets; Community, Contemplation and Service. The other 3 foci are Learning for Life, Nurturing Community and Global Awareness.

This Strategic Plan offers a pathway forward, seeks to reinforce our heritage whilst also setting fundamental aims for the next five years and is well aligned to the five spheres of our SIF Annual Action Plan. Whitefriars remains committed to the future-proofing of educational outcomes by empowering students in their development of lifelong learning and adaptability. With our ongoing, productive engagement with the Council of International Schools (CIS), coupled with our School Improvement Framework and subsequent Annual Action Plan, the College is well placed in monitoring and responding to global perspectives and the changing educational landscape.

Our Annual Action Plan, enhanced by the CIS recommendations 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

Endorsement of the College's 'First Report on Progress and Planning' to the CIS was achieved in June.

Whitefriars will continue to support student learning in the classroom by offering as diverse a program as possible, one that balances academic rigour with accountability of learning strengths.

The Learning Team has developed a pedagogy that will ensure our Catholic Carmelite tradition is central, there is consistent language across the College and that it is researched based and data-informed. It is a pedagogy of encounter and will provide our teachers and students with direction that elicits inquiry, critical thinking and an opportunity for ongoing learning. It has been developed from researched based approaches from the CEM (Pedagogy of Encounter) and the Victorian Department of Education (Learning and Teaching Framework). Developing consistent language will further improve learning and teaching with student engagement, development of skills and understanding for the future, curriculum design and assessment practices.

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 young men who are confident in themselves and well balanced; mentally, emotionally, socially, spiritually and physically.
- Improved relationships within the Pastoral Care groups and House, leading to 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.

Co-curricular Activities

The College has numerous opportunities for students to participate in out of class activities. In 2019 our Trips and Tours program was full with academically rich interstate and overseas tours covering aspects of social service, language, history, visual arts, commerce and sport. 2019 also saw the continued development of an Indigenous Immersion Experience to the Northern Territory. We also successfully competed in numerous sporting and academic competitions, with considerable enthusiasm and expertise.

In 2019 the College again conducted a number of Outdoor Learning Camps from Years 7-9. These ranged from three to five-day experiences focusing on team work, capability and resilience. 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 'Experience Whitefriars' days for our Catholic feeder schools were wonderful experiences that enhanced our primary school partnerships and enabled grade 3 and 4 students to 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 transition 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.

Into the Future

The recent 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 continue to look forward with a sense of great hope and responsible planning which respects the legacy of those who have gone before us, and builds on the many and varied gifts and talents of the current community.

Education in Faith

Goals and Intended Outcomes

In 2019, the College continued to empower students and staff to live with integrity through experiences of community and prayer and through a sensitivity to justice. Our goal was to grow as a Catholic faith community that embraces Catholic identity, understands and lives out the Carmelite charism. In particular:

- that there will be increased opportunities to enhance understanding of Catholic identity amongst staff, students and parents
- that there will be increased opportunities to enhance understanding of the Carmelite charism amongst staff, students and parents.

Achievements

Learners engage with:

- formed a Ministry Team to support Whitefriars with the promotion, encouragement and passion for the Mission and Values of the College
- completed the Enhancing Catholic School Identity Survey which provided data to help strengthen our identity and mission as a school in the Catholic Carmelite tradition
- welcomed Fr Paul Sireh, O.Carm, as a new chaplain to the College. The role of chaplain is to support the liturgical, spiritual and pastoral wellbeing of students, staff and broader community
- increased offerings of Carmelite enrichment sessions for staff focussing on College history, contemporary Carmelite outreach and adolescent spirituality
- strengthened the Year 11 student leaders formation program by a series of spaced-learning workshops and a student leadership retreat
- built capacity in student Ministry Captains to plan, organise and lead whole school liturgies and prayer services
- promoted Carmelite service in Timor - Leste by enhanced social advocacy and fundraising, especially through our annual walkathon to celebrate Our Lady of Mount Carmel Day in September
- developed staff capacity in staff to lead spiritual growth through their participation in the Year 11 Kairos retreat experience.

VALUE ADDED

Staff and students gather in the Chapel every Wednesday morning for an invitational time of reflection and prayer. Members of the Ministry Team and student leaders share the facilitation of reflection. This is a wonderful time each week to experience the Carmelite tenets of community and prayer in a quiet sacred place in the heart of the college.

Learning & Teaching

Goals and Intended Outcomes

In 2019 the College aimed to ensure that:

- the school would provide programs so that students were more stimulated and engaged in their learning
- staff were more engaged in collaborative practices with a focus on improving learning outcomes for students
- staff developed a greater facility in using a rich array of student achievement data in planning for improved student outcomes
- VCE achievement would improve.

Achievements

- VCE achievement improved with the cohort achieving a median study score of 31, 9.6% study scores above 40, and an average ATAR of 72.32 This achievement was the highest in 6 years.
- 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, feedback and reporting to students and parents.
- Explicit implementation of the Learning @ Whitefriars College definition in curriculum and assessment.
- Consolidation of the Victorian Curriculum F-10, including the Capabilities, 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 – Library, Visual Arts and 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, after school study 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 99.25.
- 12 students achieving the VCE Baccalaureate.
- 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 2019, 96% of VET units were completed compared to 68% in 2013
- 14 students were enrolled in Senior VCAL with 100% completion

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 2019, 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 and Intended Outcomes

In 2019, 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
- strong sense of House identity
- sense of belonging to their House.

Achievements

In 2019, the Wellbeing Team finalised the review and development of the Student Wellbeing and Management policy, to help guide the Pastoral Care and management of students at the College.

To respond to the ever-growing digital age and potential implications for our students, Whitefriars College introduced a new Mobile Phone policy. Whitefriars College understands that mobile phones are an integral part of society and perform many important functions. Our mobile phone policy is a positive, pro-active approach to support our students in appropriate mobile phone use, based on the views of the school community. In essence, mobile phones must remain out of sight and switched off during school hours (8.40am-3.12pm). This includes during recess and lunchtime, in between classes, as well as the library, study hall and during class time.

A review was conducted of the Student Leadership at the College and from this review came a new structure, constitution and membership, designed to engender a greater sense of student voice across the whole school. This includes a College Student Representative Council, Senior Representative Council and Middle Years Representative Council. This new program will be actioned in 2020.

VALUE ADDED

We began reporting on the co-curricular activities and achievements outside the classroom on the end of Semester 2 Reports through our Learning Management System, SEQTA. All co-curricular activities students participated in 2019 were recorded on the student's profile and were also included in their Semester 2 report. This included ACC sport, community service, academic, leadership, performing arts and Competitions.

Extra-Curricular Activities

Academic	International Robot Maker Competition
Academic	Year 9 Effective Speaking Competition - 2nd Place
Academic	ICAS English - Participation
College Leadership	Middle Years Vice Captain
College Representative Sport	Year 9 ACC Table Tennis
College Representative Sport	Year 9 ACC Tennis Team

Our Psychological Services team underwent a significant change in personnel with two long serving psychologists moving on to other locations. In 2019, we welcomed a new leader of the team (Erin Lindley) as well as a new part time psychologist (Alison Ball) to bring the team to three. 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 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

The psychologists also ran programs for students, including a stress management course for a group of Year 8 students.

Dr Justin Coulson

One of the highlights of Term 3 was the visit of Dr Justin Coulson, highly respected author and speaker on topics such as family life, relationships, wellbeing and resilience, who spoke to approximately 250 Whitefriars parents sharing his expert perspective on how to manage the all-consuming digital world with young people.

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 Years 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 2019 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 2019, 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. 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 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 – Financial support and awareness raising of the 'Be Wise' campaign
Brandsma	Avalon – Fundraising and donation of clothing to the homeless
Corsini	Doncare – Provide, pack and deliver in conjunction with the Manningham Kiwanis and Doncare, emergency relief packs for women victims of domestic violence who have had to flee the family home
Edith Stein	Movember – Fundraising and awareness campaigns
Lisieux	Motor Neurone Disease – Fundraising and awareness raising
Mantua	Victorian Cancer Council – Fundraising and awareness raising
Soreth	The Acute Spinal Ward at the Austin Hospital – Fundraising and awareness raising
Trinity	Robert Connor Dawes Foundation – Fundraising and awareness raising

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

Child Safe Standards

In 2019, 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 contact 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, contractors and religious members 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
- providing children and young people with positive and nurturing experiences
- listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us
- taking action to ensure that children and young people are protected from abuse or harm
- teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing
- seeking input and feedback from students regarding the creation of a safe school environment.

Achievements

In 2019, 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 teachers, non-teaching staff, volunteers and contractors, all with a requirement of Working With Children Check
- satisfactorily completing a “Child Safety Review” by CEM and VRQA
- being involved in the National Day Against Bullying
- running Student Wellbeing sessions on Cyber Safety
- providing ongoing support of the Patrick Cronin Foundation
- supporting parental education regarding publicly available content dangerous to children
- by 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
- by implementing the “Whitefriars College Pledge against Bullying”
- by joining the National Redress Scheme, created in response to the Royal Commission into Institutional Responses to Child Sexual Abuse.

Leadership and Management

Goals and 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.

All members of staff can access professional learning to enhance faith development and build knowledge and skills ensuring the delivery of high-quality curriculum, improved learning outcomes and facilitating growth and career progression.

Whitefriars Professional Learning Framework

The Whitefriars 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, the Learning @ Whitefriars document, appraisals and performance reviews. 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 to guide continuous improvement and best practice.

Professional Learning Committee

In 2019 the Professional Learning Committee was chaired by the Director - Professional Learning, Coaching and Innovation, and included the following members:

- Deputy Principal - Learning and Teaching
- Deputy Principal - Students
- Director - Identity, Mission and Service
- Charism Liaison
- Principal

Professional Learning Objectives

Professional Learning is considered an ongoing educational process that should:

- 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
- consider 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.

Professional Learning Focus 2019

In light of these aspirations, a key focus for the Professional Learning Committee in 2019 was to develop a strategic model for Professional Learning in the College to support these professional learning objectives.

The following six 'Action Areas' were identified to support this model.

1. Catholic Carmelite Identity
2. Learning and Teaching
3. Wellbeing
4. Community and Partnerships
5. Leadership and Management
6. Compliance.

Key professional learning days held at the College to support these action areas in 2019 are outlined as follows:

Catholic Carmelite Identity Professional Learning Day 29 January 2019

The first professional learning day for the year focused on Adolescent Spirituality and the Modern Church led by Dr Rose-Marie Prosser. Dr Prosser is an adult educator in Practical Theology, Faith, Religion and Spirituality in Contemporary Society and was able to both challenge and inform our understanding of a contextualised Adolescent Spirituality.

Catholic Carmelite Identity Professional Learning Day 30 March 2019

Catholic schools in the Archdiocese of Melbourne aim for continuous school improvement. An essential element of this improvement is understanding how we, as a community, perceive the Catholic identity of our school and what we might like Catholic identity at Whitefriars College to look like in the years ahead. To this end, the first part of this professional learning day enabled all staff to undertake the *Enhancing Catholic School Identity (ECSI) Survey*.

The second session involved a presentation by Prior Provincial Fr Paul Cahill, O.Carm. on the Carmelite tenets of Community, Contemplation and Service. As the College theme for 2019 was 'Service', the presentation was followed by staff-led reflections and workshop discussions on this specific tenet before the day concluded with a celebration of the Eucharist.

Wellbeing /Community and Partnerships Professional Learning Day 16 April 2019

Mark Bunn led a motivational morning of professional learning for all staff focusing on health and wellbeing. Mark's first book *Ancient Wisdom for Modern Health - The Essential Wisdoms* has become one of Australia's highest selling health books in the last decade and established Mark as a leading author on natural health and personal performance. Mark led two sessions focusing on "Looking After Self" and "Working with one another".

Learning and Teaching Professional Learning Day 16 July 2019

The focus of this professional learning day was to begin 'Building a Learning Culture'. Tony Ryan a renowned learning futurist led a morning of professional learning for teaching staff. Tony's brief was to outline the future of learning and the contemporary skills we need to ensure our students gain practice in to help them create viable futures.

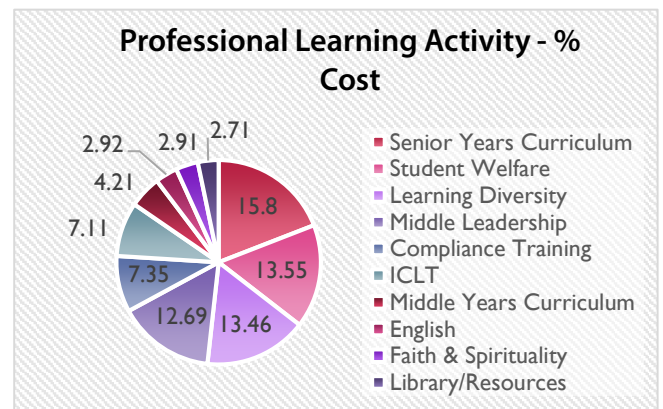
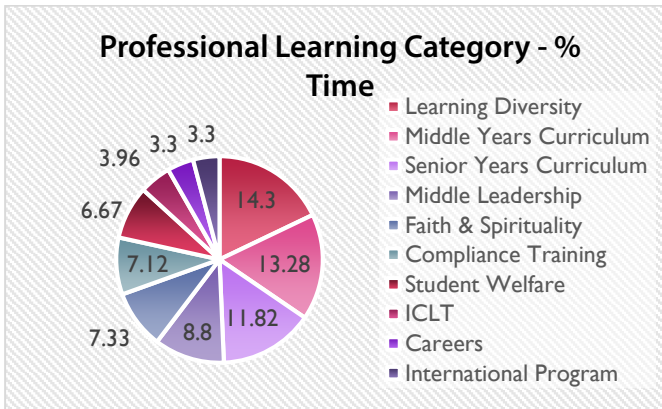
In addition to these days, learning and teaching staff were allocated 20 hours of professional practice time to engage in coaching activities and upskilling in areas of their choice through internal and external professional learning options. Another ongoing key focus for professional learning is to continue to develop staff skills using the College Learning Management System: Whitefriars Teach, Learn and Engage.

In 2020, a Day 6 Professional Learning Afternoon model will run with three rotations incorporating all identified Action Areas.

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

The total direct funding for Professional Learning was \$67,856. Of this, \$57,056 related to funding of PL activities for 120 teaching staff, thus equating to an average expenditure of approximately \$565. 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 312 days in total on external PL activities and this was supported by the equivalent of 264 days of time release. A number of internal Professional Learning opportunities (Peer Coaching Accreditation and CEM Religious Education Accreditation offerings) 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, 13.3% of the total time and 12.7% of the total funding was associated with Middle Years curriculum activities.

Table 1 – 2019 PL Participation

Total days of staff participation in PL:

288 days (excluding student free days)

PL Categories	% of Time
Learning Diversity	14.3
Middle Years Curriculum	13.3
Senior Years Curriculum	11.8
Middle Leadership	8.8
Faith & Spirituality	7.3
Compliance Training	7.1
Student Welfare	6.7
ICLT	4.0
Careers	3.3
International Program	3.3

Table 2 – 2019 Funding

Total funding for PL activities \$77,794

(including student free days)

PL Categories	% of Budget
Senior Years Curriculum	15.8
Student Welfare	13.6
Learning Diversity	13.5
Middle Leadership	12.7
Compliance Training	7.4
ICLT	7.11
Middle Years Curriculum	4.2
English	2.9
Faith & Spirituality	2.9
Library/Resources	2.7



College Community

Goals and 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. The Mother's and Father's Day breakfasts and Trivia Night 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

- 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
- Meet with an Old Collegian Focus Group to find out what they wanted moving forward.

Student involvement

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

Feeder Parish School involvement

- 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
- Twilight Sport offered to our priority parish schools (Term 1 and 4).

VALUE ADDED

- Inaugural Car Show
- Mother's Day Breakfast
- Father's Day Breakfast
- Experience Whitefriars
- Parent's Association James Bond Trivia Night
- Community Mass
- Christmas Mass and Dinner



Future Directions

Bold new directions for Science and Technology education continue to be enabled by our recently opened, innovation-inducing Science and Technology building. The utilisation of this space 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.

The pending development of a new Sports Pavilion and adjoining hockey and tennis courts is a further example of this commitment to high quality facilities and the subsequent learning opportunities they afford.

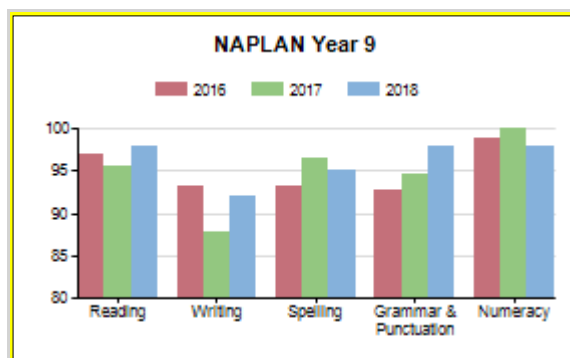
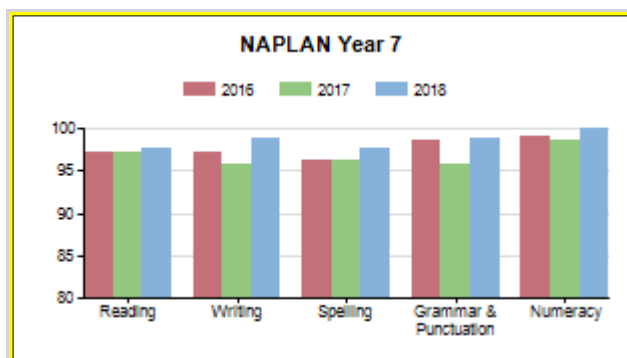
We look forward with a sense of great hope and thorough planning which respects those who have gone before us and builds on the gifts and talents of the current Community.



School Performance Data Summary

E1158
Whitefriars College Inc., Donvale

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Reading	97.0	98	1.0	97	-1.0
YR 07 Writing	96.0	99	3.0	95	-4.0
YR 07 Spelling	96.0	97	1.0	99	2.0
YR 07 Grammar & Punctuation	96.0	99	3.0	99	0.0
YR 07 Numeracy	98.0	100	2.0	100	0.0
YR 09 Reading	95.0	98	3.0	95	-3.0
YR 09 Writing	88.0	92	4.0	91	-1.0
YR 09 Spelling	96.0	95	-1.0	98	3.0
YR 09 Grammar & Punctuation	95.0	98	3.0	96	-2.0
YR 09 Numeracy	100.0	98	-2.0	99	1.0



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	97.2%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	94.7
Y08	92.9
Y09	92.47
Y10	92.47
Overall average attendance	93.09

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	96.16%

STAFF RETENTION RATE	
Staff Retention Rate	95%

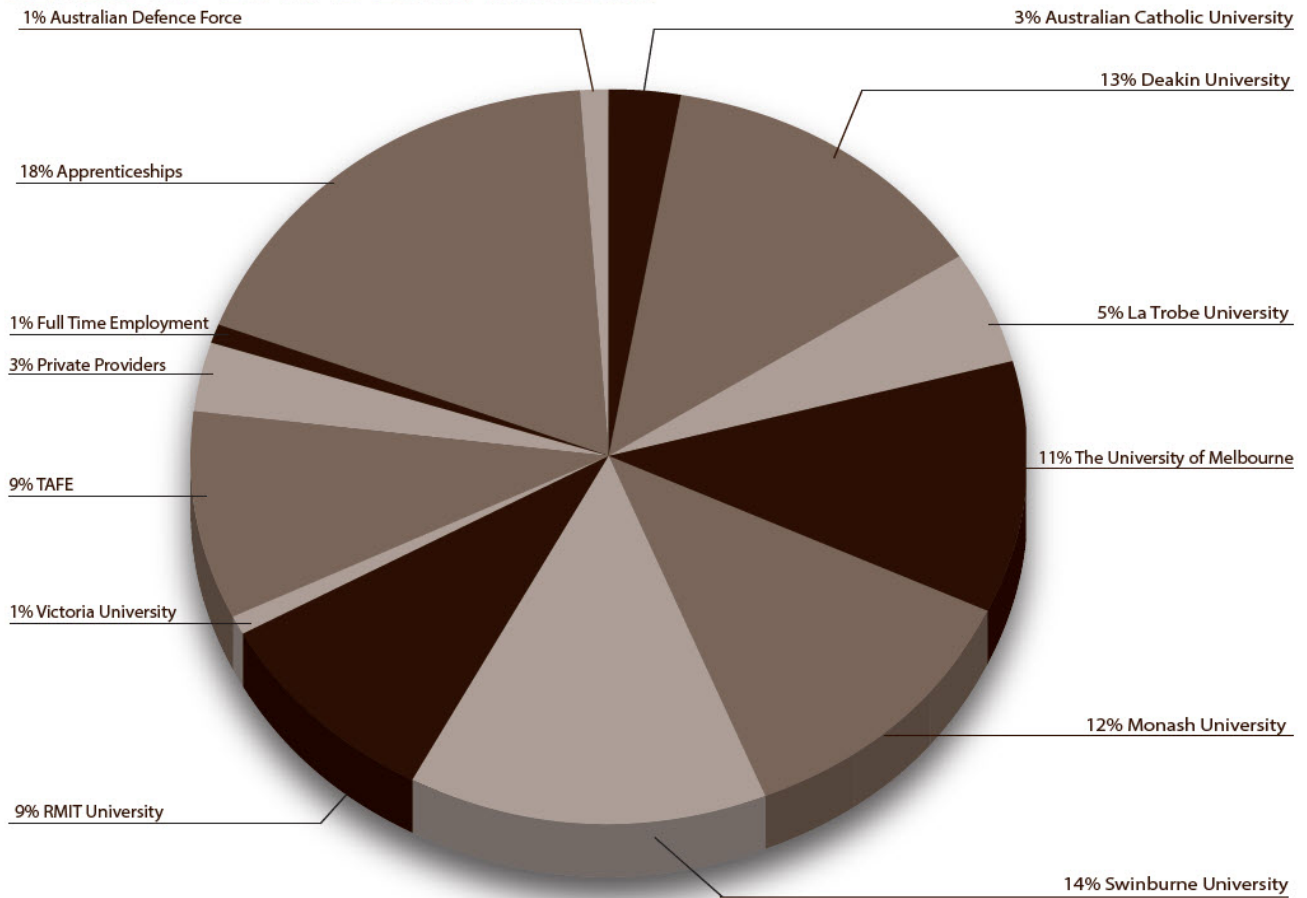
TEACHER QUALIFICATIONS	
Doctorate	2%
Masters	29%
Graduate Diploma	63%
Graduate Certificate	8%
Bachelor Degree	115%
Advanced Diploma	12%
No Qualifications Listed	0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	120
Teaching Staff (FTE)	108.
Non-Teaching Staff (Headcount)	60
Non-Teaching Staff (FTE)	45.7
Indigenous Teaching Staff (Headcount)	3

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	590
Year 9 Writing	560
Year 9 Spelling	588
Year 9 Grammar & Punctuation	577
Year 9 Numeracy	621

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	98%
VCAL Completion Rate	100%

CLASS OF 2019 DESTINATIONS



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. In addition to this, parents were also surveyed around their views on mobile phone's at school before the Mobile Phone Policy was ratified and implemented.

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. An overall student attendance rate of 93.09% confirms this sense of connection.