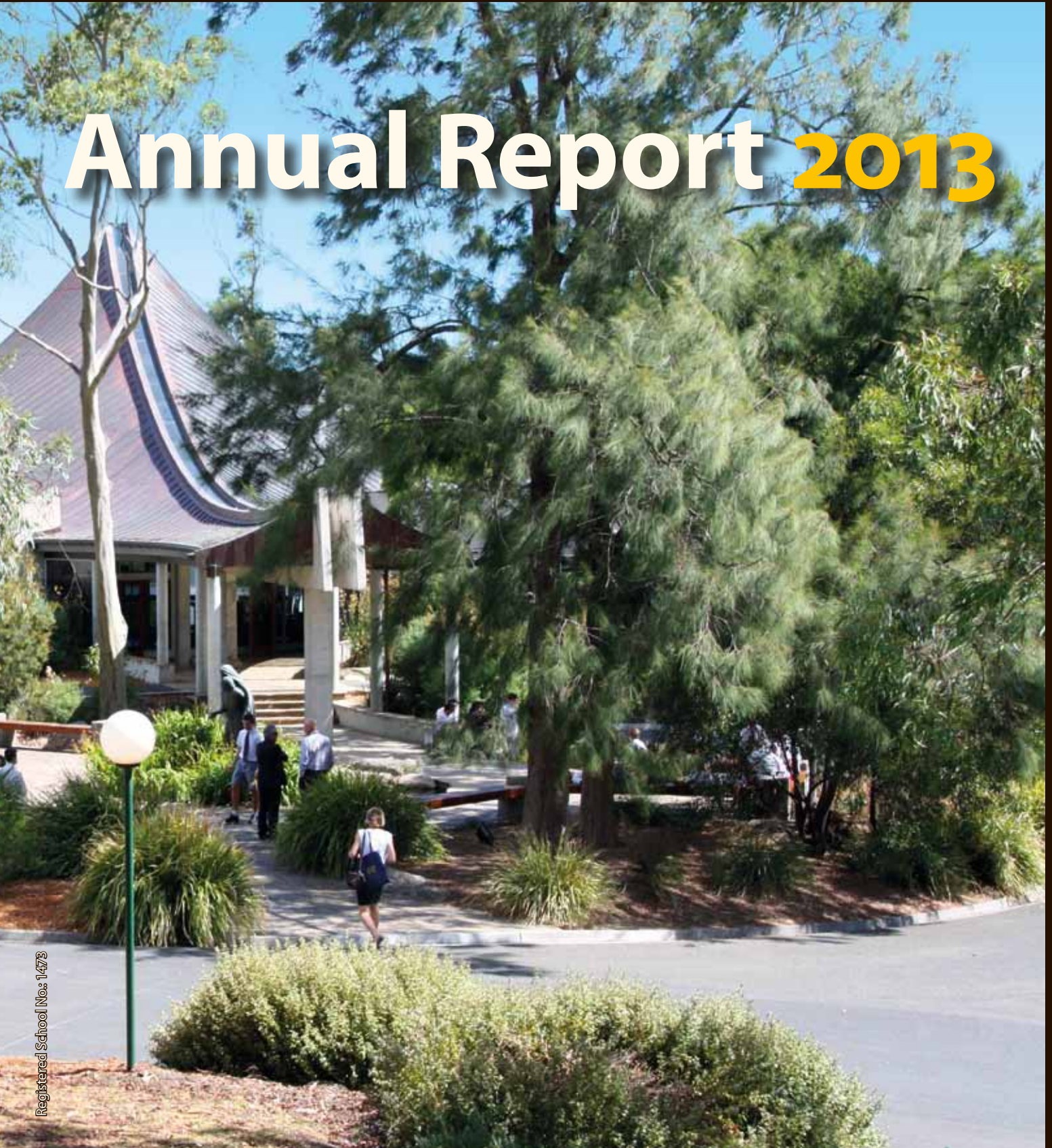




WHITEFRIARS  
CATHOLIC COLLEGE FOR BOYS

# Annual Report 2013



Registered School No.: 1473

*Belong. Believe. Become.*

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## WHITEFRIARS

CATHOLIC COLLEGE FOR BOYS

156 Park Road, Donvale  
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Mr John Finn

**School Board Chair**  
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### Minimum Standards Attestation

I, Mr John Finn, 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.

23 May 2014

## Mission & Values Statements

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.

### *Almae In Fide Parentis*

#### *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



# Chairman's Report

## Mr Peter Duffy, Board Chairman

Key aspects of the life-at-Whitefriars College in 2013 can be summarized in the nine points below.



### 1 Mission and Values Statement

The College released an upgraded Mission and Values Statement which, coupled with the current School Improvement Plan, provides the basis and framework for all strategy planning for the College. This Statement emphasises the importance of the College strongly upholding the Carmelite Values and Ethos.

### 2 Our Strategic Plan process

- + The 'School Improvement Plan' (SIP) for the period 2012 to 2015 provided the framework for the College Annual Action Plan for 2013
- + The SIP is structured into
  - A restatement of our College Vision, which includes statements regarding, our:
    - Purpose
    - Core Values
    - Vision Goals
    - Provides a Vivid Description – of who we are at Whitefriars College
  - Statements of our (a) Goals, (b) Intended Outcomes, (c) Targets and (d) 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

More completed details of the SIP are available on the College website.

### 3 Holistic development of all College students remained a key objective

- + All Year 12 students – have a 3 day Community Building Retreat Program
- + Most Year 11 students – have a 3 day Kairos camp
- + Across all Year levels – there was implementation of Programs for:
  - Leadership and Structures
  - Social Justice (eg awareness programs of Timor-Leste)

- + The Vertical Pastoral Program supports the full integration of spiritual and leadership development across the six year levels.

### 4 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.

### 5 The College

- + There continues to be a strong demand for students to attend the College
- + The College enrolment is presently 1180+ students, which includes v40+ International Students

### 6 The Principal

Following a 2012 decision of the Carmelite Provincial Council that the (then) College Principal of the past 16 years Fr Paul Cahill would conclude his role at the College at end of 2012, a new Principal, Mr John Finn, was appointed to that role in mid-2012, and he commenced in January 2013.

The whole College Community and The Carmelites have warmly welcomed John into his new role throughout 2013, and equally so, the Board acknowledges the great support given to John in his new role in 2013 by all College staff.

John has widely sought to appraise himself of the Carmelite's Values and Ethos, and to this end he attended the Australian and Timor-Leste Carmelite Chapter meeting in April and has held various meetings with many in the Carmelite community. The Whitefriars College Board sincerely congratulate John for all his contributions to the College throughout 2013.

### 7 College staff

The Whitefriars College Board acknowledges and congratulates all College staff [teaching and non-teaching] for their commitment throughout 2013 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 1,180 students, is indeed a somewhat unique attribute of the College.

After nine years excellent and untiring service to Whitefriars College, we sincerely congratulated our Deputy Principal (Operations) Mr John Freeman on his appointment as the Principal to the Marist Brothers, Lavalla College in Traralgon, Victoria. John concluded his services at Whitefriars College in late 2013.

### 8 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.

### 9 Governance- Operations of the Board of the College:

- + In 2013 the Board of WhiteFriars College Incorporated, inclusive of its three specialist subcommittees, held 19 meetings. This (more than) 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 2013 year.

# From the Principal's Desk

Mr John Finn

## Strategic Focus

The College has focused on several key areas for improvement in year two of its School Improvement Plan. Within the five spheres of:

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

A number of improvement themes were evident and strategies were articulated. These strategies run through all four years of the plan. A specific Annual Action Plan was developed for 2013 where the emphasis was on:

- † Developing feedback mechanisms for Student/Teacher, Teacher/Teacher and Teacher/Student
- † Development of collaborative practices through the implementation of a Peer Coaching model for all staff
- † Exploring Catholic Identity particularly under the banner of the College theme for the year in *Belong*
- † Developing an internally based Middle Leaders course for staff
- † Developing more sophisticated means of tracking students for both pastoral and academic purposes

Tablet computers have now been embedded throughout the College with all students now using this more sophisticated and powerful device.

## Senior Student Outcomes and Tertiary Destinations

VCE results were pleasing in 2013 giving the College a relatively strong set of results. 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. Together with some perfect scores for individual studies and a significant number of students achieving 90 or more, this proved to be a successful year based on the ability level of the cohort.

The post-school destinations were as follows:

Destination	Numbers
University	124
TAFE	22
Private Colleges	4
Apprenticeships	17
Employed Full time	6
Other (USA Baseball)	1
Unemployed	1
Unknown	1
Deferred Study	2
Other (3 year VCE)	3
Early Exit (Employed full time)	2





There was a 100% pass rate in Senior VCAL in 2013.

Staff Composition	
Principal Class	6
Teaching Staff	117
Indigenous Teaching Staff	0
Working Days (Teaching Staff)	194
Total Number Of Days Absent (Teaching Staff)	945.32
Average Attendance Of Teaching Staff During 2013	95.26%
Non-Teaching Staff	60

### Co-Curricular Activities

A series of academic enrichment activities provide 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.

Whitefriars students participated in a very wide range of co-curricular and sporting activities in large numbers and with considerable enthusiasm and expertise. The large number 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 spectacular production of *Oliver!* All of these events were testament to the emphasis on the Performing Arts within the College.

There were a number of House based events that 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, as well as the large involvement in donations to the Red Cross Blood Bank, various House charities and the annual Walk for East Timor, all provide strong indication of a community willing to share of itself and its resources.

The excellent exhibition of VCE Visual Art again demonstrated the consistently high quality of work that students produce in this area. 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 Year 7 camp promotes 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 Community Building Retreat at Year 12. The spiritual, social and emotional needs of the students have been well met through such experiences.

### Pastoral Care

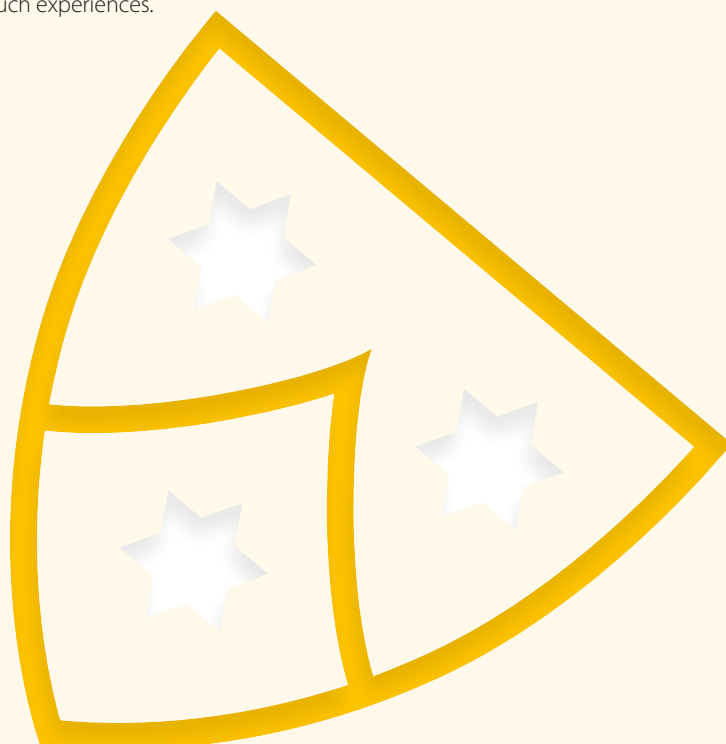
Many House based activities took place where student leadership was fostered and a sense of mentoring of young students took place. Relationships have prospered under this model.

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.

### Satisfaction Levels

The 2013 SIF survey results indicate areas for improvement and a strong sense of satisfaction of the College amongst stakeholders. Staff indicated a good level of job satisfaction. Staff retention rate is given below:

Staff Retention Rate	
Proportion of staff retained from previous year	89.74%
Number of staff retained from previous year	105



## From the Principal's Desk

Continued

In a similar way students indicated that they felt connected to the College and that staff had their interests at heart. Some indications of students wanting a more involved classroom were present. An overall student attendance rate of just over 93% confirms this sense of connection. Overall retention rates for Years 9-12 and Year level attendance rates (Years 7-10) are given below:

Years 9–12 Student Retention Rate	%
Years 9 – 12 Student Retention Rate	84.38

Average Student Attendance Rate By Year Level	%
Year 7	93.93
Year 8	92.42
Year 9	92.50
Year 10	93.59
Overall average attendance	93.11

Student absence is followed up by pastoral staff. Clear procedures are listed in the College diary and online.

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 College, this included a very strong view that students are safe.

### Looking to the Future

The SIF provided a strong methodology to chart a course over four years. The College implemented the second of the four years of Annual Action Plans over 2013. These plans are designed to look forward with a sense of great hope and thorough planning which respects those who have gone before us and build on the gifts and talents of the current Community.

We want Whitefriars graduates to make a difference, to see that society can be influenced by people of good character and strong spirit. We aim to assist families with the development of their boys into gentle men who are virtuous, courageous and sacrificing in their future lives.

We do all this within the spirit of our College motto, *Almae In Fide Parentis* – In the Care of a Loving Mother.



# Learning and Teaching

## Mr Kevin Lindorff, Deputy Principal – Students



### Key Student Outcomes

#### National English and Mathematics test results.

In 2013 all Year 7 and Year 9 students throughout Australia were involved in NAPLAN tests. The results of the tests gave us data that showed how Whitefriars College students were performing compared to other students in the state and across the nation.

Student performances in each area were 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 in Year 9 in 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:

2013	Year 7 boys			Year 9 boys		
	Whitefriars	state-wide	nation-wide	Whitefriars	state-wide	nation-wide
Reading	566	544	536	588	581	575
Writing	539	507	500	573	545	534
Spelling	557	543	541	585	576	575
Grammar & Punctuation	554	529	525	587	569	563
Numeracy	577	554	547	610	600	590

Note that in all areas, without exception, Whitefriars students performed significantly better than boys, as a whole, across the state and across the nation.

### Proportion of 2013 students meeting National Minimum Standards

NAPLAN test performances were used to determine what proportion of students met the Federal Government National Minimum Standards. The results are shown below:

#### Proportion of students meeting the minimum standards

NAPLAN Tests	2011 %	2010–2011 Changes %	2012 %	2011–2012 Changes %	2013 %	2012–2013 Changes %
<b>Year 7</b>						
Reading	100.0	0%	97.3	-2.7	100.0	2.7
Writing	99.0	+0.5%	97.8	-1.2	97.5	-0.3
Spelling	98.0	0%	95.2	-2.8	97.0	1.8
Grammar & Punctuation	98.0	+0.9%	98.9	0.9	95.6	-3.3
Numeracy	98.5	-1.0%	97.3	-1.2	100.0	2.7
<b>Year 9</b>						
Reading	98.3	-0.6%	99.0	0.7	97.0	-2.0
Writing	92.7	+0.4%	93.0	0.3	92.5	-0.5
Spelling	97.7	+1.8%	97.0	-0.7	94.5	-2.5
Grammar & Punctuation	100.0	+0.6%	97.0	-3.0	91.0	-6.0
Numeracy	100.0	0%	100.0	0.0	98.0	-2.0



### Median NAPLAN results for Year 9

Reading	593.00
Writing	582.50
Spelling	584.40
Grammar & Punctuation	595.00
Numeracy	608.20

Note that:

1. There are marginal changes in the test outcomes for Whitefriars students from year to year in the various areas being tested. Given that the students in a given year level are different students from one year to the next, small changes are to be expected.
2. The results for Whitefriars students in every test at both Year 7 and Year 9, in each calendar year that these tests have been administered, are significantly higher than the equivalent state and national averages.

### Other key indicators of student performance in 2013

Senior secondary outcomes	2009	2010	2011	2012	2013
VCE median study score	31	32	32	32	31
VCE completion rate	98%	100%	100%	100%	100%
VCAL completion rate	100%	98%	98%	100%	100%

Note that:

1. Whitefriars has continued to achieve very high completion rates for both VCE and VCAL over the last few years.





### Value adding in other areas

It is noteworthy that, apart from our mainstream academic programs, the significant benefits of a range of other College programs and approaches have also been highlighted by various measures and various forms of feedback from teachers, students and parents. The following are brief outlines of a selection of such programs offered in 2013 and some of their benefits:

- † The Year 11 spiritual retreat, Kairos – students have the opportunity to ‘step back’ from the hurly burly of day to day life and reflect on what is important in life and grapple with some of the ‘big questions’. Feedback each year from the boys who have taken part is overwhelmingly positive
- † The Outdoor Learning Program – in natural outdoor environments, away from the comforts of city living, students are encouraged to draw on their own physical and mental resources to handle difficult situations outside their comfort zone and, for most of them, outside of their previous experiences. They develop a greater sense of confidence in themselves and also a greater appreciation of the benefits of group cooperation. Students are invariably very enthusiastic about the program. Later, as adults, many have reflected that the program was one of their most enjoyable life-shaping experiences
- † Integrated use of tablet computers across the curriculum by all students in Years 7 to 12 – students use information and communication technology as a powerful learning tool and are able to move easily into a wider world of work and further study where familiarity and competence with such technology are increasingly expected
- † Personal Development programs, including programs to improve student resilience, programs to raise awareness of and minimize instances of bullying, programs to help students deal effectively with grief and loss, a driver pre-education program, faith enrichment seminars and programs to help students who may be experiencing anxiety, are among a raft of programs available to students at Whitefriars
- † The myriad of opportunities for students to participate in co-curricular activities including debating, public speaking, chess, environmental action, science projects, the Book Club, peer tutoring, the inter-school collaboration to produce the Shared Stories Anthology, involvement in an annual school musical production, instrumental music and involvement in any of a multitude of teams for a plethora of sports
- † A wide range of opportunities for students to take part in various state, national and international competitions including effective speaking competitions, creative writing competitions, various maths, science, information technology and multi-media challenges and competitions, the Stock Market Challenge, the Premier’s Reading Challenge, the Dante Alighieri competitions for students of Italian, to mention but a few from a very extensive list – such opportunities have given many of our students a better idea of what is required to attain excellence and perform at a high standard in front of judges or audiences beyond their usual school setting
- † An extensive range of programs and master-classes designed to stimulate and challenge gifted and talented students, as well as provision of advanced coaching support
- † Individually tailored programs to help students needing support in literacy or numeracy.



# Professional Learning 2013

## Mr Greg Stewart, Director of Staff Development

Staff Professional Learning (PL) continues to be supported through the provision of funding and time release for approved activities both internally and external to the College. The focus of this support is determined in the context of the College's Vision, Mission and Value statements. The Professional Learning of staff is undertaken with reference to the Australian Professional Standards for Teachers.

The College allocated four days to Professional Learning in 2013. Three of these days focused primarily on all teaching staff and one related to all staff on issues of our Catholic Spirituality. Staff in all areas of the College accessed a range of learning opportunities provided either by colleagues, onsite training or through participation in workshops, conferences, post-graduate studies and other activities provided by external providers.

For 2013, the details of Professional Learning days were as follows:

### 1 28 March – Professional Learning and the 'StaffPD' online software package

This day was split into 3 sessions:

Session 1: Staff were presented with an overview of the ongoing significance of Professional Learning as a shared responsibility and commitment for all teachers. This overview incorporated a review of philosophical underpinnings, best practice context, with reference to the School Improvements Framework, AITSL Australian Charter for the Professional Learning of Teachers and School Leaders as well as international research and practices.

The three graduate staff who attended the recent 'Beginning Teachers' Program, along with the three staff who had been accepted into the CEOM's 'Emerging Leaders' Program then shared their recent Professional Learning experiences.

Session 2: This consisted of small group workshops where guided discussions were facilitated on the context and importance of Professional Learning. A summary of staff discussions was recorded via a shared Microsoft OneNote page which was subsequently presented to all staff at the next staff meeting and used as a planning tool for the second Professional Learning day.

Session 3: This involved staff training in small group workshops on the use of the 'StaffPD' software package in developing personalised Staff Reviews (with reference to the Staff Review model and Professional Standards/criteria).

### 2 24 May – Peer Coaching

The focus of this Professional Learning day was the topic of Peer Coaching. Angela Romano (Growth Coaching, CEOM) provided the keynote address to all teaching staff and this was followed by three sessions of small group, focussed conversations on pre-nominated educational topics. The feedback from these was subsequently used to inform the next steps in developing a successful and ongoing whole school peer coaching culture and program at the College over the next 3 to 5 years.

The aim of this program is to instil in staff a greater confidence in giving and receiving peer feedback in a supportive way for continual improvement – with a view to continually improve the teaching and learning that takes place within each and every classroom.

### 3 24 August – Catholic Spirituality Day

This Professional Learning day enabled an exploration of the important role we have as teachers in a Catholic school, dealing with secondary students and the important role we all have in ministering to each other. Sr Maryanne Confoy RSC, provided the keynote address to all staff before facilitating an exploration of the theme. Sr Maryanne has been a visiting Professor at the Institute of Religious Education and Pastoral Ministry at Boston College, USA for nearly thirty years and provided staff with an inspiring presentation that challenged us to attempt to reach more fully toward the love of Christ within us and to manifest it more fully in the world – as this constitutes the heart of the spiritual journey.

The day concluded with a Eucharistic Celebration and lunch.



## 4 24 August – Staff Welfare and Wellbeing Day

This Professional Learning day traditionally has 'Wellbeing & Staff Welfare' as its focus. This year, following the mandatory Anaphylaxis refresher for all teaching staff, we spent the morning working with Lisa Smith from 'Minds at Work' on developing our clarity of mind and purpose, thinking processes, change and creativity. The focus areas for these professional learning sessions were:

- + The creative mind and how to inspire it
- + Collaborative thinking (creating an empowered and engaged team)
- + Creating waves of change.

Collectively, these sessions were designed to get the 'creative juices flowing', escape traditional thinking, generate original and innovative ideas, turn ideas into actions, understand our thinking processes and the varied individual thinking preferences, and then apply all of this to personal, generational and systemic change.

The afternoon session was organised by the Staff Welfare Committee and involved a selection of two hour workshops and activities promoting staff health and welfare.

### Support for Professional Learning activities – funding & time release for teaching staff

The total direct funding for Professional Learning was \$58,221. Of this, \$54,640 related to funding of PL activities for 116 FTE teaching staff, thus equating to an average expenditure of approximately \$471. 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 308 days in total on external PL activities and this was supported by the equivalent of 265 days of time release.

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 19.4% of the total time and 21.2% of the total funding was associated with Senior Pathways Curriculum activities.

**Table 1 – Professional Learning Participation**

Total days of staff participation in PL activities 315 days (excluding student free days)

Professional learning categories	% of Time
Senior Pathways Curriculum	19.4%
Years 7-10 Curriculum	16.2%
Learning Support	10.6%
Outdoor & Physical Education	8.1%
ICLT	8.0%
Student Welfare	7.1%
Health & Safety	6.4%
Learning Enhancement	5.2%
Peer Coaching	4.7%
Careers	3.5%

**Table 2 – Funding in \$\$**

Total funding for PL activities \$54,640 (including student free days)

Professional learning categories	% of Budget
Senior Pathways Curriculum	21.2%
Years 7-10 Curriculum	17.2%
ICLT	9.6%
Outdoor & Physical Education	7.4%
Learning Support	7.2%
National Curriculum	5.3%
Learning Enhancement	5.1%
Student Welfare	4.9%
Health & Safety	3.6%
Library	3.1%

Current national and international educational research is unanimous in its assertions that one of the greatest contributors to improved student learning is improved instruction. Top performing schools and school systems are relentless in their focus on improving the quality of instruction in their classrooms.

With this research in mind, Professional Learning in 2013 has strategically focused on growing a stronger collegial, collaborative culture with the intention of improving our teaching and learning through shared best practice.

The developing Peer Coaching program at Whitefriars is founded on collegial trust, respect and collaboration; should encourage experimentation and occasional failures; should be intolerant of mediocrity; should foster a culture of genuine evaluation and reflection; should facilitate change from within and incorporate the development and use of skills such as listening, questioning, clarifying and providing feedback.

With targeted professional development, the appointment of a lead coach and the subsequent training of 30 staff as additional support coaches, a peer coaching model is being developed by and for staff in line with current research and best practice through extensive internal and external consultation and collaboration.



# Financial Performance

## Mr Glenn Aspinall

31 December 2013



Financial report data derived from the Australian Government Department of Employment and Workplace Relations (DEEWR) Financial Questionnaire and external audited reports.

Reporting Framework	Modified Cash \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	5,788,266
Other fee income	2,395,610
Private income	314,769
State government recurrent grants	2,081,869
Australian government recurrent grants	7,279,580
Total recurrent income	17,860,094
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	13,325,859
Non salary expenses	5,482,077
Total recurrent expenditure	18,807,936
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	248,369
Capital fees and levies	2,091,557
Other capital income	24,074
Total capital income	2,364,000
Total capital expenditure	1,141,612
<b>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</b>	
Total opening balance	3,616,667
Total closing balance	2,834,279

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources.

At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

# Whitefriars College Teaching Staff 2013

## Abrahams, John

DipTeach / BEd / GradDip (Faith Leadership) / MA (Faith Leadership)

## Agnew, Alison

BEd / GDSS

## Akers, Alessandra

BAppSc / GradDipEd / GradDipSc (Applied Statistics)

## Allardyce, Tim

BA / DipMus / BMus / GradDipEd

## Amorosi, Stephanie

BA / GradDipEd / GradCert RE

## Barca, Paula

BA / BEd

## Bell, David

BEd

## Bell, Sarah

BAppSc / GradDipEd

## Benne, Claire

BMediaStud / BTeach (Prim & Sec)

## Bird, Brad

BEd / GradDipEd (Admin) / MEd

## Bird, Tracey

BEd

## Borg, Lena

BEcon / DipEd

## Box, James

BBioSc / GradDipEd / MEd (Student Wellbeing)

## Broadbent, Andrew

BEd / BA

## Bucknell, Chris

BAppSc / GradDipEd / GradDipEd (OutEd)

## Burton, Vincent

TPTC / BA / BEd

## Ciardulli, Peter

BEd

## Collidge, Stuart

BMus / GradDipEd / Cert (Train & Assess) / Cert (Tech Prod)

## Collins, Trent

BAppSc / BEd

## Contogouris, Nicky

BA / GradDipEd / BEd

## Corveddu, Stephanie

BSocSc / GradDipEd / GradDip (Tesol)

## Cotter, Shane

BEd

## Crossan, Neal

MA / GradDipEd / GradDipEd (RE) / BTheol / GradDipEd (Admin) / GradDipEd (Stud) / MEd

## Crossman, Penelope

HDTS / BEd

## Dalrymple, Andrew

BEd / GradDipCurric / MEd

## Darmanin, Sarah

BMusic / GradDipEd

## Davis, Paul

BSc (Hons) BioSc / GradDipEd / MEd School Leadership (Numeracy)

## De Jong, Eddy

BSc (Hons) / GradDipEd / BEd / MEd / PhD (Phil)

## Dembalas, Vicky

BA (Hons) / GradDipEd

## Denning, Leigh

BA (Hons) / DipEd

## Dietzsch, Paul

BEd

## Douglas, Michael

BA / GradDipEd / BEd

## Duff, Jonathan

BEd / Dip (Special Needs)

## Dunne, Pauline

BA / GradDipEd

## Earle, Nicolle

BEd

## Ensor, Marina

BA / GradDipEd

## Evsukoff, Barbara

BA / DipLibrarianship / GradDipEd

## Fields, Emilia

TPTC / SSR / BEd / MEd / MACE

## Finn, John

DipTeach / BTeach / BSc / MEd / MLead

## Fitzsimons, Jillian

BA / GradDipEd / GradCert RE

## Fox, Nathalie

BA / GradDipEd

## Freeman, Jeremy

BA / BEd / MEd

## Freeman, John

BBus / GradDipEd / MEd Studies / GradCertEd (Law) / GradDip (Theol)

## Gallacher, Peter

DipTeach

## Garzia, Charles

BSc (Hons) / GradDipEd / GradDipEd (ICT) / GradDipEd Studies (Stu Welf) / GradCert (Cath Stud) / AccredCert (RE)

## Gasparini, Anna

BSc / GradDipEd / GradCert (Career Dev)

## Gleeson, Maree

DipTeach / BEd

## Goodall, Stephen

BSc (Hons) / PhD (Genetics) / PostGradEd

## Gunasegaran, Anthony

BA (TESL) / Eng / Indo / GradDipEd

## Haddrell, Christine

BEd

## Hancock, Jane

BSc / GradDipEd (Maths) / GradDipEd (IT) / MEd

## Harrington, Alicia

BA / BEd

## Height, Kristan

BAppSc / GradDipEd

## Hogan, Nicola

BA / GradDipEd / PostGradCertEd

## Holmes, Jacqueline

BA / GradDipEd / MEd

## Hourigan, Amanda

BA / GradDipEd / MEd (Student Wellbeing)

## Howard, Susan

BA / BEd

## Johnson, Michael

BA (IndustDes) / GradDipEd / GradDipEd (TechEd)

## Kay-Taylor, Anita

BA (Mus) / HDE / MEd Pol (International)

## Keefe, O.Carm., Sean

BA / MEd (Counselling)

## Kellar, Gavin

BAppSc / BEd

## Keyes, Tamara

BAppSc / GradDipEd / GradCert (Maths)

## Kierce, O.Carm., Noel

BA / GradDipEd / MA / MEd

**La Velle, Nadia**

BEd

**Langer, Tracey**

BEd / MMusic Performance

**Legge, Malcolm**

AssDip (Cartography) / BEd /  
MEd (Comp in Ed)

**Lindorff, Kevin**

BEng / GradDipEd / MEd

**Linton-Smith, Lucy**

BA (Fine Art) / GradDipEd

**Loprevite, Anthony**

BEd

**Luo, Wei**

BA / GradDipEd (Business) / GradDipEd

**Malatt, Dianne**

BA / BEd / GradDipEd / MEd

**Matthews, Fiona**

BSc / GradDipInfoSys / GradDipEd /  
MEd (Ed Management)

**May, Nicholas**

BEd / GradDipEd (Animation)

**Morton, Catherine**

BEd (Lib) / GradDipEd

**Moseley, Warren**

BAppSc / GradDipEd / MEd St

**Newell, Janine**

BA / DipEd / TPTC

**Noontil, Karina**

BEd / GradCert (TESOL) / GradDipEd /  
GradDipA (Modern Language)

**Notting, Dean**

BEd / GradCert (Career Dev) /  
Cert (Train & Assess)

**O'Donaghue, Sean**

BA / GradDipEd / MEd

**Oltvai, Joseph**

BMus / MMus

**Payne, Ashley**

BSc / GradDipEd / MEd

**Phelan, Tracey**

BSc / BA (Hons) / MBioethics /  
GradDip (Secondary) / GradCert RE

**Pollock, Simone**

BEd

**Poole, John**

BA / BTeach

**Pospischil, Frank**

DipTeach / BEd

**Powling, Rhonda**

DipLibrarian / GradDipEd

**Prendergast, Robert**

BEng / GradDipEd / GradCert RE

**Pryer, Murray**

BEd

**Rennie, Peter**

BEd / Cert (Train & Assess)

**Riddle, Samantha**

BEd (Lib) / GradDipEd (Adol Hlth & Wel) /  
MEd (Student Wellbeing)

**Robertson, Catherine**

BA / DipEd

**Robinson, Roslyn**

BEd / GradDipEd (Vis Com & Ed)

**Robinson, Tom**

BA (Hons) / GradDipEd

**Roget, Sandi**

BA / GradDipTeach / MTeach

**Ross, Nicole**

BSc (Ed)

**Rotar, Anna**

BA / GradDipEd

**Rowley, Simon**

BFine Arts / GradDipEd /  
AdvCert (Small Bus Man)

**Sapardanis, Helen**

BEd (Sec)

**Scarmozzino, Susan**

BA / GradDipEd

**Scott, Karen**

BA / GradDipEd

**Scutella, Michelle**

CertBusStudies / BBusStudies /  
GradDipEd / FCPA

**Smith, Katherine**

BAppSc / DipEd

**Stevens, Jo**

BSportSc / DipEd

**Stewart, Gregory**

BSc / DipEd / GradDipEd (Student Welfare)

**Sykes, Tom**

BSc (Sp Hons) / PostGradCertEd

**Tecklenburg, Elske**

BA / DipEd

**Teggelove, Bill**

DipAppSc / GradDipEd /  
GradDipEd (Administration)

**Thornton, Evelina**

BEd / MEd / Cert (RE)

**Tongue, Patrick**

BSc / GradDipEd

**Topham, Tim**

BMus / DipEd / MBA

**Totino, Stephanie**

BN / GradDipEd

**Treyvaud, Joel**

BA (Literary Stud) / GradDipEd

**Valentine, Rachel**

BA / GradDipEd

**Van Der Boom, Francis**

BAgrSc (Hons) / DipEd / DipCompSc / MBA

**Venneri, Sandra**

BA / DipEd / GradDipEd

**Vollebergh, Melissa**

BSc / DipEd

**Vujcich, Joshua**

BTh / GradDip (Arts) / MA (Theol) /  
GradDipTeach (Sec) / Cert Youth Studies

**Wang, Vicky**

BA / MTeach

**Ward, Jarrod**

BAppSc / GradDipEd

**Whitby, Linda**

BA / GradDipEd (Sec)

**White, Darralyn**

DipPriTeach / BEd / MEd (School Counselling)

**Wight, Anne-Maree**

BEd

**Wright, Douglas**

BSc / MEd / GradDipEd / GradDipCurr /  
GradDipEdAdmin / MACEL

**Yeo, Anthony**

BSc / GradDipEd / BEd

