

WHITEFRIARS COLLEGE 2014 ANNUAL REPORT



REGISTERED SCHOOL NO. 1473

Belong. Believe. Become.



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

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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.

Attestation: Minimum Standards & Accountability

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 College has been granted an exemption from any of these requirements by the VRQA.

Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth).

22 May 2015

Chairman's Report

Mr Peter Duffy

Key Aspects of 2014

Mission and Values Statement

The College's Mission and Values Statements which, coupled with the current School Improvement Plan, continues to provide the basis and framework for all strategic planning for the College. This Statement emphasises the importance of the College strongly upholding the Carmelite Values and Ethos.

Strategic Plan process

- The School Improvement Plan (SIP) for the period 2012 to 2015 provided the framework for the College Annual Action Plan for 2014.
- The SIP is structured into:
 - A restatement of our College Vision, which includes statements regarding, our
 - Purpose
 - Core Values
 - Vision Goal
 - Provides a Vivid Description – of who we are at Whitefriars College.
 - Statements of our Goals, Intended Outcomes, Targets and our Alignment with Strategic Directions for Catholic Education, in each of the following five key areas:
 - 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.

Student Holistic Development

- All Year 12 students – attend a three day Community Building Retreat Program
- Most Year 11 students – attend a three day Kairos Retreat
- Year 7 - 12 – there was implementation of Programs for Leadership and Structures, and Social Justice (eg Timor-Leste Immersion)

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

Carmelite Charism and Spirituality

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

College Enrolments

- There continues to be a strong demand for students to attend the College
- The College enrolment is presently 1180+ students, which includes 40+ International Students
- In 2014 the College continued its policy of a general maximum class size of 26.

College Staff

The Whitefriars College Board acknowledges and congratulates all College staff [teaching and non-teaching] for their commitment throughout 2014 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.

Our Principal, Mr John Finn, has continued to appraise himself of the Carmelite's Values and Ethos, and to this end he has attended various leadership Carmelite community meetings in Australia, Timor-Leste, America and Ireland. The Whitefriars College Board sincerely congratulates John for all his contributions to the College throughout 2014.

The College Leadership team commenced the process of seeking to achieve accreditation from the Council of International Schools.

The College initiated the process of reviewing the Leadership structure and then interviewing for the 2015 Leadership positions.

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
- Two new class rooms were completed in late 2014, and the College commenced initial planning discussions for additional classrooms and further facilities for students.

Governance – Operations of the Board

- The Board of Whitefriars College Incorporated, inclusive of its three specialist subcommittees, held 18 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 year
- An externally lead governance review was conducted of the Board's operations during 2014. A number of observations were identified and these are currently being addressed by the Board.

Principal's Report

Mr John Finn



Strategic Focus

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

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

Strategies run through all four years of the plan. A specific Annual Action Plan was developed for 2014 where the emphasis was on:

- 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*
- Feedback from student to staff and staff to staff
- Developing an internally based Middle Leaders course for staff
- Developing more sophisticated means of tracking students for both pastoral and academic purposes.

Senior Student Outcomes and Tertiary Destinations

VCE results were in the expected range for the cohort within the College. The report on Learning and Teaching gives greater detail however we were pleased to have 8 % of our students achieve a study score of 40 or more. Some perfect ATAR scores for individual studies were achieved and a relatively high number of students achieved 90 or more. Based on the ability level of the group we were pleased with the outcome.

The post-school destinations were as follows:

DESTINATION	PERCENTAGES %
University	71
TAFE	13
Private Colleges	3
Apprenticeships	10
Employed Full time	1
Other (travelling)	< 1
Other (3 year VCE)	< 1
Early Exit	< 1

There was a 100% pass rate in Senior VCAL in 2014.

STAFF COMPOSITION	
Principal Class	4
Teaching Staff	122
Working Days (Teaching Staff)	197
Total Number of Days Absent (Teaching Staff)	978.85
Average Attendance of Teaching Staff	95.18%
Non-Teaching Staff	49

Pastoral Care

House based activities take place where student leadership is based on the premise of servant leadership with modelling from our older boys through to the younger groups. Mentoring of young students takes place. 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.

Co-Curricular Activities

The College successfully competed in numerous sporting and other competitions. There were a number of premierships obtained along with a series of high results in academic competitions. On the whole, Whitefriars students participated in a very wide range of co-curricular and sporting activities in large numbers and with considerable enthusiasm and expertise. We have maintained our compulsory sports afternoons for Years 7-10 and the optional sport afternoon for ACC activities in Years 11 and 12.

The large smattering of musical offerings, including orchestral, choir, ensemble and rock bands allowed the students to not only learn their instrument of choice but also perform live to a number of audiences. The *Believe in Music* Concerts for our Catholic feeder schools, the Jazz Soiree and Rock Concerts were complemented by the highly professional production of *Barnum!*. All of these events reinforce the emphasis on the Performing Arts within the College. Whitefriars also participated in the triennial ACC Music Performance held at Hamer Hall. This was a high quality event with a large number of students participating through voice, instrument and back stage endeavours.

There were a number of House based events over the year that provided all students with the opportunity to lead or participate in. Contributions by students to various community events, especially those that occur within the City of Manningham, were many. We have become more associated with the local charity, Doncare, as well as maintaining our large involvement in donations to the Red Cross Blood Bank, various House charities and the annual walk for East Timor, which had a stronger emphasis this year. Community Service and Work Experience for Year 10 students has also been beneficial and provides a strong indication of a community willing to share of itself and its resources.

A series of academic enrichment activities 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.

The Year 7 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 boy's provides a sense of belonging and this is reinforced in subsequent years with the Outdoor Learning Program in Years 8-10, the voluntary and well attended Year 11 Kairos retreats and the Study Camp for Year 12. The spiritual, social and emotional needs of the students have been well met through such experiences.





Learning and Teaching

Mr Mark Ashmore – Deputy Principal (Learning and Teaching)

Satisfaction Levels

The 2014 SIF survey results indicate areas for improvement and a strong sense of overall satisfaction of the College amongst stakeholders. Parents expressed their high degree of support whilst students were clearly of the view that their pastoral welfare has been well attended to this year.

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

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

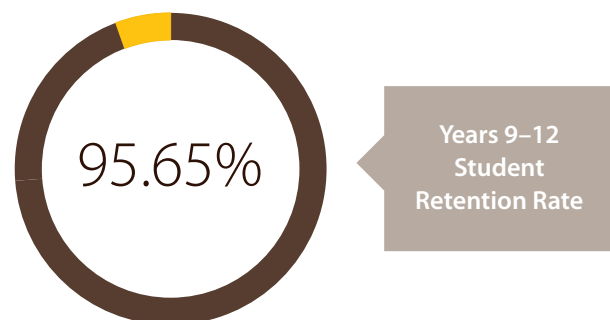
Staff felt that work levels were manageable. Staff indicated a good level of job satisfaction.

STAFF RETENTION RATE

Proportion of staff retained from previous year **93.44%**

Number of staff retained from previous year **114**

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 were present. An overall student attendance rate of just over 92% confirms this sense of connection. Overall retention rates for Years 9-12 and Year level attendance rates (Years 7-10) are given as follows:



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Year Level	Attendance Rate (%)
Year 7	93.29
Year 8	91.79
Year 9	91.24
Year 10	92.03
Overall average attendance	92.09

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

Looking to the Future

The College implemented the third of the four years of Annual Action Plans over 2014. In tandem with the current SIF process, the College is embarking on the Council of International School (CIS) membership and accreditation. This differently planned and structured form of analysis and review will hopefully give us a more analytical view of the College and provide clearer guidance on specific areas for improvement. 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 builds on the gifts and talents of the current Community.

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

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

Goals and Intended Outcomes

- The College 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

- Year 9 NAPLAN results indicate that Whitefriars students have performed significantly better than the equivalent state and national averages in the test domains of Numeracy and Writing
- In 2014, 31% of students achieved an ATAR above 80
- Increase in students completing VCAL. In 2014 100% of students completed the Senior VCAL course compared to 97% in 2013
- Increase in the percentage of VET units completed. In 2014, 100% of VET units were completed compared to 95% in 2013
- An increased focus and strategic development of Middle Years and Senior Years was established to increase academic rigor and engagement
- The development of collaboration and feedback opportunities amongst staff and students to improve student learning outcomes
- The appointment of renewed roles of a Deputy Principal (Learning and Teaching) and Learning Leaders across the College will assist the development of a collaborative learning culture
- The appointment of a Learning and Teaching Coach with a focus on building staff capacity in the use of digital technologies to enhance learning and teaching.

National Assessment Program – Literacy and Numeracy (NAPLAN) Results

In 2014 all Year 7 and Year 9 students throughout Australia participated in NAPLAN testing.

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

The following tables give a brief snapshot of the mean (average) performances of Whitefriars College students in Year 7 and Year 9 tests of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy and the corresponding performances of students in Year 7 and Year 9 in similar schools and nationally:

YEAR 7 2014	WHITEFRIARS	SIMILAR SCHOOLS	AUSTRALIAN SCHOOLS
Reading	561	557	546
Writing	520	523	512
Spelling	548	552	545
Grammar & Punctuation	551	556	543
Numeracy	567	557	546

YEAR 9 2014	WHITEFRIARS	SIMILAR SCHOOLS	AUSTRALIAN SCHOOLS
Reading	585	594	580
Writing	571	568	550
Spelling	576	593	582
Grammar & Punctuation	574	588	574
Numeracy	615	600	588

Whitefriars students performed significantly better as a whole in most tests, compared to similar schools and Australian schools.



Learning and Teaching

Continued

Proportion of 2014 Students meeting the National Minimum Standards

The 2014 NAPLAN data indicates the percentage of students that met or exceeded the minimum national standards in five key assessment areas.

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 2014 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 development of literacy and numeracy skills in all subject areas.

Median NAPLAN Results for Year 7 and Year 9

In 2014, Year 7 and Year 9 students were assessed by the National Assessment Program – Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. The Median NAPLAN results (right) for 2014 were:

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

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

NAPLAN TESTS	2012 %	2011 - 2012 CHANGES %	2013 %	2012 - 2013 CHANGES %	2014 %	2013 - 2014 CHANGES %
Year 7 Reading	97.3	-2.7	100.0	2.7	98	-2.0
Year 7 Writing	97.8	-1.2	97.5	-0.3	98	0.5
Year 7 Spelling	95.2	-2.8	97.0	1.8	98	1.0
Year 7 Grammar & Punctuation	98.9	0.9	95.6	-3.3	98	2.4
Year 7 Numeracy	97.3	-1.2	100.0	2.7	99	-1.0
Year 9 Reading	99.0	0.7	97.0	-2.0	98	1.0
Year 9 Writing	93.0	0.3	92.5	-0.5	91	-1.5
Year 9 Spelling	97.0	-0.7	94.5	-2.5	94	-0.5
Year 9 Grammar & Punctuation	97.0	-3.0	91.0	-6.0	93	2.0
Year 9 Numeracy	100.0	0.0	98.0	-2.0	100	2.0

TEST DOMAIN	YEAR 7	YEAR 9
Reading	556	583
Writing	512	570
Spelling	544	571
Grammar & Punctuation	545	581
Numeracy	559	609

SENIOR SCHOOL OUTCOMES	2009	2010	2011	2012	2013	2014
VCE median study score	31	32	32	32	31	31
VCE completion rate	98%	100%	100%	98%	100%	100%
VCAL completion rate	100%	98%	98%	95%	97%	100%

In 2014, there were 168 students enrolled in Year 12. 100% (168 students) successfully completed their VCE certificate. 100% (10 students) successfully completed the Senior VCAL certificate. The VCE median study score for 2014 in all subjects was 31.

Of the 168 Year 12 students in 2014:

- 146 students applied for further study (145 VCE, 1 VCAL)
- 22 students applied for a trade/apprenticeship or sought work full time.

Of the 22 students who did not apply for further study:

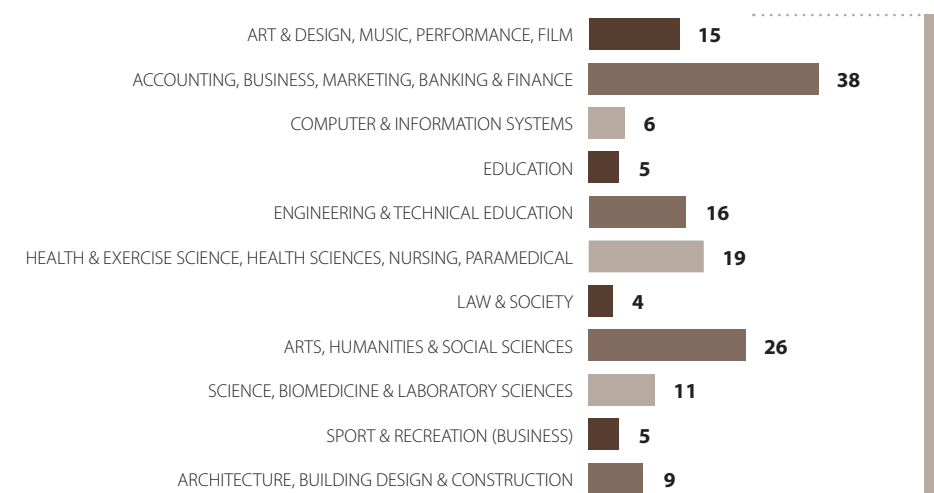
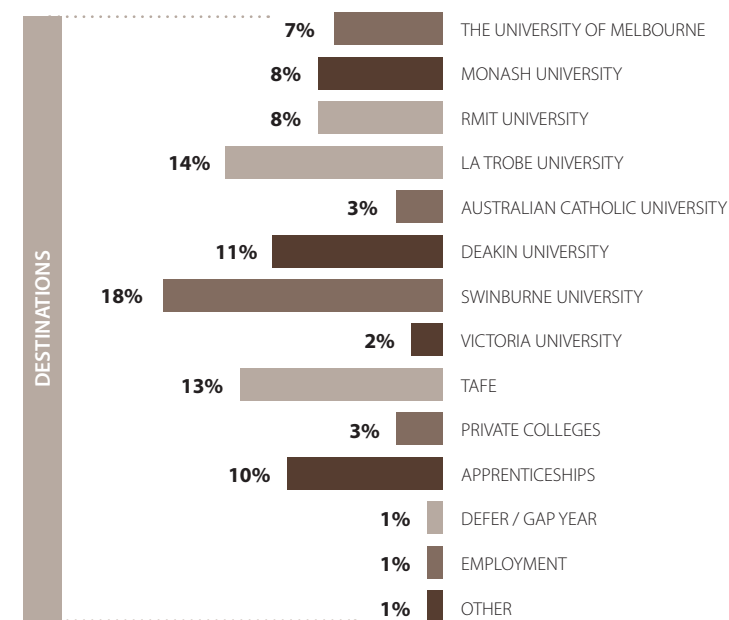
- 9 VCAL students have an apprenticeship/work
- 13 VCE students have organised a pre-apprenticeship, apprenticeship, or work full time.

Post-School Destinations

Of the 147 students who applied for further study:

- 92% of students received a first round tertiary offer
- 85% were offered a University place
- 88% of students received either their 1st, 2nd or 3rd preference
- 17% were offered a TAFE or Private provider place.

Listed below is the Class of 2014 University & TAFE destinations*:



* Note: Whitefriars has continued to achieve very high completion rates for both VCE and VCAL over the past years and the number of students applying for tertiary education continues to increase.

Value Added

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

- Year 6 to Year 7 Transition program
- Academic Enrichment Programming to stimulate and challenge gifted and talented students
- Integrated use of tablet computers in student learning experiences
- Pastoral Care and House Activities – House Celebrations, Athletics and Swimming Carnivals
- Student Leadership programs
- Pathway and Transition Programs
- Personal Development Program
- Year 7 Orientation Camp
- Years 7 and 8 Time and Space Program
- Years 8, 9 and 10 Outdoor Learning Program (OLP)
- Year 10 Work Experience
- Year 10 Community Service Program
- Year 11 Kairos Retreat
- Year 11 Timor-Leste Immersion
- Our Lady of Mt Carmel Day Celebration
- Literacy and Numeracy programs individually tailored for students
- ACC Sports Program
- Learning Area Weeks (eg. Science Week, Mathematics Week)
- Bamum Musical Production with Siena College
- Study skills programs
- Music Ensemble and Instrumental tuition programs
- Victorian Premier's Reading Challenge
- Book Club
- Inter school collaboration to produce Shared Stories Anthology
- Creative Writing competition
- Annual Visual Arts exhibition
- Peer Tutoring
- Parent Enrichment seminars
- Years 7 to 12 Debating program
- Public Speaking program
- Dante Alighieri competitions for students of Italian
- Environment Action Group
- Stock Market Challenge

Professional Learning

Mr Greg Stewart – Deputy Principal (Staff)



Staff Professional Learning continues to be supported through the provision of funding and time release for approved activities both internal 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 2014. Two of these days were available to all staff and were related to our Catholic, Carmelite Identity. One day related specifically to teaching staff and our evolving Peer Coaching Program and the final day involved the mandatory triennial Anaphylaxis training followed by a mindfulness session for all staff. 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.

The details of Professional Learning Days were as follows:

Professional Learning Day 1 – 4 April Our Catholic, Carmelite Identity

With the support of John McInerney and Paul Fumai from the Catholic Education Office Melbourne (in collaboration with the Catholic University of Leuven, Belgium) all staff were involved in discussions based on the identification of an appropriate strategy for the assessment and enhancement of our Catholic, Carmelite Identity.

This morning session was then followed by our pre-Easter Liturgy of the Word that related the crucifixion and resurrection of Jesus to the metaphoric crucifixion and resurrection of the people of East Timor.

Professional Learning Day 2 – 30 May Peer Coaching

The focus of this Professional Learning Day was the topic of Peer Coaching whereby a variety of small group workshops, facilitated by the 30 trained Peer Coaches, enabled staff to practise and inform the continued development of our peer coaching culture and program. The aim of this program is to instil in staff a greater confidence in giving and receiving peer feedback in a supportive way to ensure continual improvement of the teaching and learning that takes place within each and every classroom.

The afternoon session was set aside to enable staff to work on electronic Subject Registers within Convenor Groups.

Professional Learning Day 3 – 22 July

Catholic Spirituality Day

This Professional Learning Day was hosted by Catholic Ladies' College, Eltham and facilitated by Dr Amy-Jill Levine.

Dr Levine is an internationally respected and highly regarded American Professor of New Testament and Jewish studies. She is a world renowned scholar in First Century Jewish History and provided staff from both Colleges with a scholarly overview of how that history impacted on the formation of our Christian faith. A self-described "Yankee Jewish feminist who teaches in a predominantly Protestant divinity school in the buckle of the Bible Belt," Dr Levine combined a razor wit with historical-critical rigor, literary-critical sensitivity and a commitment to eliminating anti-Semitic, sexist, and homophobic theologies. We were provided with opportunities to explore and reflect on ideas and issues in Religious Education, Faith Education, the contemporary context, and the role and identity of the Catholic school and parish.

Professional Learning Day 4 – 20 October Anaphylaxis Training and Mindfulness Day

'Wellbeing and Staff Welfare' is traditionally the focus of this Professional Learning Day. In order to ensure our compliance with Ministerial Order 90 (April 2014), staff are required to undertake approved anaphylaxis training every three years and also attend an additional 'refresher' briefing twice a year. This day allowed staff to attend a Victoria Ambulance Services anaphylaxis presentation followed by the required triennial training.

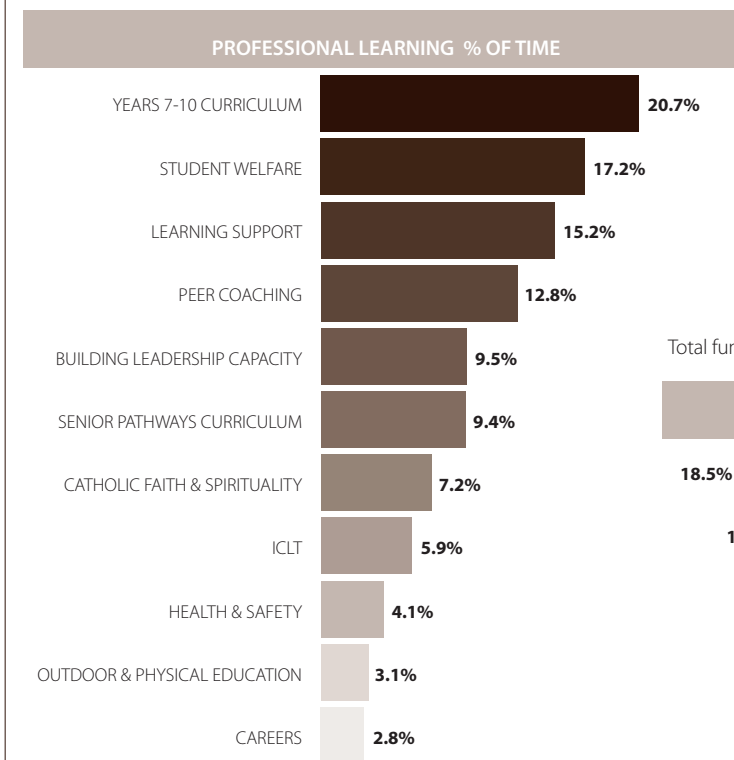
The afternoon session was organised by the Staff Welfare Committee and involved a selection of two hour workshops and activities for all staff that promoted staff wellbeing and mindfulness.

Support for Professional Learning activities Funding and time release for teaching staff

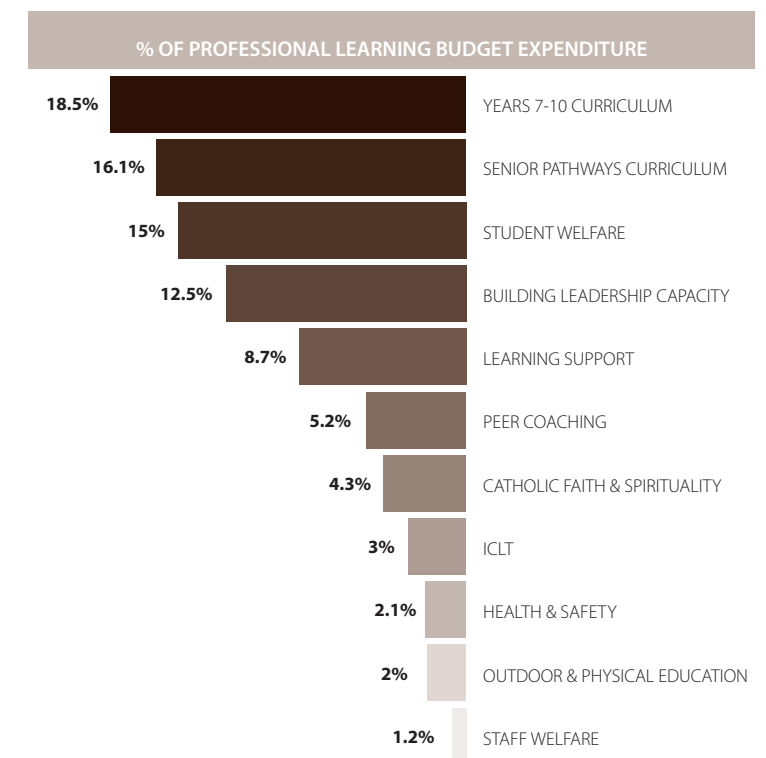
The total direct funding for Professional Learning (PL) was \$65,164. Of this, \$60,170 related to funding of PL activities for 118 FTE teaching staff, thus equating to an average expenditure of approximately \$510. This was possible largely through the engagement of CRTs to release staff and included student free days, external workshops and conferences. Our staff spent the equivalent 296 days in total on external PL activities and this was supported by the equivalent of 248 days of time release.

The following graphs 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).

Total days of staff participation in PL activities was 321 days (excluding student free days).



Total funding for PL activities was \$60,170 (including student free days).



The figures represent the % of the resource which relates to each PL category. For example 20.7% of the total time and 18.5% of the total funding was associated with Years 7 - 10 Curriculum activities.

Professional Learning Continued

Current national and international educational research is exceptionally consistent 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 in mind, Professional Learning in 2014 has strategically focused on the continued growth of a stronger collegial, collaborative culture, with the intention of improving our teaching and learning through shared best practice. Consequently, there were three areas of underlying focus for Professional Learning this year:

Peer Coaching

The evolving Peer Coaching program at Whitefriars is founded on collegial trust, respect and collaboration; encourages experimentation and occasional failures; endeavors to be intolerant of mediocrity; fosters a culture of genuine evaluation and reflection; seeks to 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 (voluntary) training of 30 staff as additional support coaches, a peer coaching model has been developed by and for staff in line with current research and best practice through extensive internal and external consultation and collaboration.

Developing Middle Leadership Capacity

A Middle Leaders Program for staff who are new to leadership or aspiring to leadership was undertaken by 16 members of staff. "School leadership is serious business. It takes a combination of clear personal values, persistence against a lot of odds, emotional intelligence, thick skin and resiliency... Leaders with moral purpose have deep commitment to raising the bar and closing the gap for all students." (Fullan 2011)

Performance Evaluations

With facilitation by an external consultant, 11 staff in varying Positions of Leadership (PoL) undertook a 360 degree appraisal as a trial group early in Term 1. This experience was used to develop an appraisal process for all PoLs over the next three years where the expected outcomes are:

- Affirmation of the staff member's strengths and achievements
- Identification of areas for consideration in the development of the staff member's professional learning plan
- Setting of future professional goals.



Financial Performance

Mr Glenn Aspinall – Business Manager

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 \$
RECURRENT INCOME	TUITION
School fees	5,688,415
Other fee income	2,494,002
Private income	296,314
State government recurrent grants	2,055,689
Australian government recurrent grants	8,016,892
Total recurrent income	18,551,312
RECURRENT EXPENDITURE	TUITION
Salaries; allowances and related expenses	14,098,461
Non salary expenses	5,901,278
Total recurrent expenditure	19,999,739
CAPITAL INCOME AND EXPENDITURE	TUITION
Government capital grants	0
Capital fees and levies	2,887,169
Other capital income	40,920
Total capital income	2,928,089
Total capital expenditure	1,802,500
LOANS (INCLUDES REFUNDABLE ENROLMENT DEPOSITS AND RECURRENT, CAPITAL AND BRIDGING LOANS)	
Total opening balance	2,834,279
Total closing balance	2,002,520

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 ACAR 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 schools fees.

Whitefriars College

Teaching Staff 2014



Abrahams, John
DipTeach / BEd / GradDip Theology
(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)

Bucknell, Chris
BAppSc / GradDipEd / GradDipEd (OEd)

Buchan, Aidan
BExSc / BOEd / GradDip (PE & OEd)

Burton, Vincent
TPTC / BA / BEd

Carboon, Daniela
BAppSc / GradDipEd (Sec)

Ciardulli, Peter
BEd

Collidge, Stuart
BMus / GradDipEd / Cert IV
(Train & Assess) / Cert III (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 / MACE / MACEL

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

Fawcett, John
BSc / DipEd

Fields, Emilia
TPTC / SSR / BEd / MEd / MACE

Finn, John
DipTeach / BTeach / BSc / MEd / MLead

Fitzsimons, Jillian
BA / GradDipEd / GradCert RE / Master of
Educational Leadership (in progress)

Fox, Nathalie
BA / GradDipEd

Freeman, Jeremy
BA / BEd / MEd

Gale, Stephen
BA / GradDipEd

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

Gasparini, Anna
BSc / GradDipEd / GradCert (Career Dev)

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

Holmes, Jacqueline
BA / GradDipEd / MEd

Hourigan, Amanda
BA / GradDipEd / MEd
(Student Wellbeing)

Howells, Zara
BEd / BA

Jackson, Michael
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

Matthews, Fiona
BSc / GradDipInfoSys / GradDipEd / MEd
(Ed Management)

May, Nick
BEd / GradDip (Animation)

Mc Donough, Scott
BEd / MEd (Leadership & Admin)

Mistry, Punita
BA / BEd

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 IV
(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

Pospischil, Frank
DipTeach / BEd

Powling, Rhonda
DipLibrarian / GradDipEd

Pryer, Murray
BEd

Rennie, Peter
BEd / Cert IV (Train & Assess)

Richards, Tanika
BMus / DipEd / GradDip (Management)

Robertson, Catherine
BA / DipEd

Robinson, Roslyn
BEd / GradDipEd (Vis Com & Ed)

Robinson, Tom
BA (Hons) / GradDipEd / Cert IV
(Train & Assess)

Roget, Sandi
BA / GradDipTeach / MTeach

Ross, Nicole
BSc (Ed)

Rotar, Anna
BA / GradDipEd

Rowley, Simon
BFine Arts / GradDipEd / Cert IV
(Small Bus Man)

Sapardanis, Helen
BEd (Sec)

Scarmozzino, Susan
BA / GradDipEd

Scott, Karen
BA / GradDipEd

Scutella, Michelle
CertBusStudies / BBusStudies /
GradDipEd / FCPA

Smith, Katherine
BAppSc (Human Movement) / DipEd

Smith, Wes
BAppSci (Psychology) / BTeach
(Secondary)

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

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 / GradDipArts / MA(Theol) /
GradDipTeach(Sec) / CertYthSt

Wang, Vicky
BA / MTeach

Ward, Jarrod
BAppSc / GradDipEd

Whitby, Linda
BA / GradDipEd

White, Darralyn
DipPriTeach / BEd / MEd (School
Counselling)

Wight, Andrew
BA / DipEd

Wight, Anne-Maree
BEd

Worner, Andrew
DipEd / BEd / GradDipEd (Leadership)

Wright, Douglas
BSc / MEd / GradDipEd / GradDipCurr /
GradDipEdAdmin / MACEL

Yeo, Anthony
BSc / DipEd / BEd

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