

WHITEFRIARS COLLEGE DONVALE 2015 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 2015 school year under the *Australian Education Act 2008 (Cth)* and the *Australian Education Regulations 2009 (Cth)*.

22 May 2016



Chairman's Report

Mr Peter Duffy

Key Aspects of 2015

Strategic Plan 2016 - 2020

Progressively through 2015 the Board developed a College Strategic Plan for the period 2016 to 2020. This Plan was endorsed by the Provincial Council of the Carmelite Province and released to all parents of the College in January 2016.

Mission and Values Statements

The College Mission and Values Statements (the theme is the basis of the Strategic Plan 2016 - 2020) coupled with the current School Improvement Plan, continues to provide the framework for all strategy planning for the College. These Statements emphasise the importance of the College strongly upholding the Carmelite Values and Ethos.

Council of International Schools

In 2015 the College was granted admission to the Council of International Schools (CIS). The CIS Executive personally undertook a rigorous eight day review of all operations of the College in early 2015 as a pre-requisite to Whitefriars being granted CIS membership.

A formal CIS review group will, in 2017, undertake a more rigorous review of the full breadth of the College's operations. At the conclusion of this review we hope to be recognised as a CIS accredited school. This review process endeavours to measure us against the best schools internationally. Currently there are less than 15 schools in Victoria with CIS accreditation and only 700 CIS accredited schools worldwide.

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 2015.
- The SIP is structured into:
 - A restatement of our College Vision, which includes statements regarding, our
 - Purpose
 - Core Values
 - Vision Goal
 - Provides a Vivid Description – of who we are at Whitefriars College.

- Statements of our goals, intended outcomes, targets and our alignment with strategic directions for Catholic education, in each of the following five key areas of:

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

Student Holistic Development

- All Year 12 students – attend a three day Community Building Retreat Program
- Most Year 11 students – attend a three day Kairos camp
- Year 7 - 12 – there was implementation of Programs for Leadership and Structures, and Social Justice (eg awareness programs of Timor Leste)
- The Vertical Pastoral Program supports the full integration of spiritual and leadership development across 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 was 1150+ students, which included 40+ International Students
- In 2015 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 2015 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 students, is a 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 Carmelite leadership meetings in Australia and Timor-Leste. The Whitefriars College Board sincerely congratulates John (and his leadership team, and all staff) for their contributions to the College throughout 2015.

May 2015 saw the death of our College Chaplain Fr Noel Kierce (with in excess of 38 years of service to Whitefriars) and in July 2015 the death of Fr Frank Shortis, the founder of the College. Whitefriars, in very evident fashion, celebrated the lives and contributions that these two men made, and that we now enjoy every day at the College.

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
- The strength of our current financial position should enable the College to, in 2016, commit to a major building program, up to a value of \$12M. It should be noted that the full cost of these works needs to be College funded and does not attract any special external Government funding.

Governance - Operations of the Board

- In 2015 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 2015 year.

Principal's Report

Mr John Finn

Strategic Focus

The College has focused on several key areas for improvement in year four 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 five years of the plan. A specific Annual Action Plan was developed for 2015 where the emphasis was on:

- Improved feedback to enhance student learning especially in relation to student to student and staff to staff
- Catholic Identity and Service where key issues around our core identity are explored
- Collaborative practices especially in relation to a peer coaching model which has now gained traction in the College and being further implemented
- Developing more sophisticated means of tracking students for both pastoral and academic progress.

Senior Student Outcomes and Tertiary Destinations

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

The post-school destinations were as follows:

| DESTINATION | PERCENTAGES % |
|------------------------------|---------------|
| University | 66 |
| TAFE | 12 |
| Private Colleges | 3 |
| Apprenticeships / Employment | 13 |
| ADFA | < 1 |
| AFL | < 1 |
| Interstate | < 1 |
| Overseas Study | < 1 |
| Early Exit | < 1 |
| Unknown | 5 |

There was a 100% pass rate in Senior VCAL in 2015.

| STAFF COMPOSITION | |
|--|--------|
| Principal Class | 5 |
| Teaching Staff | 121 |
| Working Days (Teaching Staff) | 196 |
| Total Number of Days Absent (Teaching Staff) | 811.96 |
| Average Attendance of Teaching Staff | 96.5% |
| Non-Teaching Staff | 55 |



Pastoral Care

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

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

Co-Curricular Activities

The College has numerous opportunities for students to participate in out of class activities. Last year we had a number of interstate and overseas tours which covered aspects of social service, language, history, politics and sport. We successfully competed in numerous sporting and other competitions. There were a number of premierships obtained with a series of high results in academic competitions. The College won the overall award for best sporting school in the Associated Catholic Colleges (ACC) competition. On the whole, Whitefriars students participated in a very wide range of co-curricular and sporting activities in large numbers and with considerable enthusiasm and expertise. We have maintained our compulsory sports afternoons for Year 7-10 (Tuesdays and Thursdays) and the optional Wednesday sport afternoon for ACC activities in Years 11 and 12.

In 2015 the College conducted a number of Outdoor Learning Camps from Years 7-11. These ranged from two day to five day experiences.

The large array of musical offerings, including orchestral, choir, ensemble and rock bands allowed the students to not only learn their instrument of choice but also perform live to a number of audiences. The Believe in Music Concerts for our Catholic feeder schools, the Jazz Soiree and Rock Concerts were complemented by the highly professional production of Fame - The Musical. All of these events reinforce the emphasis on the Performing Arts within the College.

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

Each House group is associated with a local charity. In addition to this the College has a strong association with Timor-Leste with many of our staff and students travelling to Timor-Leste mid-year and during the third term break. Our staff offer programs in Theology, Philosophy and English for the young Timorese students based at Hera, Dili and Zumalai. We have also maintained our large involvement in donations to the Red Cross Blood Bank.



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

The Transition Program begins in the mid-year prior to entry with a visitation to every Year 6 student within their own school setting. Much information is collected and shared appropriately to enable a smooth crossover from primary to secondary education. The Orientation Camp for Year 7 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.

Principal's Report

Continued

Satisfaction Levels

The 2015 School Improvement Plan (SIF) survey results indicate areas for improvement and a strong sense of overall satisfaction with 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.

We continue to see some need to improve the engagement levels of our students within the classroom, especially as it relates to the Middle Years area. We have established a Years 7-9 Committee to specifically look at recommendations here.

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 **97.52%**

Number of staff retained from previous year **118**

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 and this relates to aspects around the Middle Years. An overall student attendance rate of just over 87% confirms this sense of connection. Overall retention rates for Years 9-12 and Year level attendance rates Years 7-10 are as follows:



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| Year Level | % |
|----------------------------|--------------|
| Year 7 | 97.00 |
| Year 8 | 91.27 |
| Year 9 | 95.78 |
| Year 10 | 96.06 |
| Overall average attendance | 94.99 |

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 fourth of the five years of Annual Action Plans in 2015. Whitefriars has now entered into a full accreditation process for the Council of International Schools (CIS). We were visited by a panel who came for the Preliminary Visit, a process by CIS to see whether the College has the capacity to engage in such a rigorous process. We were pleased with the report which indicated a close alignment between the Whitefriars Mission and Values and the reality of the College. With this in mind we have now moved to a full year of review which involves students, staff, parents and the Board.

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 Whitefriars 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.

Learning and Teaching

Mr Mark Ashmore – Deputy Principal (Learning and Teaching)

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

- The development of collaboration and feedback opportunities amongst staff and students to improve student learning outcomes
- Staff, students and parents defined what they want learning to be at Whitefriars College (Learning @ Whitefriars College)
- Improved curriculum planning processes that use student data and collaboratively use staff expertise
- An increased focus and strategic development of the Middle Years and Senior Year was established to increase academic rigor and engagement
- The development of Middle Years and Senior Years Curriculum Handbooks
- Year 7 NAPLAN results indicate students performed significantly better in Numeracy, Reading, Writing, Spelling, and Grammar and Punctuation than state or national boys schools
- Year 9 NAPLAN results indicate there is improvement in Reading, Spelling, Numeracy, and Grammar and Punctuation.
- An increase in students achieving ATARs above 70 as a result of the introduction of specific programs (Year 12 Academic Seminar, Academic Study Centre and an ongoing commitment to improving student study habits through the work with Elevate Education)
- The percentage of study scores over 40 increased from 8.1% to 8.2 %
- An increase in the percentage of VET units completed. In 2015, 92% of VET units were completed compared to 68% in 2013.

National Assessment Program – Literacy and Numeracy (NAPLAN) Results

In 2015 all Year 7 and Year 9 students throughout Australia participated in NAPLAN tests.

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

The following table gives a brief snapshot of the mean performances of Whitefriars College students in Year 7 and Year 9 tests in 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:

| YEAR 7 2015 | WHITEFRIARS | BOYS STATE SCHOOLS | BOYS NATIONAL SCHOOLS |
|-----------------------|-------------|--------------------|-----------------------|
| Reading | 569 | 549 | 541 |
| Writing | 535 | 508 | 494 |
| Spelling | 550 | 540 | 539 |
| Grammar & Punctuation | 556 | 537 | 531 |
| Numeracy | 573 | 555 | 546 |

| YEAR 9 2015 | WHITEFRIARS | BOYS STATE SCHOOLS | BOYS NATIONAL SCHOOLS |
|-----------------------|-------------|--------------------|-----------------------|
| Reading | 601 | 581 | 572 |
| Writing | 567 | 544 | 528 |
| Spelling | 591 | 577 | 575 |
| Grammar & Punctuation | 583 | 563 | 557 |
| Numeracy | 632 | 606 | 596 |

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

Learning and Teaching

Continued



Proportion of 2015 Students meeting the National Minimum Standards

The 2015 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/guardians. 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 2015 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.

Median NAPLAN Results for Year 7 and Year 9

In 2015, Year 7 and 9 students were assessed by the National Assessment Program – Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The Median NAPLAN results for 2015 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 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.

| NAPLAN TESTS | 2013 % | 2012 - 2013 CHANGES % | 2014 % | 2013 - 2014 CHANGES % | 2015 % | 2014 - 2015 CHANGES % |
|------------------------------|--------|-----------------------|--------|-----------------------|--------|-----------------------|
| Year 7 Reading | 100.0 | 2.7 | 98.0 | -2.0 | 98.0 | 0.0 |
| Year 7 Writing | 97.5 | -0.3 | 98.0 | 0.5 | 98.0 | 0.0 |
| Year 7 Spelling | 97.0 | 1.8 | 98.0 | 1.0 | 97.0 | -1.0 |
| Year 7 Grammar & Punctuation | 95.6 | -3.3 | 98.0 | 2.4 | 97.0 | -1.0 |
| Year 7 Numeracy | 100.0 | 2.7 | 99.0 | -1.0 | 99.0 | 0.0 |
| Year 9 Reading | 97.0 | -2.0 | 98.0 | 1.0 | 99.0 | 1.0 |
| Year 9 Writing | 92.5 | -0.5 | 91.0 | -1.5 | 89.0 | -2.0 |
| Year 9 Spelling | 94.5 | -2.5 | 94.0 | -0.5 | 96.0 | 2.0 |
| Year 9 Grammar & Punctuation | 91.0 | -6.0 | 93.0 | 2.0 | 96.0 | 3.0 |
| Year 9 Numeracy | 98.0 | -2.0 | 100.0 | 2.0 | 99.0 | -1.0 |

| TEST DOMAIN | YEAR 7 | YEAR 9 |
|-----------------------|--------|--------|
| Reading | 562 | 602 |
| Writing | 535 | 570 |
| Spelling | 549 | 592 |
| Grammar & Punctuation | 553 | 582 |
| Numeracy | 574 | 630 |

| SENIOR SCHOOL OUTCOMES | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|------|------|------|------|------|------|------|
| VCE median study score | 31 | 32 | 32 | 32 | 31 | 31 | 31 |
| VCE completion rate | 98% | 100% | 100% | 100% | 100% | 100% | 100% |
| VCAL completion rate | 100% | 98% | 98% | 100% | 100% | 100% | 100% |

In 2015, there were 190 students enrolled in VCE and VCAL Year 12. 100% (180 students) successfully completed their VCE certificate. 100% (10 students) successfully completed the Senior VCAL certificate.

Six students were awarded the VCE Bacallaureate. The VCE median study score for 2015 in all subjects was 31.

Of the 180 VCE Year 12 students in 2015:

- 161 students applied for further study
- 14 students applied for a trade/apprenticeship or sought work full time
- 2 students exited during the year, 3 students are unknown.

Of the 10 VCAL Year 12 students:

- 9 students have an apprenticeship/work
- 1 student is pursuing further study.

Post-School Destinations

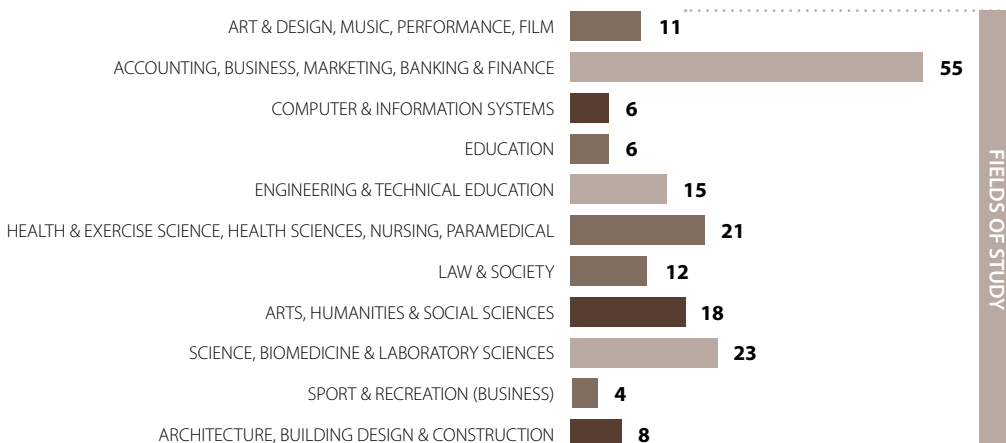
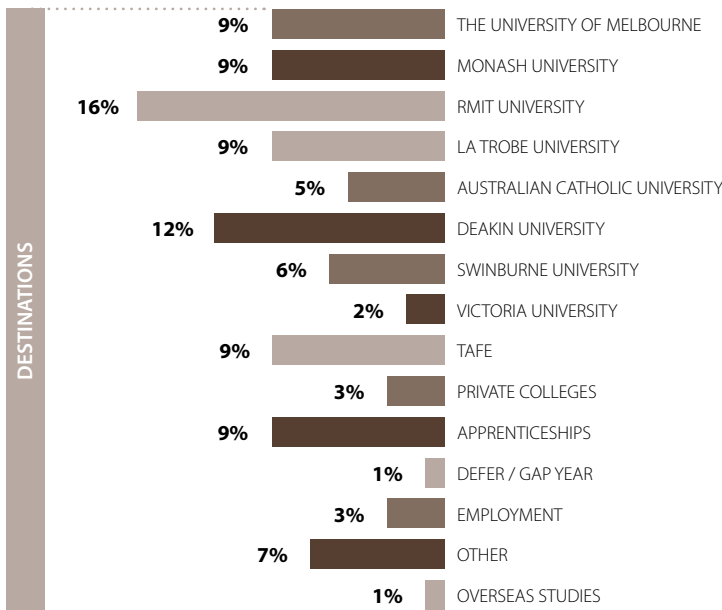
On Track data statistics for all Victorian Secondary Schools indicated that our Year 12 students proceeded as follows: Of the 161 students who applied for further study:

- 96% of applicants received a tertiary offer (152 students)
- 84% were offered a University place
- 84% of students received either their 1st, 2nd or 3rd preference
- 16% were offered a TAFE or Private provider place (24 students).

The following university scholarships were awarded:

- Adam May – Engineering Dean’s Scholarship - Swinburne University
- Aaron Ceravolo – Vice Chancellor’s Excellence Scholarship - Applied Science/Podiatric Practice - La Trobe University.

Listed below is the Class of 2015 University and TAFE destinations*



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

Value Added

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

- Year 6 to Year 7 Transition Program
- Academic Enrichment Program and Master Classes to stimulate and challenge gifted and talented students
- Integrated use of tablet computers in student learning experiences
- Pastoral Care and House Activities – House Celebrations, Athletics and Swimming Carnivals
- Student Leadership Programs
- Pathway and Transition Advice – Careers, Career Advice Day, subject selection
- Personal Development Program
- Year 7 Orientation Camp
- Years 7 and 8 Time and Space Program
- Years 7, 8 and 9 Outdoor Learning Program (OLP)
- Year 8 Learning Immersion
- Year 9 City Experience
- Year 10 Work Experience
- Year 10 Community Service Program
- Year 11 Kairos Retreat
- Year 11 Timor-Leste Immersion
- Senior Years Battlefields Tour – France
- Our Lady of Mount Carmel Day Celebration
- Literacy and numeracy programs individually tailored for students
- ACC Sports Program
- Learning Area Weeks (eg. Science Week, Mathematics Week)
- Fame Senior Musical Production with Siena College
- Year 12 Academic Study Centre
- Study skills programs
- Music ensemble and instrumental tuition programs
- Victorian Premier’s Reading Challenge
- Victorian Premier’s Active April
- 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
- Year 10 Italian Immersion
- 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 Mission and Value Statements and aligned with the Annual Action Plan. The Professional Learning of staff is undertaken with reference to the Australian Professional Standards for Teachers.

In response to our recently attained membership to the Council of International Schools (CIS) and an ongoing commitment to enrichment of the Carmelite charism, the College allocated six days to Professional Learning in 2015.

Four of these days were available to all staff with two related to our Catholic, Carmelite Identity. Two days related specifically to preparing for CIS evaluation and accreditation, and two days were focused on Positive Psychology, Welfare and Wellbeing. 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 2015, the details of Professional Learning Days were as follows:

Professional Learning Day 1 – 23 January Our Catholic, Carmelite Identity

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

Following the transportation of all staff to the Carmelite Churches of Port Melbourne and Middle Park, Fr Michael Brundell addressed the staff. Staff then walked in pairs to Our Lady of Mount Carmel Church, Middle Park whilst reflecting on some guiding questions. Fr David Hofman, Parish priest of Port Melbourne / Middle Park, then presented an engaging and insightful examination of the historical events that led to the establishment of the Carmelite community in Australia. He proceeded to contextualise the role of the Carmelites in establishing and maintaining the communities at these locations and the history of the subsequent development of Whitefriars College. This was followed by a celebration of the Liturgy before concluding with a panel of both professed and lay Carmelites providing insights into their understanding of the Carmelite charism.

Professional Learning Day 2 – 27 March Pre-Easter Faith and Spirituality

Following Fr Michael Brundell's earlier presentation to staff, he was invited to work with us again on the topic, 'The role of women in Church' with particular reference to Saint Teresa of Avila on the 500th anniversary of her birth.

Fr Michael began his presentation with reference to some of the brilliant and courageous women of the Old Testament and the New Testament before contextualising the life and works of others, from the early church and finally through to Saints, Teresa, Edith Stein and Mary MacKillop.

Professional Learning Day 3 – 24 April School Review (CIS)

This Professional Learning Day involved all teaching staff engaging with the next phase of the CIS School Improvement through Accreditation. The day included feedback on the College Annual Action Plan, reports from various sub-committees and provision of further details about the CIS School Improvement process. Staff spent part of the day working in groups to reflect on, discuss and then articulate their responses to the CIS Guiding Statements and Standards before concluding with discussions and recommendations regarding 'the attributes of a Whitefriars College graduate' with reference to our Mission and Values Statements.

Professional Learning Day 4 – 8 September Positive Education

All staff were engaged in Professional Learning related to Positive Education and development of a Growth Mindset.

The first session was a workshop on Positive Education, facilitated by members of the Positive Education Committee. The second session focused on developing a Growth Mindset and was facilitated by Annelies Hoogland and Bern Nicholls from EDUCAA. The final session was facilitated by Kay Watts from Smiling Mind, a modern meditation program for young people. Smiling Mind utilises a web and App-based program designed to help bring balance to young lives. It is a not-for-profit initiative based on a process that provides a sense of clarity, calm and contentment. In preparation for this session, staff were required to download the Smiling Mind App onto their phones and experiment with the available mindfulness meditations beforehand.

Professional Learning Day 5 – 19 October Staff Wellbeing

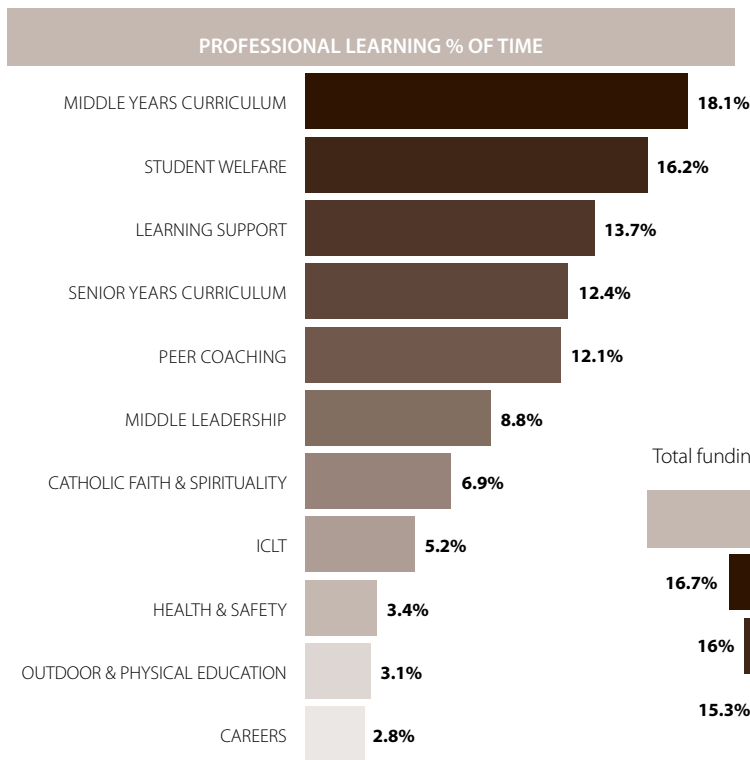
This Professional Learning Day traditionally has 'Staff Wellbeing' as its focus. The first half of the day involved all staff working with Dr Craig Hassed on both the theory and practice of 'mindfulness', inclusive of mindsets, executive functioning, mental health, communication and empathy. Craig is a General Practitioner and Senior Lecturer in the Monash University Department of General Practice. He has been instrumental in introducing a variety of innovations into medical education and practice with an emphasis on the application of holistic, integrative and mind-body medicine in medical practice and reconnecting different knowledge systems. Craig's work has a particular focus on incorporating mindfulness-based strategies into health, professional and educational environments. Part of Craig's role at Monash is as a mindfulness consultant, incorporating mindfulness programs for staff and students around the University. Craig has also published seven books on various aspects of 'mindful learning'.

The afternoon session was organised by the Staff Welfare Committee and involved a selection of workshops with a focus on mindfulness.

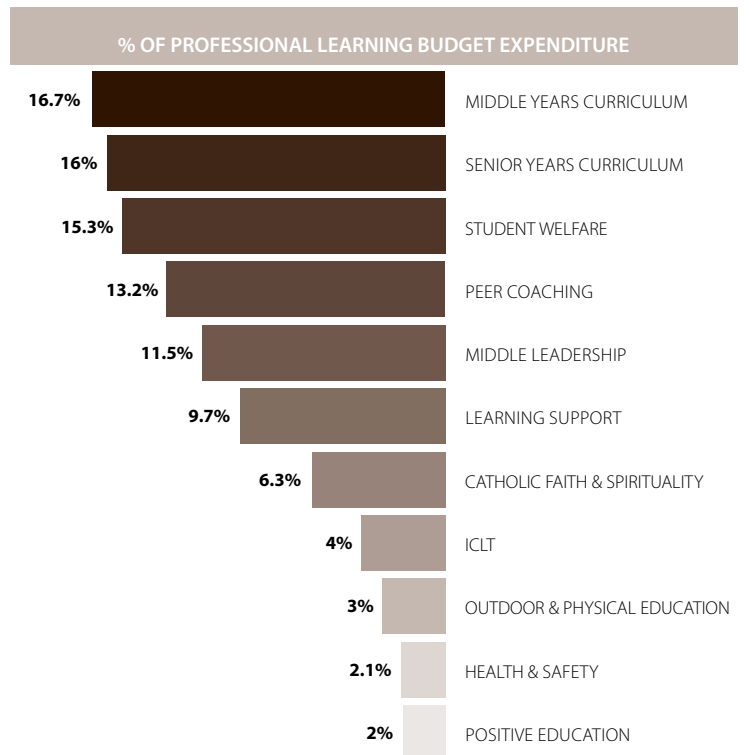


The following information shows the top ten priorities in terms of allocation of Professional Learning (PL) resources to particular categories. As each activity is recorded, the foci of the activity are also noted (activities will often relate to more than one category).

Total days of staff participation in PL activities was 347 days (excluding student free days)



Total funding for PL activities \$65,185 (including student free days)





Professional Learning

Continued

Professional Learning Day 6 – 7 December School Review (CIS)

This Professional Learning Day involved all teaching staff engaging with the next phase of the CIS School Improvement through Accreditation. Our task was to discuss and generate a Whitefriars definition of what Internationalism and Global Citizenship mean in the context of our upcoming CIS review. This was then converted into a simple phrase for incorporation into our Mission and Values Statements.

Support for PD activities Funding and time release for teaching staff

The Federal Government's Teacher Education Ministerial Advisory Group (TEMAG) Report was released on 13 February 2015. This report supports the need for well trained and knowledgeable teachers to provide the foundation for a strong, high quality education system in Australia. Quality teaching is one of the keys to driving student outcomes.

Whilst the TEMAG report focuses on changes to initial teacher education, all current educational research is consistent in its assertions that one of the greatest contributors to improved student learning is continually improving engagement and 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 at Whitefriars in 2015 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

A continuing Peer Coaching program founded on collegial trust, respect and collaboration that: 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. This program now has 40 staff trained as Peer Coaches.

Developing Middle Leadership Capacity

A Middle Leaders Program for staff who are either new or aspiring to leadership was undertaken by 18 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).

Staff Appraisals

With the development of an internal 360 degree process of appraisal for all holders of a Position of Leadership during the term of their three year appointment, outcomes included:

- 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 and accountability around future professional goals.



Financial Performance

Year ended 31 December 2015

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 | 6,530,694 |
| Other fee income | 2,728,803 |
| Private income | 333,275 |
| State government recurrent grants | 2,069,825 |
| Australian government recurrent grants | 8,486,643 |
| Total recurrent income | 20,149,240 |
| RECURRENT EXPENDITURE | TUITION |
| Salaries; allowances and related expenses | 15,164,901 |
| Non salary expenses | 6,000,851 |
| Total recurrent expenditure | 21,165,752 |
| CAPITAL INCOME AND EXPENDITURE | TUITION |
| Government capital grants | 0 |
| Capital fees and levies | 2,648,068 |
| Other capital income | 3,500 |
| Total capital income | 2,651,568 |
| Total capital expenditure | 2,124,112 |
| LOANS (INCLUDES REFUNDABLE ENROLMENT DEPOSITS AND RECURRENT, CAPITAL AND BRIDGING LOANS) | |
| Total opening balance | 2,002,520 |
| Total closing balance | 1,592,031 |

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 2015

Abrahams, John

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

Agnew, Alison

BEd / GradDipSpSci

Akers, Alessandra

BAppSci / GradDipEd / GradDipSci
(Applied Statistics)

Ashmore, Mark

BEd / GradCertRE / MEd Leadership

Beggs, Felicity

BA (Arts) / BTeach (Sec) / DipVisArts

Barca, Paula

BA / BEd

Bell, David

BEd

Bell, Sarah

BAppSci / GradDipEd

Benne, Claire

BMediaStud / BTeach (Prim & Sec)

Bird, Brad

BEd / GradDipEd (Admin) / MEd

Bird, Tracey

BEd (Sec)

Bohan, Michael

BTeach (Sec) / BA (Hum)

Borg, Lena

BEcon / DipEd

Box, James

BBioSci / GradDipEd / MEd
(Student Wellbeing)

Box, Linda

BEd (Arts) / GrCert (Catholic Studies)

Broadbent, Donna

BEd

Buchan, Aidan

BEXSci / BOutEnvSt / GradDipTeach
(PE/OES)

Burton, Vincent

TPTC / BA / BEd

Carboon, Daniela

BAppSci / GradDipEd

Cassar, Sara

BMusic / GradDipEd

Chin, Elaine

BMus(HonsPerf) / GradDipEd /
BMus(HonsPerf)

Ciardulli, Peter

BEd

Collidge, Stuart

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

Collins, Trent

BAppSci / BEd

Contogouris, Nicky

BA / GradDipEd / BEd

Corveddu, Stephanie

BSocSci / GradDipEd / GradDip (TESOL)

Cotter, Shane

BEd

Crossan, Neal

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

Crossman, Penelope

HDTS / BEd

Dalrymple, Andrew

BEd / GradDipCurric / MEd

De Jong, Eddy

BSci (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 / BSci / MEd / PhD
(Education)

Fitzsimons, Jillian

BA / GradDipEd / GradCert RE / MEd

Fox, Nathalie

BA (Comm) / GradDipEd

Freeman, Jeremy

BA / BEd / MEd

Garzia, Charles

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

Gasparini, Anna

BSci / GradDipEd / GradCert
(Career Dev)

Goodall, Stephen

BSci (Hons) / PhD (Genetics) /
PostGradEd

Gunasegaran, Anthony

BA (TESL) / Eng / Indo / GradDipEd

Haddrell, Christine

BEd

Hancock, Jane

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

Height, Kristan

BAppSci / GradDipEd

Holmes, Jacqueline

BA / GradDipEd / MEd

Hourigan, Amanda

BA / GradDipEd / MEd (Stu Well)

Howells, Zara

BA / BEd

Hynes, Luke

BMusEd / DipMusT / AMusA

Inggall, Erika

BA Cum Laude (Honours) Dr Lingue e
letterature straniere / PostGrad Int trade /
DipEd (Sec) / Phd (Ed)

Jackson, Michael

BEd

Johnson, Michael

BA (IndustDes) / GradDipEd / GradDipEd
(TechEd)

Kay-Taylor, Anita

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

Keefe, O.Carm, Sean

BA / MEd (Counselling)

Kellar, Gavin

BAppSci / BEd

Keyes, Tamara

BAppSci / GradDipEd / GradCert (Maths)

Kierce, O.Carm, Noel

BA / GradDipEd / MA / MEd

La Velle, Nadia

BEd

Langer, Tracey

BEd / MMusPerf



Legge, Malcolm

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

Linton-Smith, Lucy

BA (Fine Art) / GradDipEd

Livingstone, Simone

BA(Hons) / GradDipEd / MA

Loprevite, Anthony

BEd

Luo, Wei

BA / GradDipEd (Business) / GradDipEd

Madden, Georgia

BA/BA (Hons) / GradCertTeaching

Mathews, Fiona

BSci / GradDip Info Systems / GradDipEd
(Sec) / MEd (Man)

May, Nicholas

BEd / GradDipEd (Animation)

McDonough, Scott

BEd / MEd (Leader & Admin)

McManus, James

BAppSci / DipEd

Mistry, Punita

BA / BEd

Moloney, Elizabeth

BEng / GradDipEd

Noontil, Karina

Bed (Environmental Studies) / GradCert
(TESOL / Grad Dip (Education) /
GradDipArts (Mod Lang)

Notting, Dean

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

O'Connell, Liz

BSci (Hons) / GradDipEd / GradDipRE

O'Donoghue, Sean

BA / GradDipEd / MEd

Oltvai, Joseph

BMus / MMus

Payne, Ashley

BSci / GradDipEd / MEd

Phelan, Tracey

BSci / BA (Hons) / MBioethics / GradDip
(Sec) / GradCert RE

Pollock, Simone

BEd

Pospischil, Frank

DipTeach / BEd

Powling, Rhonda

DipLibrarian / GradDipEd

Pryer, Murray

BEd

Rennie, Peter

BEd / Cert (Train & Assess)

Robertson, Catherine

BA / DipEd

Robinson, Roslyn

BEd / GradDipEd (Vis Comm & Ed)

Robinson, Tom

BA (Hons) / GradDipEd

Rock, Alexandra

BExerciscSci / GradDipEd

Roget, Sandi

BA / GradDipTeach / MTeach

Ross, Nicole

BSci (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

BBusStudies / GradDipEd

Sette, Stephanie

BN / GradDipEd

Smith, Katherine

BAppSci / DipEd

Smith, Wesley

BEd / BAppSci

Stafford, Tom

BAppSci / DipEd

Stewart, Gregory

BSci / DipEd / GradDipEd
(Stu Welf)

Sykes, Tom

BSci (Sp Hons) / PostGradCertEd

Tascone, Adriana

DipEd / MTeach

Teggelove, Bill

DipAppSci / GradDipEd / GradDipEd
(Admin)

Thio, Tony

BA / GradDip (Sec Ed) / GradCert
(Mod Lang)

Tonini, Matthew

Bsci(Hons) / GradDipEd / GradCertRE

Treyvaud, Joel

BA (Lit Stud) / GradDipEd

Venneri, Sandra

BA / DipEd / GradDipEd

Vollebergh, Melissa

BSci / DipEd

Vujcich, Joshua

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

Wang, Vicky

BA / MTeach

Ward, Jarrod

BEd / GradDipEd

Whitby, Linda

BA / GradDipEd (Sec) / SpCert
(Curr Leader)

White, Darralyn

DipPriTeach / BEd / MEd
(School Counsell)

Wight, Andrew

BA / DipEd

Wight, Anne-Maree

BEd / DipEd

Worner, Andrew

DipTeach / BTeach / GradDip
(Ed Leader)

Wright, Douglas

BSci / MEd / GradDipEd / GradDipCurr /
GradDipEdAdmin / MACEL

Yeo, Anthony

BSci / GradDipEd / BEd



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For more information about Whitefriars College visit www.whitefriars.vic.edu.au



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