

WHITEFRIARS COLLEGE DONVALE 2016 ANNUAL REPORT



REGISTERED SCHOOL NO. 1473

Belong. Believe. Become.



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

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Mission & Values Statements

Whitefriars is a Catholic College which reflects the tradition of the Carmelites who actively seek to live in God's presence by walking in the way of Jesus Christ.

The College provides a Catholic Education for boys where excellence is valued and all are challenged to achieve their best.

This education aims to empower young men to live with integrity through experiences of community and prayer and through a sensitivity to justice.

It assists them to take their place in a contemporary, global society as valued individuals, alive with the wisdom of the Gospel.

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 an understanding of the common good
- provides opportunities for spiritual, social, intellectual, emotional and physical growth
- acknowledges and fosters the faith and learning journey of each individual
- values excellence and encourages all to reach their potential
- provides a 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 a global 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 school has been granted an exemption from any of these requirements by the VRQA.

Australian Government accountability requirements related to the 2016 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*.

19 May 2017



Chairman's Report

Mr Peter Duffy

Key Aspects of 2016

In 2016, key aspects of the life at Whitefriars College can be summarised in the points below.

Mission and Values Statements

The College revised the Mission and Values Statements which, coupled with the current School Improvement Plan, provides the basis and framework for all strategy planning for the College. These Statements emphasise the importance of the College strongly upholding the Carmelite Values and Ethos.

Our Strategic Plan Process

- The 'School Improvement Plan' (SIP) for the period 2016 to 2020 provided the framework for the College Annual Action Plan for 2016.
- 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 to 12 – there was implementation of Programs for Leadership and Structures, ad Social Justice (eg awareness programs of Timor Leste).
- The Vertical Pastoral Program supports the full integration of spiritual and leadership development across all 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 a strong demand for students to attend the College
- The College enrolment was 1200+ students, which included 40+ International Students.

College Staff

The Whitefriars College Board acknowledges and congratulates all staff [teaching and non-teaching] for their commitment throughout 2016 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 1200+ 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. Mr Neal Crossan's role (in the last 3 years) of leading the Whitefriars community in a deeper appreciation and awareness of the Carmelite Ethos and Charism is fully evident in how we operate across 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 College committed to a \$12million building program. This new building will provide state-of-the-art learning facilities for the Science and Technology Learning Areas. The project commenced late in 2016 and is due for completion early 2018.

Governance- Operations of the Board

- In 2016, the Board of Whitefriars College Incorporated, inclusive of its three specialist subcommittees, held 17 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 2016 year.

Principal's Report

Mr John Finn

2016 Focus

The College has focused on several key areas for improvement in year five of its School Improvement Plan.

The College is in the final stages of preparing for access to Council of International School Accreditation (CIS) with a view to having this granted in 2017 after the panel visitation.

The five spheres of the Plan are:

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

A set of criteria around strategies occur through all five years of the plan.

A specific Annual Action Plan was developed for 2016 where the emphasis was on:

- Collaboration for inspiring pedagogy
- Enhancing community connection
- Catholicity in a Carmelite school

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 detail, however we had over 7% of our students achieve a study score of 40 or more. We have completed a very careful analysis of the results compared to the academic strength of the group. Based on the ability level of the group we were very pleased with the outcome. A relatively high number of students achieved 90 or more.

The post-school destinations were as follows:

DESTINATION	PERCENTAGES %
University	75
TAFE	11
Private Colleges	6
Apprenticeships	6
Employment	1
Interstate	1

There was a 100% pass rate in Senior VCAL in 2016.

STAFF COMPOSITION

Principal Class	5
Teaching Staff	125
Working Days (Teaching Staff)	197
Total Number of Days Absent (Teaching Staff)	724.21
Average Attendance of Teaching Staff	96.8%
Non-Teaching Staff	57

TEACHER QUALIFICATIONS

Doctorate	2%
Masters	30%
Graduate Diploma	56%
Certificate Graduate	13%
Bachelor	99%
Diploma	13%
Advanced Certificate	1%
Certificate	12%
Associate Diploma	2%



Pastoral Care

The survey results from the Endicott Survey (which had all staff and students responding, and a 70% response rate from parents) indicated that there is a very high level of satisfaction with the pastoral structures and processes of the College. Boys feel valued.

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

House 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.

Co-Curricular Activities

The College has a very wide range of out of class activities. Last year we had a number of interstate and overseas tours that covered aspects of social service, language, history, politics and sport. An increased number are planned for 2017.

We successfully competed in a numerous sporting and other competitions. Overall, 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. There were a series of high results in academic competitions.

The Performing Arts are an essential part of boys' education. The Believe in Music Concerts for our Catholic feeder schools, the Jazz Soiree and Rock Concerts were complemented by the highly professional production of our Gala Evening. 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. All of these events reinforce the emphasis on the Performing Arts within the College.

A number of Outdoor Learning Camps from Years 7-11 were held. These ranged from two to five day experiences giving our boys a further insight into teamwork, resilience and preparation.

Whitefriars supports a number of external organisations; DonCare, the Blood Bank, the Austin Spinal Unit, White Ribbon Foundation and the Reach Foundation are but a few examples.



House based events allow us to 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 were common.

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 College has a strong association with Timor-Leste with many of our staff and students travelling there 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.

The House groups are associated with local charities. We have maintained our involvement in Community Service and Work Experience (for Year 10 students). This has been beneficial and provides a strong indication of a community willing to share of itself and its resources.

Whitefriars has a well-established and successful transition process for new students. The Transition Program begins in the mid-year prior to entry with a visitation to every Year 6 student within their own school setting. There is much information collected and shared appropriately to enable a smooth crossover from primary to secondary education. The Orientation camp and the end of year Outdoor Learning camp both provide 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 Academic and Pastoral Camps for our Year 12 students. The spiritual, social and emotional needs of the students have been well met through such experiences.

Principal's Report

Continued

Satisfaction Levels

The Endicott Survey was undertaken as part of our two year process towards Council of International Schools (CIS) accreditation. This is an extensive survey of our community.

The results indicate a very 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 school, including a very strong view that students are safe.

Importantly, there was a very strong correlation between the Mission and Values of the College and the lived reality of our students, parents and staff.

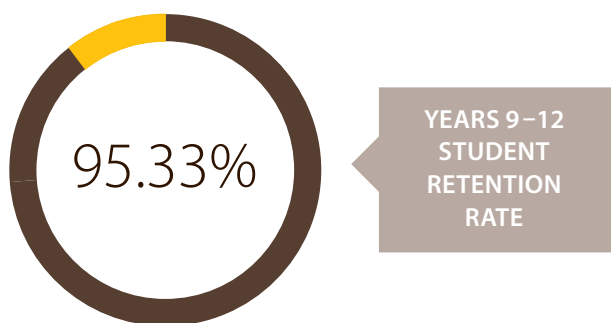
We continue to see some need to improve the engagement levels of our students within the classroom, especially as it relates to the Middle Years area. "Student Voice" needs to be a further focus for the College.

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

TEACHING STAFF ATTENDANCE RATE

Proportion of staff retained from previous year **87.2%**

Number of staff retained from previous year **109**



Students indicated a strong connection to school and that staff were keen to look after them holistically. Some indications of students wanting a more engaging classroom (particularly in Years 8 and 9) were present and this relates to aspects around the Middle Years. This area will have strong thrust in 2017.

An overall student attendance rate of just over 93% confirms the above sense of connection. Overall retention rates for Years 9-12 and Year level attendance rates (Years 7-10) are given as below:

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	94.58
Year 8	93.57
Year 9	93.31
Year 10	94.09
Overall average attendance	93.90

Student absence is followed up by pastoral care 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 2016. 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

- Further development of collaboration and feedback opportunities amongst staff and students to improve student learning outcomes
- Implementation of Learning @ Whitefriars College definition of learning in classrooms, curriculum and assessment design, and parent communication
- Improved curriculum planning processes that use student data and collaboratively use staff expertise
- An increased focus and strategic development of Middle Years and Senior Years was established to increase academic rigor and engagement
- The improvement of the Middle Years and Senior Years subject selection process, including numerous elective opportunities offered with the implementation of the Victorian Curriculum
- Year 7 NAPLAN results indicate students performed significantly better in Numeracy, Reading, Writing, Grammar and Punctuation, and Spelling than State or National boys schools
- Year 9 NAPLAN results indicate students performed significantly better in Numeracy, Reading, Writing, Grammar and Punctuation, and Spelling than State or National boys schools
- An increase in students achieving ATARs above 70 as a result of introducing specific programs (Year 12 Academic Seminar, Academic Study Centre and an ongoing commitment to improving student study habits through the work with Elevate Education)
- An increase in International Student ATAR achievement
- The average ATAR and Study Score increased from previous academic years
- 34 students completed VCAL, with 99% completion
- Increase in the percentage of VET units completed. In 2016, 95% of VET units were completed compared to 68% in 2013.

National Assessment Program – Literacy and Numeracy (NAPLAN) Results

In 2016, all Year 7 and Year 9 students throughout Australia were 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 2016	WHITEFRIARS	BOYS STATE SCHOOLS	BOYS NATIONAL SCHOOLS
Reading	558	542	536
Writing	527	514	500
Spelling	548	537	535
Grammar & Punctuation	550	534	529
Numeracy	577	561	552

YEAR 9 2016	WHITEFRIARS	BOYS STATE SCHOOLS	BOYS NATIONAL SCHOOLS
Reading	591	582	577
Writing	556	546	532
Spelling	583	576	572
Grammar & Punctuation	578	566	560
Numeracy	609	601	592

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

Learning and Teaching

Continued

Proportion of 2016 Students meeting the National Minimum Standards

The 2016 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 2016, 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 2016, the National Assessment Program – Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, assessed Year 9 students. The Median NAPLAN results for 2016 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	2014 %	2013 - 2014 CHANGES %	2015 %	2014 - 2015 CHANGES %	2016 %	2015 - 2016 CHANGES %
Year 7 Reading	98.0	-2.0	98.0	0.0	97.0	-1.0
Year 7 Writing	98.0	0.5	98.0	0.0	97.0	-1.0
Year 7 Spelling	98.0	1.0	97.0	-1.0	96.0	-1.0
Year 7 Grammar & Punctuation	98.0	2.4	97.0	-1.0	99.0	+2.0
Year 7 Numeracy	99.0	-1.0	99.0	0.0	99.0	0.0
Year 9 Reading	98.0	1.0	99.0	1.0	97.0	-2.0
Year 9 Writing	91.0	-1.5	89.0	-2.0	93.0	+4.0
Year 9 Spelling	94.0	-0.5	96.0	2.0	93.0	-3.0
Year 9 Grammar & Punctuation	93.0	2.0	96.0	3.0	93.0	-3.0
Year 9 Numeracy	100.0	2.0	99.0	-1.0	99.0	0.0

TEST DOMAIN	YEAR 7	YEAR 9
Reading	560	591
Writing	523	560
Spelling	542	585
Grammar & Punctuation	546	576
Numeracy	576	615

SENIOR SCHOOL OUTCOMES	2010	2011	2012	2013	2014	2015	2016
VCE median study score	32	32	32	31	31	31	31
VCE completion rate	100%	100%	100%	100%	100%	100%	100%
VCAL completion rate	98%	98%	100%	100%	100%	100%	100%

In 2016, there were 194 students enrolled in VCE and VCAL Year 12. 100% (181 students) successfully completed their VCE certificate. 100% (10 students) successfully completed the Senior VCAL certificate.

Five students were awarded the VCE Baccalaureate. The VCE median study score for 2016 in all subjects was 31.

Of the 194 VCE Year 12 students in 2016:

- 181 students applied for further study
- 11 students applied for a trade/apprenticeship or sought work fulltime
- 1 student applied interstate
- 1 student is completing a 3 year VCE.

Of the 8 VCAL Year 12 students:

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

Post-School Destinations

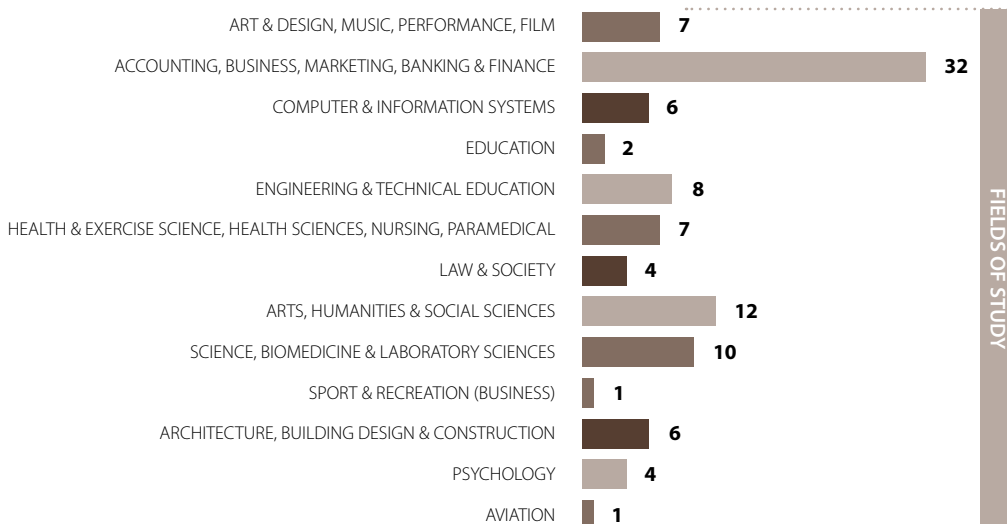
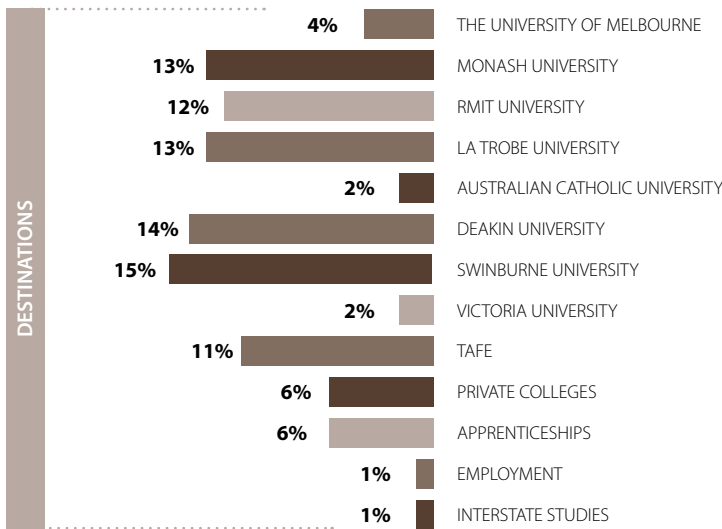
On Track Track data statistics for all Victorian Secondary Schools indicated that our Year 12 students proceeded as follows: Of the 182 students who applied for further study:

- 96% of applicants received a tertiary offer (174 students)
- 83% were offered a University place
- 84% of students received either their 1st, 2nd or 3rd preference
- 13% were offered a TAFE or Private provider place..

The following university scholarships were awarded:

- Andrew Ney - Vice-Chancellor's Scholarship – Health, Swinburne University of Technology
- Jake Beltrami - Dean's Scholarship – Games and Animation, Swinburne University of Technology
- Louis Schoben – Vice Chancellor's Excellence Scholarship – Science, La Trobe University
- Matthew Watkinson - Vice Chancellor's Excellence Scholarship – Commerce, La Trobe University
- Matthew Thompson – STEM Scholarship – Engineering Professional, Swinburne University
- Rhys Baxter - STEM Scholarship – Engineering Professional, Swinburne University

Listed below is the Class of 2016 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, Facebook 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 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
- 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
- Coding Club
- China Study Tour

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 Mission and Values Statements and the College's Annual Action Plan. The Professional Learning of staff is undertaken with reference to the Australian Professional Standards for Teachers.

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. The Professional Learning needs at Whitefriars in 2016 related to preparation for implementation of the new Victorian Curriculum in 2017 (inclusive of a number of new Science and Technology subjects) and a significant number of re-accredited VCAA VCE Study Designs. Coupled with movement towards CIS accreditation, ongoing commitment to our Peer Coaching Program and a developing Middle Leaders Program, Professional Learning remains an integral component of our teaching professionalism.

Non-teaching staff were also involved for much of the year in Professional Learning related to the implementation of our new data management system, Synergetic. Subsequently, 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.

Accordingly, there were a number of foci for Professional Learning in 2016:

Preparation for Implementation of the new Victorian Curriculum

The Victorian Curriculum F-10 is the curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. It sets out what students should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

CIS Self-Study

In seeking CIS accreditation, a rigorous 'self-study' is the vehicle for continuous school improvement. The process involves evaluating the College in the light of our own Guiding Statements and the CIS School Evaluation Standards.

VCAA – preparation for implementation of reaccredited 2016/2017 VCE Study Designs

Peer Coaching

The ongoing 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 & reflection; seeks to facilitate change from within and incorporate the development and use of skills such as listening, questioning, clarifying and providing feedback.

Developing Middle Leadership Capacity

In 2016 a middle leadership program was developed with Educational Consultants from EDUCAA for leaders in the Learning and Student Management Teams. The program was created in response to recent feedback from staff, the Colleges' Annual Action Plan, staff appraisals and CIS. It incorporated:

- Learning Focused Leadership and the Learning Focused School
- The Neuroscience of Learning – What helps and hinders student learning
- Collaboration for Learning – Student Voice Matters
- Collaboration for Learning – Understanding Learning Data Matters
- Emotional Intelligence - Understanding Change through the lens of Neuroscience

Implementation of the Synergetic Management System

For 2016, the details of Professional Learning Days were as follows:

Professional Learning Day 1 – 27 January Our 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.

Fr Paul Chandler, O.Carm presented to all staff on the origins of the Carmelite Order. He provided a Carmelite narrative to the Crusades, utilised iconographical analyses with reference to Jesus, Mary, Elijah and the history of the Carmelite Order, and reminded us that Carmelites live "in allegiance of Jesus Christ", as the Carmelite Rule proclaims, and that we are all "praying and prophetic communities in a changing world". Carmelites live this life with a pure heart and a clear conscience through a commitment to seek the face of the living God (the contemplative dimension of life), through prayer, through fraternity and through service (*diakonia*). These three fundamental elements of the charism are not distinct and unrelated values, but closely interwoven. All of this is also within the context of a Christian, Catholic Church.

The morning was interspersed with some reflection and insights into the Carmelite charism from the perspective of some new, middle term and long-serving members of staff.

This was followed by a celebration of the Liturgy by former Principal, Fr Hugh Brown, O.Carm.



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

Br Matthew Tonini, O.Carm facilitated our second Professional Learning Day which involved a series of reflections on the 'Carmelite Rule of St Albert'. Between the years 1206 and 1214, the community on Mount Carmel petitioned Albert, the Latin Patriarch of Jerusalem, for a rule of life. His response became the "formula for living" that Carmelites follow. This short but profound document inspires all branches of the Carmelite Family to this day. All staff were able to reflect on Br Matthew's presentations and share the implications for our lives in a contemporary context.

Professional Learning Day 3 – 24 April School Review (CIS) – Day 1

This Professional Learning Day involved all staff engaging with the next phase of the CIS School Improvement through Accreditation. The day included feedback on the College's 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 – 25 July School Review (CIS) – Day 2

This Professional Learning Day involved all staff engaging with the self-study phase of the CIS. Staff spent the day working in various groups to discuss, document and upload evidence related to the CIS guiding statements and standards with reference to our Mission and Values Statements.

Professional Learning Day 5 – 19 October Staff Professional Learning Day

This Professional Learning Day traditionally has a staff wellbeing component as one of its focus areas. The morning session involved a reflection on the strategies required to ensure that our Catholic heritage and practices are explicitly embedded across the curriculum and all affiliated programs. The importance of 'living out' our Catholic mission and values was contextualised and reiterated.

The following session was organised by the Staff Welfare Committee and involved a selection of workshops with a focus on staff welfare and wellbeing. For some staff, this included final sorting and packing of a shipping container to be delivered to Timor - Leste in support of the Carmelite community in Zumalai.

The afternoon session saw all staff involved in preparations for the College Open Day on the following Sunday.

Professional Learning Day 6 – 12 December School Review (CIS) – Day 3

This Professional Learning Day consisted of an all staff briefing by Mr John Finn (Principal) before a summative briefing reiterated the context and work completed on the College's Self Study process in preparation for the 2017 CIS Team visit related to CIS accreditation.

Additional planning time was then provided for the 2017 Victorian Curriculum implementation before being followed by mandatory Epilepsy (Midazolam) Training for all staff.



Professional Learning

Continued

Support for PD activities

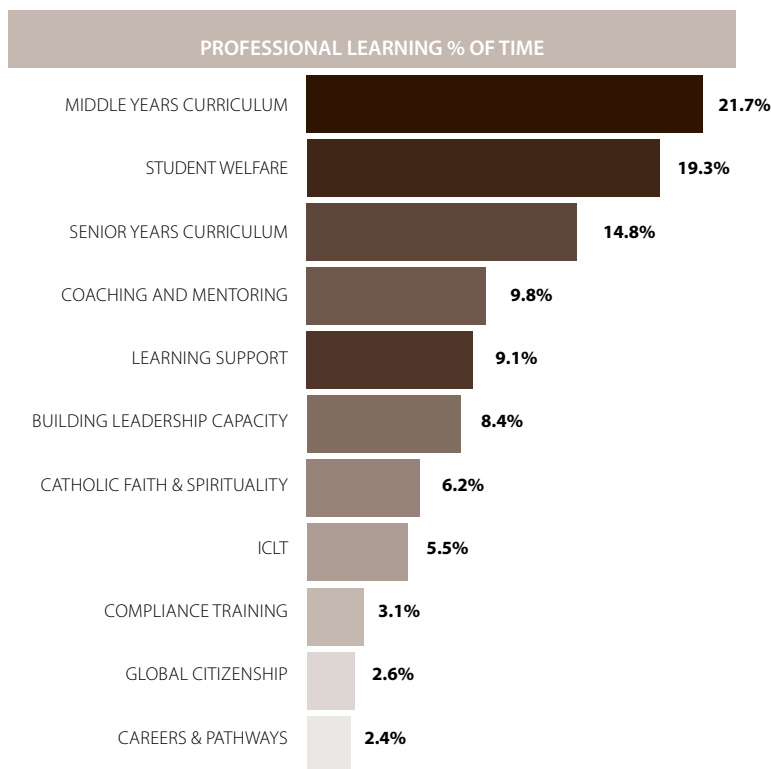
Funding and time release for teaching staff

The total direct funding for Professional Learning was \$77,794. Of this, \$73,246 related to funding of PL activities for 128 Teaching Staff, thus equating to an average expenditure of approximately \$572. This was possible largely through the engagement of CRTs to release staff and included student free days, external workshops and conferences. Our staff spent the equivalent 288 days in total on external PL activities and this was supported by the equivalent of 226 days of time release. A number of internal Professional Learning opportunities (Middle Leader Modules through EDUCAA and CEM Religious Education Accreditation offerings through Carmelite and Whitefriars Staff) further supported Professional Learning for all staff.

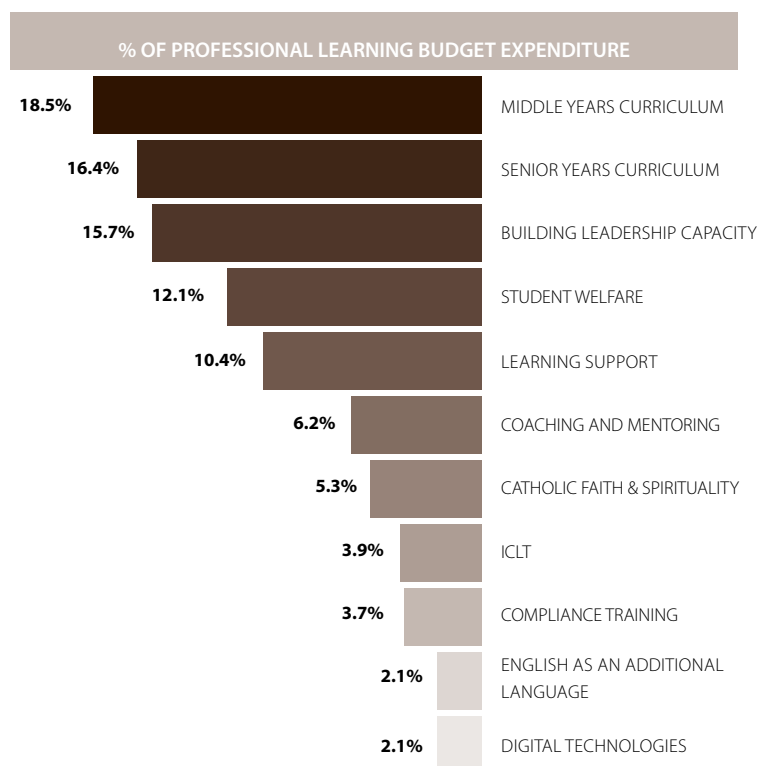
The following tables show the top 11 priorities in terms of allocation of PL resources to particular categories. As each activity is recorded, the foci of the activity are also noted (activities will often relate to more than one category).

The figures represent the % of the resource which relates to each PL category. For example, 21.7% of the total time and 18.5% of the total funding was associated with Middle Years Curriculum activities.

Total days of staff participation in PL activities: 288 days (excluding student free days)



Total funding for PL Activities \$77,794 (including student free days)



Financial Performance

Year ended 31 December 2016

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	6,734,962
Other fee income	3,240,183
Private income	419,738
State government recurrent grants	2,323,698
Australian government recurrent grants	8,615,138
Total recurrent income	21,333,719
RECURRENT EXPENDITURE	TUITION
Salaries; allowances and related expenses	16,000,823
Non salary expenses	6,723,870
Total recurrent expenditure	22,724,693
CAPITAL INCOME AND EXPENDITURE	TUITION
Government capital grants	0
Capital fees and levies	3,073,156
Other capital income	0
Total capital income	3,073,156
Total capital expenditure	2,731,072
LOANS (INCLUDES REFUNDABLE ENROLMENT DEPOSITS AND RECURRENT, CAPITAL AND BRIDGING LOANS)	
Total opening balance	1,592,031
Total closing balance	1,361,277

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 2016

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

Ashmore, Mark

BEd / MEd / GradCertRE

Barca, Paula

BA / BEd / GCTRE

Barlow, Tom

BA / MA (History) / MEd

Bates, Taryn

BEd (Sec) / BAppSc (Health Sc) / MEd (Student Wellbeing) / GradCertCathStds

Beggs, Felicity

BA / BTeach (Sec)

Bell, David

BEd

Benne, Claire

BMediaStud / BTeach (Prim & Sec)

Bird, Brad

BEd / GradDipEd (Admin) / MEd

Bird, Tracey

BEd

Bohan, Michael

BEd / BA

Borg, Lena

BEco / DipEd

Box, James

BBioSc / GradDipEd / MEd (Student Wellbeing)

Box, Linda

BEd(Arts) / GradCertCathStds

Buchan, Aidan

BEXSci / BOutEnvSt / GradDipTeach (PE/OES)

Burton, Vincent

TPTC / BA / BEd

Calmer, Michael

BA / BTeach / MIL

Campbell, Jarrod

BContMus / BTeach / MEd / Cert IV (Train & Asses)

Cape, Lauren

BEd / DipEd

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

Crossman, Penelope

HDTS / BEd

Dalrymple, Andrew

BEd / GradDipCurric / MEd

De Jong, Eddy

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

Dekozos, Stephanie

BA / BTeach (Maths)

Dembalas, Vicky

BA (Hons) / GradDipEd

Denning, Leigh

BA (Hons) / DipEd

Dines, Stewart

BEd

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

Fields, Emilia

TPTC / SSR / BEd / MEd / MACE

Finlay, Warren

BA / BSci (Hons) / GradDipEd (Sec)

Finn, John

DipTeach / BTeach / BSc / MEd / MLead

Fitzsimons, Jillian

BA / GradDipEd / GradCert RE / MEd (Leadership)

Fox, Nathalie

BA / GradDipEd

Freeman, Jeremy

BA / BEd / MEd

Galam, Henrich

BTeach (Sec) / BA

Gargano, Jack

BLStds / GradDipEd (Prim & Sec)

Garriga, Paul

B Eng / DipEd

Garzia, Charles

BSc (Hons) / GradDipEd / GradDipEd (ICT) / GradDipEd Stud (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 (Autism)

Height, Kristan

BAppSc / GradDipEd / Cert IV Sport & Rec / MEd Leadership

Holmes, Jacqueline

BA / GradDipEd / MEd

Hourigan, Amanda

BA / GradDipEd / MEd (Student Wellbeing)

Hynes, Luke

BMusEd / DipMusTeach / AssocDipMusPerf

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)

Langer, Tracey

BEd / MMusic Performance

Legge, Malcolm

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

Linton-Smith, Lucy

BA (Fine Art) / GradDipEd

Livingstone, Simone

BA (Hons) / GradDipEd (Eng, EAL, Spec Ed)
/ MA

Loprevite, Anthony

BEd

Luo, Wei

BA / GradDipEd (Business) / GradDipEd

Lynch-Wells, Bryan

BA (Fine Art) (Hons) / GradDipTeach /
MEd

Madden, Georgia

BA (Hons) / BTeach

Matthews, Fiona

BSc / GradDiplInfoSys / GradDipEd / MEd
(Ed Management)

May, Nick

BEd / Dip Animation

Mc Donough, Scott

BEd / MEd (Leadership & Admin)

Mc Manus, James

BAppSci / DipEd

Melenhorst, Russell

BEd / Cert IV (Work Assess)

Mistry, Punita

BA / BEd

Mitchell, Bradley

BAppSci (PE Sec) / DipEd (Sec)

Moloney, Elizabeth

BEng / DipEd

Moseley, Warren

BAppSc / GradDipEd / MEd St

Notting, Dean

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

O'Connell, Elizabeth

BSci (Hons) / DipEd / GradCert RE

O'Day, Christopher

BEd (Sci) / BSci

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

Pospischil, Frank

DipTeach / BEd

Powling, Rhonda

DipLibrarian / GradDipEd

Pryer, Murray

BEd

Quinn, Stephen

B Ed / GradDip Psych

Rennie, Peter

BEd / Cert IV (Train & Assess)

Robertson, Catherine

BA / DipEd

Robinson, Roslyn

BEd / GradDipEd (Vis Com & Ed)

Robinson, Tom

BA (Hons) / GradDipEd

Rock, Alexandra

BExSci / 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

Sette, Stephanie

BN / GradDipEd

Sendeckyj, Patrizia

BEd (Prm & Sec) / M (TESOL) / GradCert
SpEd

Smith, James

BA / GradDipEd (Sec) / GradDipRE

Smith, Katherine

BAppSc / DipEd

Soccio, Anne

BA / BEd

Stafford, Tom

BAppSc / DipEd

Stewart, Gregory

BSc / DipEd / GradDipEd (Student
Welfare)

Sykes, Tom

BSc (Sp Hons) / PostGradCertEd

Tascone, Adriana

BCrArts / MTeach

Thio, Tony

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

Thornton, Evelina

BEd / MEd / Cert (RE)

Vella, Clare

BA / BTeach / PGradDiplInfoMan /
MTeach

Venneri, Sandra

BA / DipEd / GradDipEd

Vollebergh, Melissa

BSc / DipEd

Vujcich, Joshua

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

Wang, Vicky

BA / MTeach

Ward, Jarrod

BAppSc / GradDipEd

Whitby, Linda

BA / GradDipEd (Sec)

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



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