



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

Whitefriars College Inc. Donvale

2020

Annual Report to the School Community



Registered School Number: 1473

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Minimum Standards Attestation

I, Mark Murphy, attest that Whitefriars College Inc. is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

04/05/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Vision

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

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

This education aims to empower young men to live with integrity through experiences of community and prayer and through a sensitivity to justice. It assists them to take their place in a contemporary, global society as valued individuals, alive with the wisdom of the Gospel.

We BELONG to a Whitefriars community that:

- embodies a belief in the Catholic faith that has Christ as its centre
- takes inspiration from Carmelite spirituality
- values and respects the richness of the land and the people who came before us
- develops skills for lifelong learning
- nurtures and celebrates the diverse gifts and unique contributions of each individual
- values collaboration and fosters positive, supportive relationships.

We BELIEVE in a Whitefriars community that:

- celebrates God's presence through prayer and the Eucharist
- forms its students in the tradition of the Catholic and Carmelite ethos
- instils a sense of social justice, service and understanding of the common good
- provides opportunities for spiritual, social, intellectual, emotional and physical growth
- acknowledges and fosters the faith and learning journey of each individual
- values excellence and encourages all to reach their potential
- provides holistic education through a broad and vibrant curriculum
- challenges and develops all through diverse and enriching curricular and co-curricular pathways.

We BECOME a Whitefriars community that:

- forms 'Gentle men' of compassion, service and tolerance grounded in Catholic faith and Carmelite tradition
- develops young men with active and creative minds and with the courage to act on their beliefs
- challenges all to be active participants in the learning process
- fosters a sense of understanding and compassion for others
- encourages all to live with integrity and contribute positively to society

- engenders a sense of self-worth, confidence and wisdom in each individual
- contributes to the development of a just and sustainable world.

College Overview

Whitefriars College was established as a Catholic Secondary School for boys by the Carmelite Order of Priests and Brothers in 1961. This was in response to local Catholic families creating a strong demand for schools which would educate their children in the tradition of their faith.

Whitefriars is the only Carmelite College in Australia. Situated in a unique bushland setting of 19 hectares, it is one of the largest sites of any Catholic Secondary College in Melbourne. The College motto, 'Almae In Fide Parentis' (In the Care of a Loving Mother) conveys the essence of the Order's spirit and the way in which it endeavours to reach out to the young men in its care.

The College believes that a sense of belonging builds confidence and connection. Our Vertical Pastoral Care system connects students across all year levels providing them with mentoring and leadership opportunities, whilst providing emotional and spiritual support from peers and dedicated staff, who have a special interest in their holistic development.

Research has shown that boys learn differently. Our teachers specialise in teaching boys and our curriculum features exciting and challenging programs to make learning fun, inspiring and engaging; in a safe, nurturing, educational environment. Our committed staff inspire students to strive for high personal achievement, to be their best, to develop confidence and a strong sense of direction. We are committed to continuous improvement in learning, personal development, facilities and resources, all of which provide the basis for rich and extended learning.

Beyond the extensive academic and sporting opportunities there are a multitude of co-curricular activities available which include an extensive outdoor education program, international travel through language and social awareness programs, instrumental music, drama and musical productions, debating, chess, community and environmental programs. The very powerful spiritual, intellectual, physical and emotional grounding students receive during their Whitefriars years produces responsible, generous and capable men. Students become happy in themselves, healthy in their relationships, confident in their abilities and ready to pursue success in all aspects of their lives.

Whitefriars has a clear focus on learning and teaching to engage boys, enhance their sense of connection and develop their God given talents.

Principal's Report

Strategic Focus

As Whitefriars College continues to work through its implementation of its 2020-2023 Strategic Plan, it does so with four key areas of focus. The central one of these being our Catholic heritage and Carmelite Charism with its' aspirational tenets; Contemplation, Community and Service. The other three foci are Learning for Life, Nurturing Community and Global Awareness.

This Strategic Plan offers a pathway forward, seeks to reinforce our heritage whilst also setting fundamental aims for the next three years and aligns the four elements of our Strategic Plan with our Annual Action Plans. Whitefriars remains committed to the future proofing of educational outcomes by empowering students in their development as adaptable and committed lifelong learners. With our ongoing, productive partnership and engagement with the Council of International Schools (CIS), coupled with our School Improvement Plan and subsequent Annual Action Plan, the College is well-placed to monitor and respond to global perspectives and the changing educational landscape.

Our Annual Action Plan, enhanced by the CIS recommendations continues to maintain an emphasis on:

- Enriching our Catholic Carmelite Story
- Collaborating for inspiring pedagogy and global perspectives
- Strengthening community connection, particularly through student voice.

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

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

Pastoral Care

The College's vertical House based system continues to serve us well in meeting student welfare and management needs, as well as fostering a sense of safety, security, belonging and connectedness.

House based activities enable the development of student leadership with a strong service orientation so that mentoring of young students occurs, and positive relationships prosper.

Our Student Wellbeing Program facilitates:

- Formation of young men who are confident in themselves and well-balanced; mentally, emotionally, socially, spiritually, and physically.
- Improved relationships within the Pastoral Care groups and House, leading to greater sense of belonging.
- Preparation for an adult/contemporary world as good, compassionate global citizens.

- Development of strategies and resilience to deal with challenges faced in a global contemporary adult world.
- Increasing provision of opportunities for students to voice their concerns, feelings, and opinions.

Co-curricular Activities

The College has numerous opportunities for students to participate in out of class activities. In 2020, unfortunately due to the global pandemic none of our Trips and Tours program took place. In Term 1 and 4, we successfully competed in numerous sporting and academic competitions, with considerable enthusiasm and success.

In 2020, only the Term 1 Outdoor Learning Camps took place: these three-day experiences focusing on teamwork, capability, and resilience. Sadly, our normally large array of musical offerings, including orchestral, choir, ensemble, and rock bands, was offered during Home Learning with students logging on via Zoom. Our coveted 'Experience Whitefriars' days for our Catholic feeder schools did not go ahead.

The Transition Program looked different in 2020, with limited opportunities for our newest students to engage with the College. However, our transition team sort several creative ways to engage with our new students to ensure they were as prepared as possible for the new school year. Much information was collected and shared appropriately to enable a smooth transition from primary to secondary education.

Into the Future

We continue to look forward with a sense of great hope to the coming year as we learn from the past and respond to the future respecting the legacy of those who have gone before us whilst building on the many and varied gifts and talents of the current community.

Education in Faith

Goals & Intended Outcomes

In 2020, the College continued to empower students and staff to live with integrity through experiences of community and prayer, and through a sensitivity to justice.

In particular, the College aimed that:

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

Achievements

- Revised the College's annual celebration - Whitefriars Day. The focus of the day was to:
 - celebrate and foster a sense of community
 - connect with and enhance our Catholic Carmelite charism of contemplation, community and service
 - raise awareness of the mission of Carmel Impact through social advocacy and fundraising.
- Embedded opportunities for whole staff formation in Professional Learning Afternoons (PLA) in an online virtual space. This formation involved:
 - prayer and reflection
 - engaging with the College's Catholic Carmelite story through the lens of significant Carmelite figures.
- Provided whole-school moments of encounter to the College community in an online virtual space. These moments included:
 - Anzac Day
 - Reconciliation Week
 - Refugee Week
 - Our Lady of Mount Carmel Solemnity
 - Valete.
- Promoted engagement through social justice by supporting Caritas Australia's Project Compassion fundraising and education campaign.
- Developed further the College's Year 11 Student Leaders Program by embedding a range of new workshops which aimed to enhance student leadership capacity.

VALUE ADDED

During the Home Learning Program, the College's Wednesday Morning Reflection continued in an online virtual space online. This invitational opportunity to gather informally each week for prayer and reflection was well attended by staff, students and parents.

Learning & Teaching

Goals & Intended Outcomes

- The school 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

- VCE achievement in a challenging year associated with COVID-19 restrictions was consistent with results in other successful academic years. The cohort achieved a median study score of 31, 5.9% study scores above 40, and an average ATAR of 70.20 This achievement remains one of the highest in the last 8 years.
- Further development of collaboration and feedback opportunities amongst staff and students to improve student learning outcomes.
- Implementation of the Professional Learning Afternoons allowed staff to share practice and collaboration, thus improving teacher efficacy.
- The introduction of the Whitefriars pedagogy of encounter to improve learning outcomes.
- Aligning learning and teaching practices to High Impact Teaching Strategies. Teacher action research teams collaborated and researched their learning experience with colleagues.
- Development of a Home Learning Program to facilitate learning and teaching online during the COVID-19 restrictions. A significant shift in the use of technology and assessment types to engage, communicate, collaborate and learn.
- Continued implementation of a Learning Management System, Whitefriars Teach, Learn and Engage (SEQTA) to improve communication of curriculum, assessment, feedback and reporting to students and parents.
- Consolidation of the Victorian Curriculum F-10, including the Capabilities, and new VCAA VCE Study Designs
- Improved curriculum planning processes that use student data analysis.
- The improvement of the Middle Years and Senior Years subject selection process, including numerous elective opportunities offered with the implementation of the Victorian Curriculum and a renewed acceleration process.
- Student achievement growth due to the introduction of specific programs (Year 12 Academic Seminar, Academic Study Centre, after school study and an ongoing commitment to improving student study habits)
- Online academic enrichment program further developed student learning and capabilities.

- The College offering students choice in subjects with 45 VCE subject offerings, VCAL and 20 VET Certificates.
- College Dux receiving an ATAR of 99.20 with three students achieving 99.00 or higher.
- 10 students achieving the VCE Baccalaureate.
- Academic growth for the Year 12 cohort compared to the predicted achievement from Year 9 NAPLAN results.
- Increase in the percentage of VET units completed. In 2020, 93% of VET units were completed compared to 68% in 2013.
- 9 students were enrolled in Senior VCAL with 100% completion.

STUDENT LEARNING OUTCOMES	
[StudentLearningOutcomes]	

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

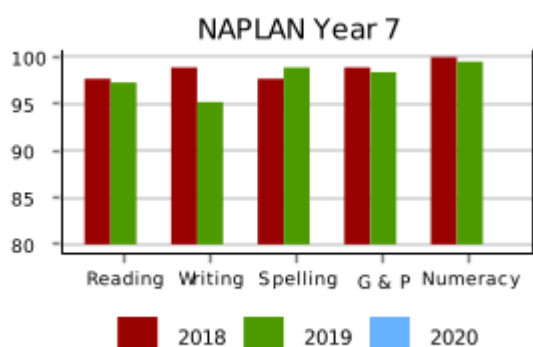
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	98.9	98.4	-0.5		
YR 07 Numeracy	100.0	99.5	-0.5		
YR 07 Reading	97.7	97.3	-0.4		
YR 07 Spelling	97.7	98.9	1.2		
YR 07 Writing	98.9	95.2	-3.7		
YR 09 Grammar & Punctuation	98.0	95.9	-2.1		
YR 09 Numeracy	98.0	99.0	1.0		
YR 09 Reading	98.0	94.9	-3.1		
YR 09 Spelling	95.0	97.5	2.5		
YR 09 Writing	92.1	91.4	-0.7		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

In 2020, the College continued to have a flourishing Vertical Pastoral Care system designed to promote a:

- strong sense of connectedness and mentoring between students of different year levels
- consistent Pastoral Care support with one Pastoral Care teacher remaining with their Pastoral Care class for the six years of their Whitefriars journey and House Leaders with strong relationships with their students and their families
- strong sense of House identity
- sense of belonging to their House.

Achievements

In 2020, the Wellbeing Team conducted an audit of the Child Safety at the College, with a particular focus on the processes and procedures at the College. From this, a number of priorities were established, including the implementation of a Child Safety Team in 2021.

After a review was conducted of the Student Leadership at the College which established the clear priority to engender a greater sense of student voice across the whole school, a new Student Leadership Constitution was established. This included what the College aims to achieve with student leadership:

- To develop the leadership capabilities of students across all year levels so they can develop as servant leaders and active global citizens
- To promote a culture of active student voice and involvement in matters affecting the school and to use student voice to enrich the school community
- To enable students to advocate on behalf of their peers on issues relating to school life
- To act as a role model for the rest of the school by upholding the mission and values of Whitefriars College.

VALUE ADDED

The Resilience Project

The Wellbeing Team began planning for the initiation of the partnership program with The Resilience Project. This is a a mojour wellbeing initiative in 2021 which will be incorporated into our weekly Wellbeing Program. In 2021, the formal partnership with 'The Resilience Project' will provide an emotionally engaging program providing practical, evidence-based, positive mental health strategies to build resilience and happiness.

Psychological Services

Our Psychological Services team continued to offer significant support to our students. A significant portion of the work of the College Psychologists is individual student counselling. Students were referred in a number of ways:

1. Self-referral
2. Referral by their House Leader and/or International Student Program Leader
3. Parent-initiated referral

The College Psychologists also administered cognitive assessments for the purposes of:

- Special examination arrangements applications
- Applications for funding through the Catholic Education Office

As part of a Multi-Disciplinary team working with the Learning Diversity staff, our Psychologists continue to support those of our students in need.

Transition

At Whitefriars, we recognise the significance of the move from primary to secondary school and as such, we provide a number of transition activities to support our Year 7s with this process starting the year before they arrive. Prior to beginning at Whitefriars, as Grade 6s, the boys spent a day at the school in December. On this day, the students spent time with their House Leader and Pastoral Care teacher, who become very important people throughout the boys' Whitefriars journey. Also, the Senior Years Captains spent time with the boys, helping them become familiar with the life of a Whitefriars student. A separate day was then provided for those boys who were coming to Whitefriars as the only boy from their Primary School - 'Solo Flyers'. This helped them to further make connections with other boys before they began. The Y7s and 12s began the first day of school together so that the Y12s could buddy and mentor the Y7s without other students. In week three of the school year, the Y7s went on their Orientation Camp to camp Manyung in Mount Eliza. Students attended camp in their House groups, led by their House Leader. This experience, while daunting for some, was a great way to connect with members of their House and foster a strong sense of belonging to their House. Transition for our families new to the College in 2020 is equally as important. Throughout Term 1, each House hosted the Year 7 parents, students and grandparents for a House Welcome Evening which involved a Mass, badge presentation and dinner.

Community Involvement

Each House has a specific charity which they are connected to and students are involved in fundraising for and increasing awareness of their charity.

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

STUDENT SATISFACTION

Students were surveyed on a number of occasions throughout Home Learning to gauge their thoughts and feelings. Below is a summary table of the some of the feelings being experienced:

	April 19	May 8	May 17	September 8
Calm	47%	42%	46%	39%
Happy	28%	25%	35%	24%
Positive	29%	26%	32%	27%
Neutral	32%	32%	27%	31%

The students were also given an opportunity to provide written feedback throughout the different stages of lockdown regarding their experience of Home Learning. Below are some of their responses:

- The Home learning program is satisfactory and I am pleased to report that my teachers have been organised and helpful throughout it despite the clear difficulties. It is very difficult to remain motivated for school each day, but this is the situation we are in and it is our obligation to do our best.
- The HLP is going good, at the start i did have a few issues with Zoom but after that I got the hang of it
- It's actually working really well, better than i expected, and I've been able to really keep on top of school work
- I'm adapting to Home learning well, although I do wish I was around my friends
- Teachers doing a very good job!
- I feel much more rested and energised but less motivated to do school work
- Personally i feel like i get more work done and i find it more enjoyable and i don't get as distracted
- It has been a solid week, it is almost starting to feel normal working at home, but before we know it, we will be back at school, with friends.
- I am really enjoying the home learning program. I still prefer going to school though.
- Working in my own time has helped me, also without the distractions of other peers
- Zooms have really helped me. Some of the classes we didn't use Zoom, I had no idea what to do. The classes where we do use Zoom I have known exactly what to do and how to do it.
- I've been able to keep my work standard high even though I'm a little unmotivated
- The shorter lessons it makes you work more effectively making me make new techniques
- The aspect of the Home Learning Program that has worked best for me is group projects with my friends because we can collaborate well.

- Getting to do the work at my own pace without outside distractions. Not having to ride public transport for two hours a day. I can get more sleep, making me more focused and less tired during school

STUDENT ATTENDANCE

Whitefriars College expects that its students will attend school every day. The College has the following systems and procedures in order to monitor the daily attendance of students and identify absences:

Parents are responsible for ensuring that they notify the College to explain the absence of their children on any particular school day. Notification must be provided by telephoning the College and leaving a voicemail or via email. This should be done at the start of the school day (9.00am)

- classroom teachers take attendance promptly at the commencement of each session
- all absences are recorded using the Whitefriars Learning Management System (SEQTA). Administration staff check against the absence notifications that have been provided to the College via voicemail or email.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	92.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	97.8%
Y08	97.1%
Y09	96.2%
Y10	95.7%
Overall average attendance	96.7%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	93.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

Child Safe Standards

Goals & Intended Outcomes

Whitefriars College provides employees, volunteers, contractors and religious members with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training and professional learning to ensure that everyone understands and is compliant in their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

All students enrolled at Whitefriars College have the right to feel safe and be safe. The wellbeing of children in our care is and will always be our first priority and we do not and will not tolerate child abuse.

Our commitment to our students. We commit to:

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

Achievements

In 2020, we continued to foster a child-safe and child-friendly environment where children were free to enjoy life to the full without any concern for their safety. There was particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

Through our involvement in the following activities we embed the policies and commitments of Child Safety (and the safety of all the community) into everyday practice:

- Implementation of annually reviewed and updated Child Safety related policies
- Provision of training in relation to Child Safe Standards and Mandatory Reporting for teaching and non-teaching staff, volunteers and contractors, all with a requirement of current Working With Children Check
- Full compliance with the VRQA Review, including all aspects of 'Child Safety'
- Active involvement in the National Day Against Bullying
- Facilitation of Student Wellbeing sessions on Cyber Safety
- Planning the implementation of a wellbeing program with whole college community participation in 'The Resilience Project'
- Implementation of digital control measures for online activities during our Home Learning Program during COVID-19 lockdowns

- Ongoing engagement in and support of the 'Patrick Cronin Foundation'
- Support of parental education regarding publicly available content dangerous to children
- Continuing to educate and empower all students to speak up when they do not feel safe. This continues to take place through year level and International student assemblies[PP3] , the student Wellbeing Program and College intranet communications
- Continuing to abide by the 'Whitefriars College Pledge against Bullying'
- Continuing participation in the National Redress Scheme, created in response to the Royal Commission into Institutional Responses to Child Sexual Abuse.

Leadership & Management

Goals & Intended Outcomes

- The College's purpose, direction and decision-making is guided by clear Guiding Statements that are appropriate for the needs of all constituent groups
- There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively
- Staff continue to engage in collaborative, interdisciplinary practices with a focus on improved learning outcomes for students.
- The appraisal /performance management system is defined & implemented for all faculty and staff, based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and other school priorities for students' learning
- Written policies and guidelines establish expectations for the performance of all staff (faculty and support staff), that are applied consistently
- The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students' learning.

Achievements

- Review and subsequent implementation of a new College timetable structure
- Enhanced understanding of the connection between peer coaching, staff review, appraisal and the AAP
- Review, update and implementation of a range of policies and guidelines
- Further development and refinement of existing Professional Learning Afternoon (PLA) format and content

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Professional Learning at Whitefriars in 2020 consisted of internal professional learning offerings focusing on 6 action areas as well as engagement in a range of external professional learning offerings offered to individual staff.

Whitefriars College Professional Learning Action Areas

1. Catholic Carmelite Identity
2. Learning and Teaching

- Home Learning Program
- Whitefriars Pedagogy
- High Impact Teaching Strategies
- Staff reviews

1. Wellbeing

- Staff and Student
1. Community and Partnerships
 2. Leadership and Management
 3. Compliance

Staff engagement in internal professional learning included attendance at 4 whole staff days and 17 Professional Learning Afternoons (PLAs) dedicated to these action areas as well as 20 hours allocated to Professional Practice Time for teachers.

Term 1

28 Jan PL Day - Carmelite Spirituality

PLA 10 Feb Catholic Carmelite Identity /Learning and Teaching - HITS

PLA 24 Feb Catholic Carmelite Identity /Learning and Teaching - Whitefriars Pedagogy

PLA 23 Mar Catholic Carmelite Identity / Wellbeing

Term 2

14 April PL Day - Home Learning Program Implementation

27 April PL Day - Home Learning Program Implementation

4 May Catholic Carmelite Identity /Learning and Teaching - Whitefriars Pedagogy

18 May Catholic Carmelite Identity /Staff Well Being

1 Jun Catholic Carmelite Identity /Learning and Teaching - HITS

15 Jun Catholic Carmelite Identity /Well Being - Managing Adolescent Behaviour

19 Jun PL Day - Professional Practice Time

Term 3

13 Jul PL Day Well Being - Self Care and Resilience

27 Jul Catholic Carmelite Identity /Learning and Teaching - Whitefriars Pedagogy

10 Aug Catholic Carmelite Identity /Learning and Teaching - HITS

24 Aug Catholic Carmelite Identity /Learning and Teaching - Home Learning Program Planning

7 Sep Catholic Carmelite Identity Staff Well Being

21 Aug PL Day - Professional Practice Time

Term 4

Oct 5 Catholic Carmelite Identity /Learning and Teaching - HITS

Oct 19 Catholic Carmelite Identity /Learning and Teaching - Whitefriars Pedagogy
 Nov 16 Catholic Carmelite Identity /Well being
 30 Nov PL Day - Professional Practice Time

External Presenters:

Carmel Richardson University of Melbourne - Maximizing VCE Results
 Mark McKeon - Community and Well Being Focus - Self Care and Resilience

Number of teachers who participated in PL in 2020	120
Average expenditure per teacher for PL	\$425

TEACHER SATISFACTION

PL for 2020 was very focused on wellbeing of students and staff and upskilling of teachers to deliver the Home Learning Program.

Survey data was used to drive Professional Learning options -staff engagement was high in ICT upskilling (Zoom, Learning Management System, Online platforms) and wellbeing options for students and staff. Staff satisfaction indicators suggested high uptake by staff and high satisfaction levels.

Some excerpts from Mark McKeon's staff wellbeing presentation.

I thought that Mark was fantastic and really enjoyed his content and style. I am looking forward to hearing from him again.

Really great professional Learning! Thank you for organizing him - I felt quite inspired and also felt what he had to say was do-able.

Thanks for organising this morning's presentation by Mark. I enjoyed that and thought it was engaging, timely and really useful.

Thanks for getting Mark to talk, I found it very useful.

This professional learning session was a great way to start the term - loved the go zone - lots of takeaways. Thank you for organising Mark.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.7%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	92.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	28.7%
Graduate Certificate	2.6%
Bachelor Degree	73.9%
Advanced Diploma	11.3%
No Qualifications Listed	20.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	121.0
Teaching Staff (FTE)	107.5
Non-Teaching Staff (Headcount)	69.0
Non-Teaching Staff (FTE)	54.3
Indigenous Teaching Staff (Headcount)	2.0

College Community

Goals & Intended Outcomes

- That opportunities for parental involvement will increase
- That Old Collegian involvement will increase
- That student involvement in the broader community will increase
- That interaction between the College and parish feeder primary schools will be enhanced.

Achievements

Parental involvement

- Ongoing contact with the Parents' Association was achieved with a meeting run each term between the President, Principal and Director of Development to work together on the objectives for each term and how we can help each other achieve them.

Old Collegian involvement

- Ben Crowe (Class of 1986) spoke to the Year 12s via ZOOM as a mentor during lockdown.

Student involvement - these plans had to go on hold due to COVID-19.

Feeder Parish School involvement - sadly this could not run due to COVID-19.

VALUE ADDED

- Community Mass
- House Masses

PARENT SATISFACTION

Home Learning Program - Wellbeing

One of the significant challenges of Home Learning was to ensure our students remained connected to the College and no student fell through the cracks in terms of their wellbeing while at home.

We surveyed our parents about their satisfaction level regarding the provision of wellbeing offered by the College and were very please to report that in the first survey, 80% were 'Very Satisfied' or 'Satisfied' (202 responses, May 2020) and in the second survey, 91% were 'Very Satisfied' or 'Satisfied' (298 responses, August 2020).

Future Directions

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

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