



# Whitefriars College Inc. Donvale

## 2021 Annual Report to the School Community



Registered School Number: 1473

# Table of Contents

- Contact Details ..... 2
- Minimum Standards Attestation..... 2
- Our College Vision ..... 3
- College Overview ..... 5
- Principal’s Report..... 6
- Education in Faith ..... 8
- Learning & Teaching.....10
- Student Wellbeing .....16
- Child Safe Standards .....22
- Leadership & Management.....24
- College Community .....29

## Contact Details

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E NUMBER	E1158

## 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 2021 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 Schools.

28/03/2022

**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](http://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.

## Principal's Report

### Strategic Focus

The Strategic Focus of Whitefriars College is formed and informed by our identity as a Catholic school in the Carmelite tradition. Our Vision provides a concise and meaningful statement which speaks of our desire to walk in the footsteps of Jesus, provide an education which encourages personal excellence and to live with integrity through experiences of community and prayer and through a sensitivity to justice.

The four key elements of the Whitefriars mission statement, Catholic Carmelite Charism, Learning for life, Nurturing Community and Global Awareness provide the foundation for our Colleges Strategic Plan (2022 - 2024). 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 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 2021, only the Term 1 Outdoor Learning Camps for Year students took place; these three-day experiences focusing on team work, 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 only via Zoom. Our coveted 'Experience Whitefriars' days for our Catholic feeder schools did not go ahead.

The Transition Program looked different in 2021, 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. The Orientation camp for Year 7, held in the first week of school, provides a sense of belonging and this is reinforced through the eight Year 7 parent and student Welcome Evenings that follow.

Master plan developments.

Whitefriars College boasts excellent facilities set in a beautiful natural environment. It is vital that we continue to review and develop the external and internal spaces in our College to enhance the learning environment of our College. In 2021 our college embarked on the development of a new multi-purpose courts and fitness centre capital works development.

### **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 2021, the College continued to empower students and staff to live with integrity through experiences of community, contemplation and a sensitivity to justice.

In particular, the College aimed to:

- Review staff induction processes and staff formation opportunities to enable an authentic encounter with the Catholic Carmelite story
- Implement a Year 12 Formation Program
- Educate Parents/Guardians on the Catholic Carmelite story.

### Achievements

Further embedded whole staff formation in Professional Learning Afternoons (PLA) in an online virtual space. The formation included:

- Prayer and Reflection
- Carmelite history
- Significant Carmelite historical figures
- Contemporary engagement with faith and spirituality
- Whitefriars College history

Celebrated whole school significant moments in both in-person and virtual spaces:

- Opening School Year masses
- Anzac Day
- Reconciliation Week
- Refugee Week
- Our Lady of Mount Carmel Solemnity
- Whitefriars Day
- Remembrance Day
- Valete

Presented to Parents/Guardians at Year 7 Parent Information Evening on Whitefriars College history and the Carmelite tenets of Contemplation, Community and Service.

Supported Year 11 student's faith journey through the College's Kairos Retreat experience

Continued to build capacity in aspiring student leaders through a Term 3 Year 11 Student Leaders Program

Delivered a whole-staff spirituality day on the theme of Community in the Old and New Testaments, facilitated by Rev. Chris Monaghan CP

Supported staff emerging leaders through a servant-leadership module in the College's Middle Leaders Program

Provided reflective opportunities to staff undertaking Appraisal at the Carmelite Church in Middle Park

**VALUE ADDED**

Provided Year 12 students the space to reflect on their faith journeys across a series of workshops through Terms 1-3 in the Year 12 Formation Program.

## Learning & Teaching

### Goals & Intended Outcomes

- Students are more stimulated and engaged in their learning
- Staff are engaged in collaborative practices with a focus on improving learning outcomes for students
- A rich array of student achievement data informs planning for improved student outcomes
- VCE achievement will improve

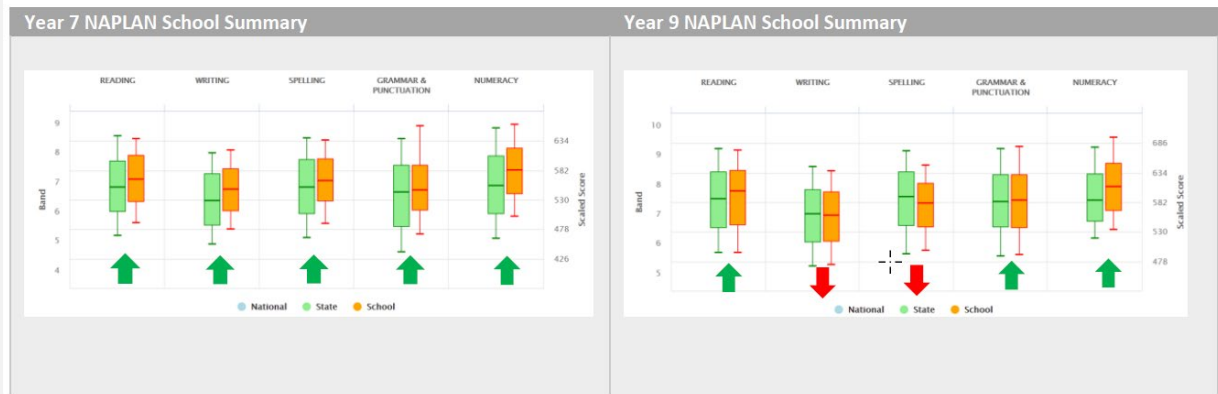
### Achievements

- Establishment of the Academic Student Representative Council (SRC) - made up of Year 12 Academic Captains across all Learning Areas who meet on a regular basis with Deputy Principal - Learning & Teaching to provide input into decision making and provide feedback on learning at the College
- Implementation of six 52-minute lesson timetable to support improved engagement in learning for boys
- A shared, collaborative focus on High Impact Teaching Strategies through Professional Learning Afternoons
- Agility displayed by students and staff in frequent switching between face-to-face learning and the Home Learning Program
- Continued implementation of Whitefriars Teach, Learn and Engage (SEQTA) to facilitate communication of curriculum, assessment, feedback and reporting to students and parents
- Improved usability of the 2022 Curriculum Handbook for students and parents
- Improved usability and presentation of the 2022 Booklist
- VCE Data analysis workshop facilitated by Carmel Richardson
- Improved curriculum planning processes that use student data analysis.
- Enhanced use of data to identify student learning needs, including high-potential students suitable for acceleration or extension opportunities
- Fostering a collaborative culture of learning (Year 12 Academic Seminar, Academic Study Centre, after school study and an ongoing commitment to improving student study habits)
- Elias Tutoring Program - Old Collegians offering afterschool tutoring support to Years 10-12 students and Senior Years students offering tutoring support to Years 7-9 students
- The College Dux achieved an ATAR of 99.45, including a study score of 50 in Mathematical Methods
- The College DuxProximus achieved an ATAR of 98.60, and a study score of 50 in Psychology
- 5 students achieved the VCE Baccalaureate.
- 46 VCE Unit 3 & 4 studies taken up by students in 2021
- 60 students were enrolled in a total of 14 different VET certificates

- 10 students were enrolled in Senior VCAL with 100% completion rate
- 9.2% of study scores of 40 and over

## STUDENT LEARNING OUTCOMES

### National Assessment Program - Literacy and Numeracy (NAPLAN) Results



### Median NAPLAN Results

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7	566	545	563	556	582
Year 9	589	553	576	583	613

- Whitefriars College students achieve above the state median for all testing areas of Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in Year 7. This is an improvement on 2019.
- Whitefriars College students are above the state median for testing areas of Reading, Grammar & Punctuation and Numeracy in Year 9.
- Whitefriars College students perform slightly below the state median for Writing (-2) and Spelling (-11) in Year 9. This is an improvement on the results of the Year 9 cohort in 2019.

### Senior School Outcomes

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
VCE median study score	32	31	31	31	31	30	30	31	31	31
VCE completion rate	100%	100%	100%	100%	100%	100%	98%	98%	100%	100%
VCAL completion rate	100%	100%	100%	100%	100%	100%	98%	100%	93%	100%

### The Class of 2021 University & TAFE areas of study breakdown are listed below

VCE (178 students)	VCAL (10 students)
136 - University	7 - Apprenticeships/Employment
16 - Apprenticeships/Employment	2 - Further Study TAFE
6 - TAFE	1 - Unknown
5 - Private Provider	
5 - No Offer	
4 - GAP year	
2 - Unknown	

1 - AFL training	
1 - AFL trainee	
1 - Basketball	
1 - Defence Forces	

### 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:

<ul style="list-style-type: none"> <li>• Faith enrichment - Catholic and Carmelite</li> <li>• Year 6 to Year 7 transition program</li> <li>• Academic Enrichment Program and master classes to stimulate and challenge gifted and talented students</li> <li>• Integrated use of tablet computers in student learning experiences</li> <li>• Pastoral Care and House Activities - House Celebrations, Athletics &amp; Swimming Carnivals</li> <li>• Student Leadership programs</li> <li>• Pathway and Transition Advice - Careers, Career Advice Day, Subject Selection</li> <li>• Student Wellbeing Program</li> <li>• Year 7 Orientation Camp</li> <li>• Years 7 and 8 Time &amp; Space Program</li> <li>• Year 9 City Experience</li> <li>• Literacy and numeracy programs for individually tailored for students</li> <li>• University of Melbourne Maths Competition</li> <li>• CAT Competition (Algorithmic Competition)</li> <li>• Big Science Competition</li> <li>• ICAS Competition (Maths, English, Science, Digital Technologies)</li> </ul>	<ul style="list-style-type: none"> <li>• Music ensemble and instrumental tuition programs</li> <li>• Read a Million Words Competition</li> <li>• Victorian Premier's Reading Challenge</li> <li>• Book Club</li> <li>• Coding Club</li> <li>• Chess Club</li> <li>• Inter school collaboration to produce Shared Stories Anthology</li> <li>• Creative Writing competition</li> <li>• Annual Visual Arts exhibition</li> <li>• Peer Tutoring</li> <li>• Parent Enrichment seminars</li> <li>• Years 7 to 12 Debating program</li> <li>• Public Speaking program</li> <li>• Dante Alighieri competitions for students of Italian</li> <li>• Sustainability and Environment Action Group</li> <li>• Stock Market Challenge</li> <li>• ANZAC Ceremony - Manningham Council</li> <li>• Australian Geography Competition</li> <li>• Science and Engineering Competition</li> <li>• MUNA Public Speaking Competition</li> <li>• Bebras Challenge</li> <li>• Language Perfect World Championships</li> <li>• Da Vinci Decathlon Competition</li> </ul>
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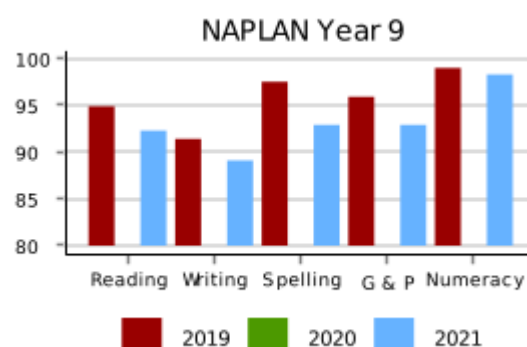
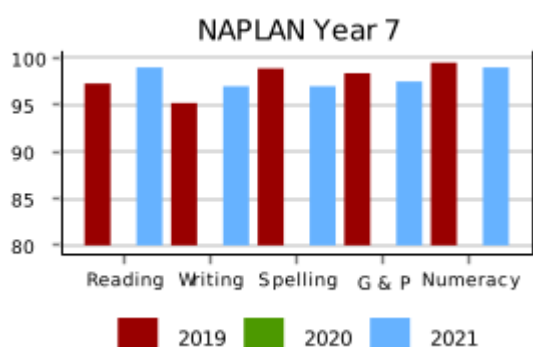
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	585.1
Year 9 Numeracy	610.0
Year 9 Reading	602.1
Year 9 Spelling	581.0
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	98.4	-	-	97.5	-
YR 07 Numeracy	99.5	-	-	99.0	-
YR 07 Reading	97.3	-	-	99.0	-
YR 07 Spelling	98.9	-	-	97.0	-
YR 07 Writing	95.2	-	-	97.0	-
YR 09 Grammar & Punctuation	95.9	-	-	92.9	-
YR 09 Numeracy	99.0	-	-	98.3	-
YR 09 Reading	94.9	-	-	92.3	-
YR 09 Spelling	97.5	-	-	92.9	-
YR 09 Writing	91.4	-	-	89.1	-

\* 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

- Implement new Student Leadership @ Whitefriars structure and broaden formation to include student leaders at all year levels
- Implement Child Safety Team
- Implementation of The Resilience Project into the Wellbeing Program

### Achievements

#### Student Leadership

In 2021, the College instituted a new student leadership structure which involved a far broader student representation than has been the case in recent times.

- Middle Years Student Representative Council - Year 8 & 9 representatives
- Senior Years Student Representative Council - Year 10 representatives & Year 11 House Vice-Captains
- College Student Representative Council - College Captains, House Captains, Community Captains
- Academic Student Representative Council

#### Wellbeing Program

In 2021, we have entered a formal partnership with 'The Resilience Project'; an emotionally engaging program providing practical, evidence-based, positive mental health strategies to build resilience and happiness. The Resilience Project has delivered programs to over 500 schools around the country and worked with many elite sporting teams including Australian cricket, netball and soccer, NRL and AFL clubs. Through presentations, wellbeing journals and an extensive school curriculum which will be delivered in our Wellbeing Program, The Resilience Project will seek to help our community become more mentally healthy. The program is built around 4 key principles: Gratitude, Empathy, Mindfulness and Emotional Literacy. The launch began with a presentation by Martin Heppell, member of The Resilience Project Team.

"Martin's presentation about the resilience project today highlighted the key aspects gratitude, empathy and mindfulness and explored the different stories throughout his life and others which portrayed these values. His presentation was very funny and engaging because of his ability to involve the crowd, making us think of our own personal life and even cracking a joke every so often" (Year 10 student)

"Martin's presentation on the Resilience Project touched on the importance of young men's mental health and how it can affect our day-to-day actions, he taught us the simple ways to deal with mental health and the benefits they bring. He explained in great detail how trauma is different in every person and how nobody can tell you to toughen up from your experience this was very valuable to all of us young men listening as it was all very applicable in specific ways." (Year 10 student)

#### Child Safety Team

Students must be given an opportunity to participate in conversations about their safety. Not only does this help young people understand issues relating to safety, it also enables them to build

alliances with adults in the school and feel comfortable to raise concerns about their safety or the safety of their peers. 2021 has seen the introduction of the inaugural Whitefriars Child Safety Team, a group of students and staff whose focus is the safety of students at Whitefriars College. This is an example of protective participation, a process through which young people can, "...inform, shape and provide feedback on strategies to promote their safety, prevent abuse and appropriately respond if they are harmed" (Moore, T. 2018. Protective Participation: The Voices of Young People on Safety).

The purpose of the Team is to:

- promote and create a safe environment for all students at Whitefriars College - including physical, mental, social and emotional,
- ensure students are empowered and play an active role, working in partnership with adults, in contributing to the safety of the students at the College
- discuss, formulate and implement (or recommend the implementation) of child safe programs and practices,
- review and formulate child friendly/accessible child safe policies and processes, and
- discuss and act on safety issues at the school in relation to the following areas (but not restricted to):
  1. Yard
  2. Class
  3. Transport
  4. Canteen
  5. Online
  6. OH&S - Campus buildings and equipment
  7. Off-Site school activities

## VALUE ADDED

### **Orientation Camp**

The Year 7 transition process involved the Orientation Camp which was held at Camp Manyung, Mount Eliza. In House groups, the boys spent three days with a focus on creating connections with each other, solidifying bonds we hope will last a long time. When a boy feels connected and a sense of belonging, they are in the best position to thrive and this is our goal. High ropes, the giant swing, raft building and beach games; all ways to help the boys interact, create shared experiences and bring them closer together. Again, to help foster the sense of belonging and connection to the wider community, the Year 12 House Captains joined their fellow Year 7 House mates to talk to them about their experiences at Whitefriars and offer them some advice from a student's perspective.

### **Year 7 House Welcome Evenings**

Throughout Term 1, the College hosted eight House Welcome Evenings for the new Year 7 students and their families. As a House community, there was a celebration of the Eucharist

led by our College Chaplin, Father Paul Sireh. The second part of the evening was the presentation of the House badges to the new Year 7 students. This ritual signified the boys' initiation into their House, the place they will be connected to during their life and the College and beyond. As Mr Murphy, College Principal, relayed to the boys, "The boys next to you, behind you and in front of you are now your brothers for life." The evening culminated in a supper where parents could meet their son's Pastoral Care Teacher, a critical point of contact and mentor throughout the boy's six-year journey at the College.

### **Year 9 Outdoor Learning Program**

Boys are experiential, hands-on learners - they require a curriculum which gives them opportunities to have practical experiences to draw important lessons from. The Year 9 Outdoor Learning Program is one such experience.

All Year 9 students participated in the Outdoor Learning Program last week. This program comprised 3 different 5-day camp experiences the boys could choose from - Bushwalking & Kayaking/Canoeing on the Murray River, Bush Walking & Rock Climbing in the Grampians and Bush Walking & Mountain Bike Riding on the Wabonga Plateau. One of the important aims is to take the boys out of their comfort zones by removing them from the creature comforts of home, their technology and the routines and activities they are comfortable with. It is in this space that they confront the significant challenges of living in a tent, self-catering and cooking their own meals, managing hygiene and navigating in the outdoors. Teamwork and resilience are critical skills which the boys draw upon throughout their 5-day journey. Below are a few accounts

### **Whitefriars Old Boy Joel Sardi (2008) - a Story of Incredible Grit and Resilience**

The Year 9 & 10 ACC Sport students had the privilege of listening to Joel Sardi, Whitefriars old boy from the class of 2008. With the significant challenges facing all students at the moment, Joel's story of living with quadriplegia was one of perspective, inspiration and hope - for our boys, a timely reminder that they can achieve anything if they put their minds to it. To use Joel's words, "You are unbreakable."

### **Whitefriars Trivia Night**

The inaugural Whitefriars Kahoot Trivia Night Friday 27 August was an overwhelming success with 146 teams entering. Huge credit must go out Charlie Schroder, Edward Levi and Baxter House who put the trivia together and hosted the evening. Sporting a ravishing turtleneck, tuxedo and stylish formal wear, these boys put on a dazzling performance of humour and quick wit throughout the night.

### **Blood Bank**

Year 12 student, Jake De Andrade single handedly resurrected the Whitefriars Blood Bank Donation group which had lay dormant for a number of years. Jake arranged for 21 fellow Year 12s to donate blood recently in a fantastic act of service. Jake put out a call to his year level and the response was amazing. During a time when we would be forgiven for being a bit self-centred and concerned about our own issues and challenges, Jake and his friends demonstrated what it truly means to put others first.

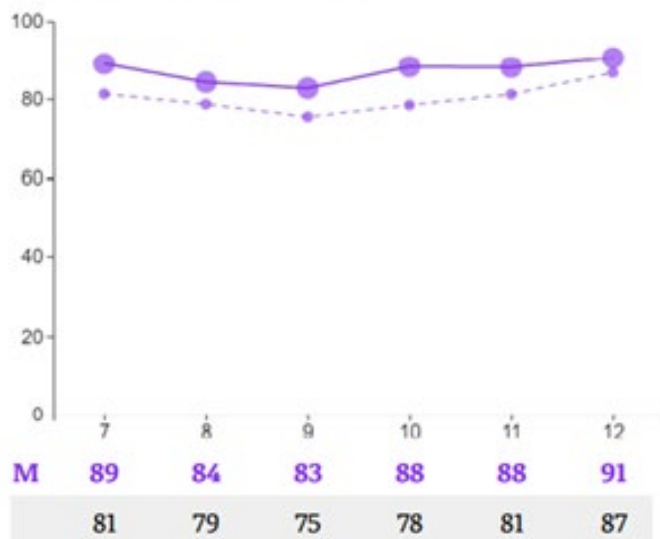
## STUDENT SATISFACTION

### Resilient Youth Survey

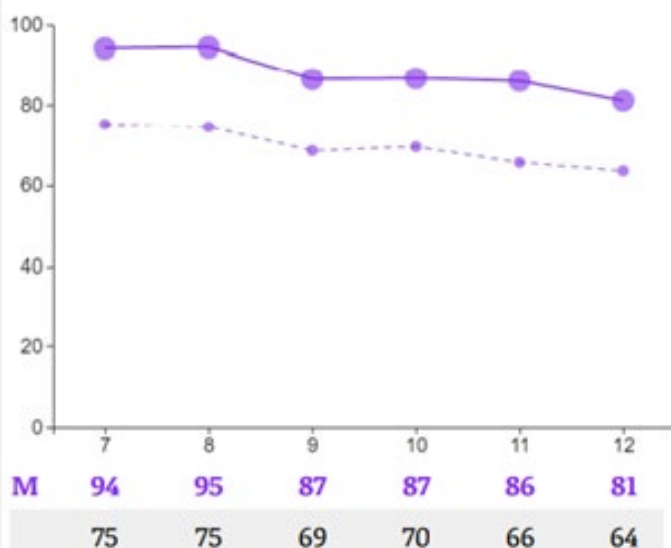
Students recently completed the Youth Resilience Survey. This online survey gathered information from our boys at a cohort level in terms of their strengths, life satisfaction, hopefulness, anxiety and depression, coping style, and risk and protective behaviours. Specifically, the survey measured the resilience and wellbeing of your young people across 9 key domains: Understanding Self, Social Skills, Positive Relationships, Safety, Healthy Body and Healthy Mind, Learning, Positive Attitude, Positive Values, Positive Identity.

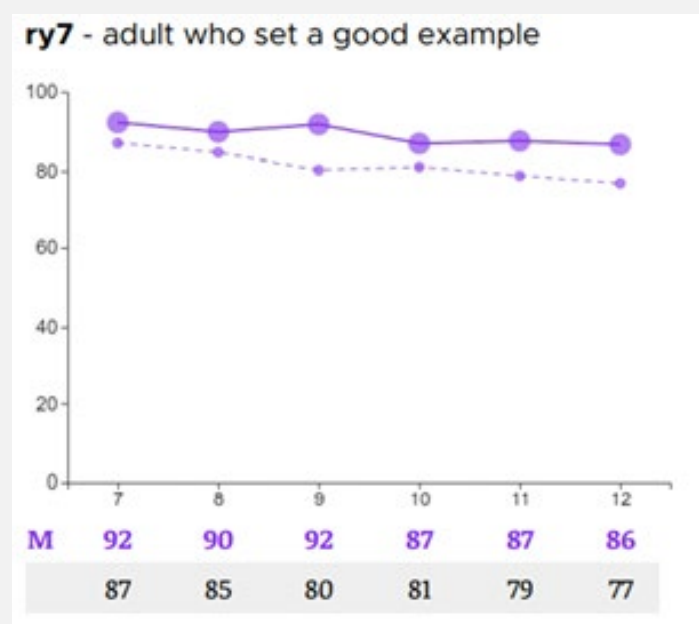
From the results, we have some wonderful things to celebrate as a school and community (purple figure [solid line] is Whitefriars and the black figure [dotted line] is the Australian norm for males; year levels at the base of the graph). For example, our boys feel safe at school, are involved in the broad opportunities the College offers which is a reflection of their engagement at school and they have a significant adult in their life they who is a good example for them.

**ry14 - feel safe at school**



**ry25 - involved in at least one extra-curricular**





**STUDENT ATTENDANCE**

**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.

**Student Absences**

Whitefriars College has the following systems and procedures in order to followup unexplained absences from the College:

- where an absence has not been communicated by 10.00am, a SMS Text Message will be forwarded to the student's parents or guardians notifying them of the absence and requesting that the absence is resolved
- where the student absence remains unresolved, parents/guardians will be contacted by the College to provide an explanation for the absence

- if contact cannot be made with the parent/guardian, the school will attempt to contact any emergency contact/s nominated on the students file
- where parents repeatedly fail to inform the College of absences, the Pastoral Care Teacher and/or House Leader will contact them directly seeking an explanation. The Deputy Principal - Students may wish to interview parents who fail to explain these absences
- all information in relation to unsatisfactory attendance is recorded on students' files in the Whitefriars Learning Management System and information with respect to attendance is provided in each student's school report and in Whitefriars Engage for parents.

Year Level	% Attendance
Y7	95.64
Y8	92.53
Y8	94.12
Y9	83.91
Y9	93.56
Y10	94.25
Y10	92.60

#### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	91.9%
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#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	96.9%
Y08	95.6%
Y09	95.0%
Y10	95.2%
Overall average attendance	95.7%

#### SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%

## 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 students enrolled in our school
- providing students with positive and nurturing experiences
- listening to students and empowering them by taking their views seriously, and addressing any concerns that they raise with us
- taking action to ensure that students are protected from abuse or harm
- teaching students 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 2021, 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 students, including Aboriginal and Torres Strait Islander students, students from culturally and/or linguistically diverse backgrounds, and students 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:

- Ongoing review of 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 guidelines, including all aspects of "Child Safety"
- Implementation of a wellbeing program with whole College community participation in The Resilience Project
- 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, including the formation of a Child Safety Team with student members from all year levels
- Development of a student friendly Child Safety Policy and Student Safety Reporting Process
- 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.
- Commencement of preparation to implement changes in relation to new Child Safe Standards as per Ministerial Order 1359.



## 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.

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## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

Whitefriars is committed to promoting and sustaining a culture of Professional Learning that is guided by our shared Mission and Values. We recognise that improvement in student learning is best achieved through the creation of a dynamic learning community for all stakeholders.

Professional Learning continues to be supported through the provision of funding and time release for approved activities both internally and external to the college. All members of staff can access professional learning to enhance faith development and build knowledge and skills ensuring the delivery of high-quality curriculum, improved learning outcomes and facilitating growth and career progression.

### Whitefriars Professional Learning Framework

The Whitefriars Professional Learning Framework (PLF) is intended to support an integrated series of structures and processes to promote ongoing development in professional practice and student learning. Of central importance to the Framework are the College's Mission & Values statements, the Strategic and Annual Action Plans, the VIT, MACS and AITSL Professional Standards, Professional Learning Conversations, the Learning @ Whitefriars document, Appraisals and Performance Reviews. These structures and processes are designed to support and promote ongoing collaboration between all staff through an emphasis on goal setting, inquiry, classroom observation, peer coaching and the use of authentic evidence to guide continuous improvement and best practice. The role of the Professional Learning Team is to oversee and put this framework into action.

### Professional Learning Team

Membership of the Professional Learning Team in 2021 included:

- Director Professional Learning and Innovation (Chair)
- Deputy Principal Staff and Strategy
- Deputy Principal Learning and Teaching
- Deputy Principal Students
- Director Faith and Mission
- Charism Liaison

### Professional Learning Objectives

Professional learning at Whitefriars College is considered an ongoing educational process that should:

- Focus primarily on issues that promote student learning and development
- Foster the personal and professional growth of staff
- Support the ongoing religious formation of staff in Catholic schools
- Consider current research and provide a balance of theory and practice
- Be responsive to the expressed and perceived needs of the individual and the school
- Complement the school development plan and school policies

- Be responsive to the systemic, National and State agendas for education
- Enhance the attitudes, knowledge, beliefs, skills and practices of staff to empower them to bring about change in the classroom and/or school
- Provide opportunities for individuals to develop an integrated professional learning plan which is linked to career pathways and include the updating of qualifications as necessary.

**Professional Learning Foci 2021**

Action Area	Key Professional Learning Foci
<ul style="list-style-type: none"> <li>• Catholic Carmelite Charism</li> </ul>	The Carmelite Saints  Servant Leadership  Living Carmel  Staff Spirituality Day: Fr Chris Monaghan CP  <ul style="list-style-type: none"> <li>• Community in the Hebrew scriptures</li> <li>• The Pauline community</li> <li>• What the gospels can teach us about community</li> </ul>
<ul style="list-style-type: none"> <li>• Learning for Life</li> </ul>	High Impact Teaching Strategies  Whitefriars Pedagogy of Encounter  Best Practice Teaching in an Online Environment
<ul style="list-style-type: none"> <li>• Nurturing Community</li> </ul>	The Resilience Project  Engaging and Connecting with Students Remotely
<ul style="list-style-type: none"> <li>• Global Awareness</li> </ul>	Intercultural Learning  Global Citizenship

**Staff Engagement**

Staff engagement in internal professional learning included attendance at 17 Professional Learning Afternoons (PLAs) dedicated to these action areas, a spirituality day as well as 20 hours allocated to Professional Practice Time for teachers to engage in activities to meet their personal professional needs and growth. The professional learning program was significantly

impacted by Covid restrictions with a high proportion of professional learning activities being conducted in an online environment.

Number of teachers who participated in PL in 2021	120
Average expenditure per teacher for PL	\$215

**TEACHER SATISFACTION**

While the professional learning program was significantly impacted by Covid restrictions with a high proportion of professional learning activities being conducted in an online environment, Professional Learning continued to focus on the wellbeing of students and staff and the upskilling of teachers in the delivery of Home Learning.

Regular meeting with staff was used to drive Professional Learning options. Our focus continued around ICT and wellbeing options for students and staff, ensuring the staff engagement remained high.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	94.5%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	89.1%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	19.3%
Graduate	30.3%
Graduate Certificate	1.8%
Bachelor Degree	73.4%
Advanced Diploma	11.0%
No Qualifications Listed	20.2%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	115.0
Teaching Staff (FTE)	102.8
Non-Teaching Staff (Headcount)	68.0
Non-Teaching Staff (FTE)	57.5
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

- Joel Sardi (Class of 2008) spoke to the Year 9 and 10 ACC Sport students via ZOOM as a mentor during lockdown.

#### Student involvement

- The Science/Environment faculty ran an Environment Club that saw great numbers of attendees when we were on-site (with well-attended Zoom meetings during lockdown). Projects included Beekeeping Club, nesting boxes, National Recycling Week and garden bed building and propagation.
- Anzac Day Service held for the College community in flagpole/Admin area.
- 21 students donated blood to the Blood Bank in September.
- Corsini House formed a partnership with Kiwanis Club and packed emergency personal packs with Doncare.

#### Feeder Parish School involvement

19 March, six Catholic Primary Schools with 517 students

#### VALUE ADDED

Community events were the primarily online in 2021. Online games, competitions, quiz nights, chess etc ensured that not only students but parents could remain engaged with the College.

**PARENT SATISFACTION**

As Home Learning was again the primary platform for educating our boys in 2021 we continued our focus on ensuring their wellbeing was foremost in our minds. Our community acknowledged the significant challenges learning from home encompassed and our parents worked with the teachers to ensure our students remained connected to the College. Through the College surveys administered to our parents it was clear that they were generally satisfied with the provision of learning and wellbeing offered by the College and the checks we had in place to ensure that educational outcomes were being met.