

# Whitefriars College Inc. Donvale

## 2022 Annual Report to the School Community



# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Governing Authority Report .....3
- Vision and Mission .....4
- College Overview .....6
- Principal’s Report .....7
- School Advisory Council Report .....9
- Catholic Identity and Mission .....10
- Learning and Teaching .....13
- Student Wellbeing .....17
- Child Safe Standards .....22
- Leadership .....24
- Community Engagement .....30
- Future Directions .....32

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

**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)

## Governing Authority Report

Whitefriars College Limited is governed by a Ministerial Public Juridic Person (MPJP) - Mercy Partners.

Mercy Partners appoint the College Board who in turn appoint the Principal.

Mark Murphy

Principal, Whitefriars College Limited

Whitefriars College Inc.

## Vision and Mission

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.

Our Vision is to educate and develop gentle men in the catholic Carmelite tradition of contemplation, community, and service.

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.

## **WHITEFRIARS COLLEGE MISSION - Contemplation, Community, Service**

### **Catholic Carmelite Charism**

- Embrace the Catholic faith enhanced by the Carmelite way of life.
- Develop formation experiences through engagement with the Catholic Carmelite story
- Integrate the Carmelite tenets in all we say we do

### **Nurturing Community**

- Celebrate diversity through respect, empathy and inclusivity
- Develop servant leaders
- Empower all to be co-creators of our school

### **Learning for Life**

- Provide opportunities and encouragement to achieve personal excellence
- Develop programs and learning environments that support curiosity and creativity
- Enhance personal and social well-being
- Form gentle men of compassion and integrity

### **Global Awareness**

- Enrich intercultural understanding and international mindedness
- Provide opportunities for social and environmental stewardship
- Respect and honour the richness of the story of our First Nations People

## 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

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 futureproofing 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.

In support of these goals and aspirations in 2022 the College embarked on a comprehensive and broadly consultative master-plan process to continue to develop our College facilities to meet the contemporary learning needs of our students and to ensure a safe and sustainable environment for all in our community. This plan will be completed and launched in 2023.

Our Annual Action Plan, enhanced by the CIS recommendations continues to maintain an emphasis on four areas of the mission of the Whitefriars

### *Catholic Carmelite Charism*

- Embrace the Catholic faith enhanced by the Carmelite way of life.
- Develop formation experiences through engagement with the Catholic Carmelite story.
- Integrate the Carmelite tenets in all that we say and do.

### *Nurturing community*

- Embrace the Catholic faith enhanced by the Carmelite way of life.
- Develop formation experiences through engagement with the Catholic Carmelite story.
- Integrate the Carmelite tenets in all that we say and do.

### *Learning for life*

- Provide opportunities and encouragement to achieve personal excellence.
- Develop programs and learning environments that support curiosity and creativity.
- Form gentle men of compassion and integrity.
- Enhance personal and social well-being.

### *Global Awareness*

- Enrich intellectual understanding and international mindfulness.
- Provide opportunities for social and environmental stewardship.
- Respect and honour the richness of the story of our First Nations people.



## Learning and Teaching

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. In 2022 our annual action plan focussed on the improvement of literacy outcomes, Providing rigorous engaging and relevant curriculum that more readily reflected student voice, animating learners through powerful and reflective teaching and adopting a comprehensive approach to the use of student data to respond to student needs to promote growth

Also much work was completed in developing a culture of learning excellence particularly in at VCE level, developing professional learning opportunities to build collective teacher efficacy and a full review of our VCE academic programs

## 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.
- Embedding and raising the profile of the new Student Leadership @ Whitefriars structure.
- Fostering a greater sense of student voice and agency at the College
- Launch the 'Child Safety Team's Student Safety Reporting Process and Student Friendly Child Safety Policy.
- Enhance the understanding of Child Safety amongst staff and students.

## Co-curricular Activities

The College has numerous opportunities for students to participate in out of class activities. Following two years of disruption in the Co-curricular space due to COVID-19 our College was able to return to a full program of co-curricular activities with some minor restriction.

As part of the Associated Catholic College's of Victoria students across all year levels were once again able to participate the wide variety of activities and competitions presented by the ACC through sporting competitions, a combined schools music gala at Hamer Hall, leadership programs, cooking competitions, etc.

In 2022, the college was able to return to our full program of camps and outdoor education activities across all year levels as well as our large array of musical offerings, including orchestral, choir, ensemble and rock band which brought wonderful entertainment and performance experiences to our students and broader community.

## School Advisory Council Report

The Board has been delighted to return to face-to-face meetings and experience the vibrancy of college life this year. Public commentators and community leaders have spoken about 2022 being an opportunity to reset, perhaps even reimagine the future. At Whitefriar's College, this has certainly been the case; for the Board, the College Leadership and staff we have seen great energy, new initiatives and wise discussions, all with the students at the centre of strategic undertakings. The Board, like all within the community, are very excited by the completion of Sports Pavilion and related facilities, a new era of opportunities for the young men of this college.

The work of the Whitefriar's College Board continues to provide governance oversight of the college on behalf of the Carmelite Prior, Fr Paul Cahill O. Carm. and the Provincial Council. This work includes strategic oversight of finance, risk, mission and development and the privilege of bringing the Carmelite charism to life in this community.

A particular highlight of 2022 was the canonisation of Saint Titus Brandsma on 15 May. A man of his time and yet for all times; his life, service and faithful commitment to the gospel provides us with both reflection and inspiration for today. Saint Titus' great love of learning and his vision for education speak to the essence of Whitefriars as a Catholic Carmelite College for all times.

The sixtieth anniversary of the foundation of Whitefriar's College was a significant milestone in the story of our college in both 2021 and 2022, with joyful celebrations deferred to this year. There has been a theme of gratitude in these celebrations and a renewal of the founding vision and energies of the Carmelites, particularly Fr Frank Shortis O. Carm. The Board valued the opportunities to further understand the intent and motivations at the time the college was founded. As we build on this strong foundation, the college is well placed for a robust and optimistic future.

At the time of writing, the Carmelite Fathers are preparing for the Australia and Timor Leste Carmelite Provincial Council in November. I take this opportunity to offer our college thanks and gratitude to Fr Paul Cahill O. Carm as Prior Provincial and the Provincial Council. We are immensely grateful to Fr Paul and the Provincial Council for their enduring commitment to Whitefriar's College and the ways they have accompanied the Board, College Leadership and the broader community in their time in leadership.

I also acknowledge, with appreciation, the leadership and commitment of principal Mr Mark Murphy and his Leadership Team throughout 2022. A year when we have seen the rich giftedness of the young men of the college shine in so many different ways.

On behalf of the College Board, I extend very warm wishes for the year ahead; we look to 2023 with hope and joy, knowing that the Carmelite spirit will be at the heart of all at Whitefriar's College.

## Catholic Identity and Mission

### Goals & Intended Outcomes

In 2022, 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:

- Build capacity in House staff to confidently lead prayer with their students.
- Promote 'Carmel Impact' to advocate the College's partnership with Timor Leste.
- Increase student engagement in a broad range of social advocacy projects.
- Increase opportunities for staff to gain Accreditation to Teach in a Catholic School.
- Continue development of Carmelite enrichment programs for CLT and Board of Directors.
- Educate the community about diversity and provide student voice on identity, reflecting Catholic Carmelite tradition.

### Achievements

- Development and implementation of Prayer Protocol to support teaching and non-teaching staff in leading prayer.
- Whitefriars Day celebration. Community advocated for the young people of Timor-Leste through our annual 'Walk in Their Shoes.' Students and staff walked around the College and local area for 40 minutes in solidarity with young people in Timor-Leste. The 40 minutes spent walking provided appropriate perspective, as it is the average walking time it takes a young Timorese to walk to school. The community raised \$2,242 on Whitefriars Day through donations, activities and food purchases, and these funds went directly to help young Timorese continue their education and create a better future by providing educational scholarships.
- Across the year, Yr12 students and staff have been privileged to travel into the city in support of Rosie's Street Mission Outreach. Having the opportunity to walk-with 'streeties' in the city and share stories had a transformative impact on all involved.
- Students and staff have also walked-with disadvantaged people closer to home, with our preparing and serving meals at the All-Saints Anglican Church in Mitcham.
- Each Professional Learning Afternoon (PLA), 30 minutes is dedicated to formation for staff. The focus has been on engaging staff with our Catholic story and Carmelite heritage. These formation sessions are sequential, with the learning focus on how the College's House Patrons encountered God in their lives and what this meant in action.
- Each of the above formation sessions are post-approved for Accreditation to Teach in a Catholic School by MACS, and participation records are automatically uploaded as a batch file to TAP.
- Yr12 students every second Monday had the opportunity to explore a range of significant topics, including:
  - Dealing with adversity

- First Nations education
  - Understanding & Tackling racism
  - Be Wise – Pat Cronin Foundation
  - Drugs & Alcohol education
  - Responsible gambling
  - Masculinity
  - Consent Education.
- A working group of students and staff met each week in Terms 3 and 4 to co-design an Inclusivity Statement. The Statement was designed to welcome and celebrate all people inclusive of cultural background, disability/ability, sexual orientation, and gender identity.

#### VALUE ADDED

- Yr12 students participated in a reflection day at the Carmelite church in Middle Park. This day built on their Kairos experience and supported them to reflect on their journey.
- Yr7 students in each House participated in a workshop exploring their belonging to the Whitefriars community. Focus included connection to land, the inspiration of Elijah, the Carmelite story in the past and today.
- World's Greatest Shave. Student-led advocacy. Through individual sponsorship and a BBQ the College raised over \$12000 in support of families with leukaemia and blood cancers.
- College community gathered for a Holy Week prayer service around the flagpoles. Simple ritual focussed on the passion, with a movement of the Cross and song.
- Project Compassion Day. Through casual clothes and a BBQ the College raised almost \$3000 to help raise awareness and alleviate poverty in Australia and Asia-Pacific region.
- Staff Formation Day, end of Term 2. Theme: 'What are you doing here, Elijah?' Focussed on the uniqueness of the Carmelite charism and how we can continue to live Carmel today.
- Staff and students from the College's Band and Choir gathered on Anzac Day at Templestowe Memorial Park to led music and the National Anthems.
- College community gathered early first day of Term Two to acknowledge the Anzacs through a moving student-led service.
- Kairos retreats. Four Kairos retreats ran throughout the year. Some 90% of Yr11 participated in this transformative and invitational retreat experience. Each student had the opportunity to reflect on their relationship with themselves, God, friends/family.
- Yr11 Student Leadership Program. 60 students met every Monday afternoon in Term 3 to learn about leadership and discern their call to serve in a Captaincy role next

year. This formational process culminated with an overnight retreat at Amberley Retreat Centre in Lower Plenty.

## Learning and Teaching

### Goals & Intended Outcomes

- Provide opportunities and encouragement to achieve personal excellence.
- Develop programs and learning environments that support curiosity and creativity.
- Form gentle men of compassion and integrity.
- Enhance personal and social well-being.

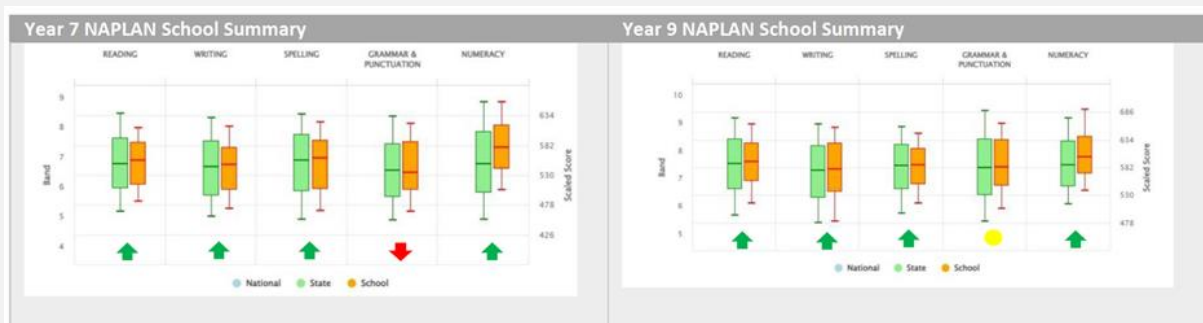
### Achievements

- Increased engagement of Academic Student Representative Council (SRC) with College priorities and action in the area of Learning & Teaching
- Regular participation by Year 12 Academic Captain in Learning Team meetings across the year to capture student voice and ensure that students are engaged in decision-making and changes related to Learning
- Year 12 Academic Seminar days held at beginning of 2022 school year, including Panel session with high achieving graduates of 2021
- Study Skills seminars run for students in Years 9-12. Well attended by students and parents, supported by high achieving Old Collegians
- 1:1 sessions study skills sessions were made available for Year 12 students during timetabled study sessions to build capacity and confidence
- Academic Study Hall ran each day after school, providing opportunities for individual and collaborative learning
- Elias Tutoring program with Old Collegians and current Senior Students fostered an enhanced positive culture of learning
- Blocking of SAC's for large cohorts in the shared study line has improved familiarity of Year 12 students with VCE assessment practices – particularly in Maths and English
- The development of a program of facilitated study sessions across the year, supporting students with goal setting, time management and organisation
- Introduction of "Step Up to VCE" Orientation program for current Year 10 students
- VCE Orientation session provided for Year 9 students accelerating into a Unit 1 & 2 subject in 2023
- Wearing of school uniform for student undertaking VCAA external examinations introduced End of Year programs for Middle Years students in Years 7-9 were re-imagined to foster improved engagement:
  - Year 7 Inquiry Project and Expo (2 day program)
  - Year 8 Invesitig8 Conference (3 day program)
  - Year 9 City Experience (4 day program)

- Literacy Skills across the Curriculum Workshop for all teaching staff delivered by Dr John Munro in Term 3 Professional Learning Afternoon
- Review conducted into Acceleration data, process and criteria by the Learning Team
- Raise the minimum standard required for VCE acceleration, which has led to a decrease in the number of students pursuing acceleration and serves to ensure readiness for the demands of VCE. Ensure transparency of the acceleration process – applications were reviewed by three members of an independent panel
- Student voice data gathered from students of Languages in Year 7-9 (n=401 students).
- Ongoing discussion with Languages teachers regarding structural obstacles to our students pursuing these subjects in the Senior Years
- VCE teachers encouraged to build professional expertise through VCAA exam marking - 10 VCE teachers applied for VCAA marking/assessing roles in 2022
- 2021 VCE data review conversations held in each Learning Area, led by Learning Leader – Data & Enrichment using the updated Data Driven Dialogue protocol to reflect on practice and identify areas for improvement
- Calendared VCE teachers meetings led by Claire Allemant provided opportunities for ongoing professional learning and alignment of staff practice with VCAA assessment principles
- Targeted work with VCE Maths Methods & VCE Biology teachers to ensure that assessment tasks are reflective of VCAA Assessment Principles

## STUDENT LEARNING OUTCOMES

### NAPLAN data in 2022



- Year 7 students performed above the state median in all test areas for except for Grammar & Punctuation (below state median)
- The achievement of Year 7 students across all NAPLAN tests in 2022 was lower than in 2021, most noticeably in reading comprehension
- Year 9 students performed above the state median in all test areas for except for Grammar & Punctuation (equivalent to state median); this is an improvement on test areas when compared to 2021 results.

- The achievement of this cohort of Year 9 students was better than the 2021 cohort across Reading, Writing and Spelling tests.
- Relative growth data is not available for these cohorts as NAPLAN was not undertaken in 2020.

### Senior School Outcome

- The VCE median study score for 2022 was 31.
- 5.5% of study scores were 40 and over
- 9 students were awarded the VCE Bacculaureate
- Median ATAR increase from 74 to 77

Institute	ACU	Deakin Uni	La Trobe uni.	Melb uni	Monash uni.	RMIT Uni	Swin Uni	VU	RMIT TAFE	Swin TAFE	Box Hill TAFE	Melb Polytech nic	Monash College	Deakin College	Private Provider	Field of Study Total offers
Art & Design, Music, Performance, Film				1			5		3		1	1				11
Accounting, Business, Marketing, Banking & Finance		19	3		8	6	13	1	1							51
Computer & Information Systems			1		3		7			1						12
Education	1									1						2
Engineering & Technical Education		1			7	10	5						1			24
Health & Exercise Science, Health Sciences, Nursing, Para medicine	4	4	2			2	1							1	2	16
Law & Society		6	1													7
Arts, Humanities, & Social Sciences			2	3	2		1									8
Science, Biomedicine and Laboratory Sciences		3	3	1	5	4										16
Sport & Recreation (Business)		2	2													4
Architecture, Building Design & Construction							3		2							5
Psychology	1	3	1			1	2									8
<b>TOTALS</b>	<b>6</b>	<b>38</b>	<b>15</b>	<b>5</b>	<b>25</b>	<b>23</b>	<b>37</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>164</b>

### MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	583.7
Year 9 Numeracy	601.8
Year 9 Reading	593.6
Year 9 Spelling	586.5
Year 9 Writing	579.2

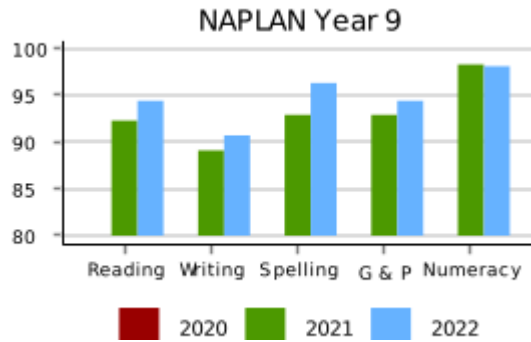
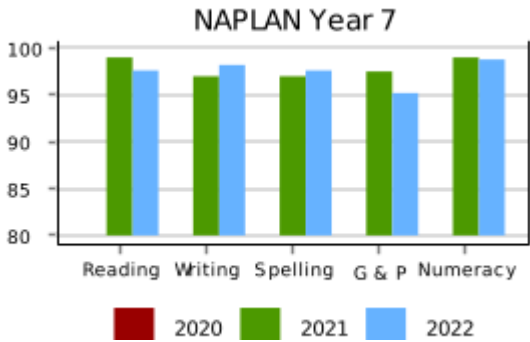


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	97.5	-	95.2	-2.3
YR 07 Numeracy	-	99.0	-	98.8	-0.2
YR 07 Reading	-	99.0	-	97.6	-1.4
YR 07 Spelling	-	97.0	-	97.6	0.6
YR 07 Writing	-	97.0	-	98.2	1.2
YR 09 Grammar & Punctuation	-	92.9	-	94.4	1.5
YR 09 Numeracy	-	98.3	-	98.1	-0.2
YR 09 Reading	-	92.3	-	94.4	2.1
YR 09 Spelling	-	92.9	-	96.3	3.4
YR 09 Writing	-	89.1	-	90.7	1.6

\* 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

- Embed and raise the profile of the new Student Leadership @ Whitefriars structure. Foster a greater sense of student voice and agency at the College.
- Launch the 'Child Safety Team's Student Safety Reporting Process and Student Friendly Child Safety Policy.
- Enhance the understanding of Child Safety amongst staff and students.
- Invigorate the House System to enhance student connection and pastoral care

### Achievements

- World's Greatest Shave – Year 12 students raised over \$16,000 for cancer research.
- Student Leadership - We are continuing to grow a culture of student leadership across the school including students at all year levels with the development of a Middle Years SRC, Senior Years SRC, House SRC, Academic SRC and College SRC. One of the aims of this program is to develop the students' capacity to lead which includes workshops throughout the year on developing elements of leadership practically.
- Child Safety Team - The Child Safety Team worked tirelessly throughout the year and were able to launch the Student Safety Reporting Process. A clear set of steps designed to help students feel empowered to speak to a trusted adult at the school if they unsafe in any way, we hope this continues to help build a child safe culture at Whitefriars.
- Whitefriars College News - A group of Year 10 students who are part of the Senior Years Student Representative Council created a Whitefriars College News Team to promote events in the school community and celebrate the achievements of students at Whitefriars.
- Inclusivity Statement – Creation of a draft Inclusivity which was developed by a team of staff and students meeting weekly across term's 2 & 3.
- Year 7 House Welcome Evenings – Eight individual Year 7 House Welcome Evenings to induct new students and their families into their House.

### VALUE ADDED

#### Year 8 Outdoor Learning Camp

All Year 8 students participated in an outdoor education camp experience which comprised a 4-day camp involving hiking, mountain bike riding, high ropes course, water initiative activities. Students slept in tents and were involved in preparing meals.

#### Year 9 Outdoor Learning Camp

All Year 9 students participated in an outdoor education camp experience which consisted of a 5-day camp involving hiking, mountain bike riding, high ropes course, water initiative activities. Students slept in tents and were self-catered 2 of the days.

### ACC Sport

Students of all year levels have the opportunity to participate in a number of interschool sports - football, soccer, tennis, cricket, volleyball, table tennis, hockey, basketball, badminton, athletics, cross-country, swimming.

### ACC Debating

Students have the opportunity to participate in interschool debating.

### ACC Chess

Students have the opportunity to participate in interschool chess competitions.

### Year 10 Work Experience

Year 10 students had the opportunity to complete one week of work experience in a job of their choice.

### Year 9 City Experience

All Year 9 students spent 4 days in the city, participating in a number of guided and self-guided tours. This culminated in a presentation relating to initiatives to bring people back to the CBD after the challenges of COVID.

### Performing Arts and Music Ensembles

There are a number of performing arts shows students have the option of being involved in. There are also a number of bands/ensembles for students to join.

### Student Leadership

In 2022, the College expanded on our existing 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 & Year 11 representatives
- House Captains Student Representative Council – Year 11 House Vice-Captains, Year 12 House Captains
- College Student Representative Council – College Captains, Community Captains
- Academic Student Representative Council

### Year 12 Formation Program

This year saw the expansion of the Year 12 Formation Program. This program is designed to explore issues and ask questions about what it means to be a young gentleman beyond Whitefriars and prepare students for good decision-making in life after school. Below are some of the topics covered in 2022:

- Joel Sardi – How to handle adversity.
- Values for Life Education – Drug and Alcohol, Masculinity
- Elephant Ed. – Consent
- Scott Darlow – Indigenous culture
- Pat Cronin Foundation – Be Wise End the Coward Punch

Child Safety Team

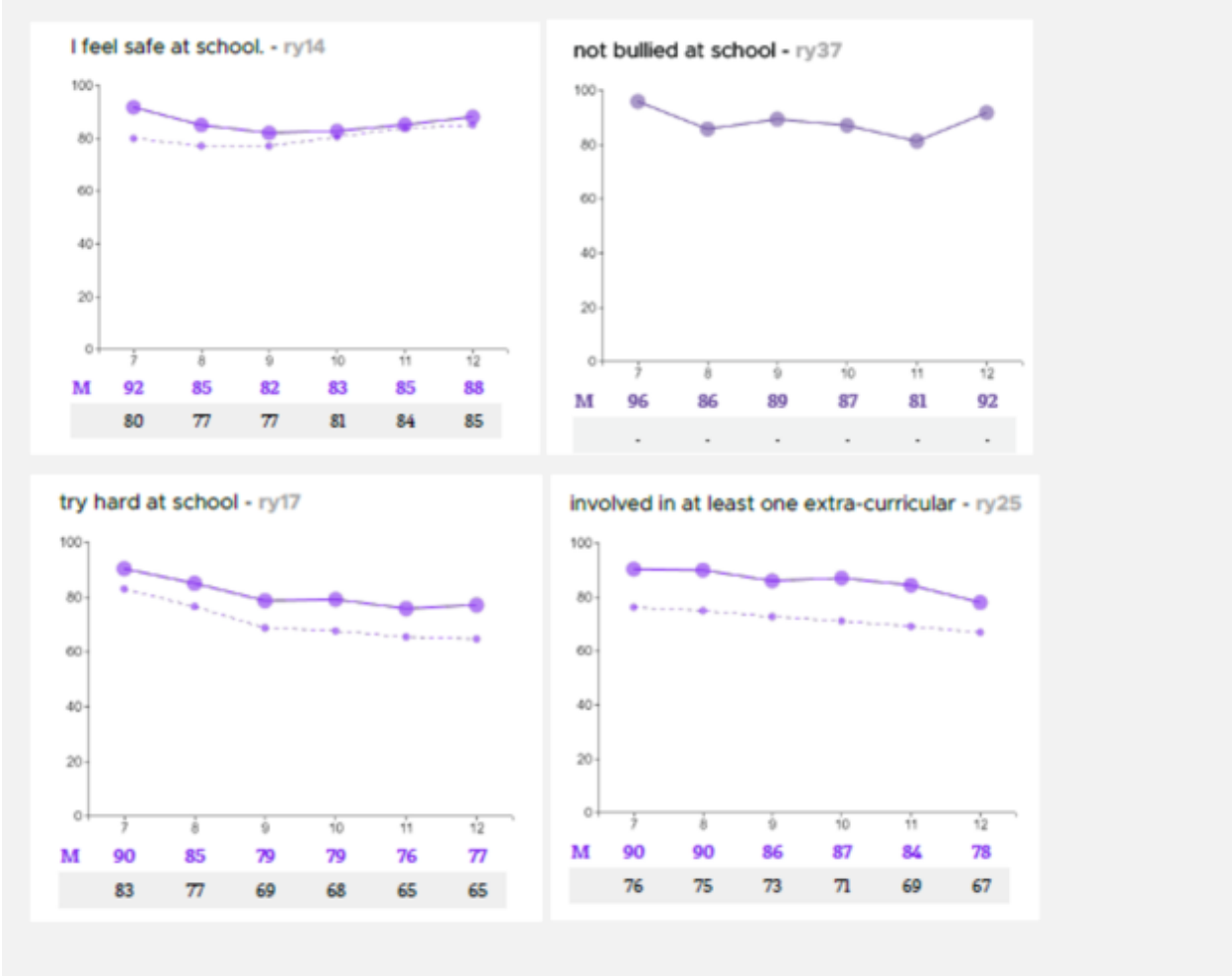
Students must be given an opportunity to participate in conversations about their safety. Not only does this help young people understand issues relating to safety, it also enables them to build alliances with adults in the school and feel comfortable to raise concerns about their safety or the safety 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 continued into 2022. 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):
  - Yard
  - Class
  - Transport
  - Online
  - Canteen
  - OH&S - Campus buildings and equipment
  - Off-site school activities

**STUDENT SATISFACTION**

Below are some of the results of the Resilient Youth Survey which all students complete at the beginning of the year and indicate the extent to which the boys feel connected, respected and protected in their lives and at school. The solid line represents our students, the dotted line is the national average for males in each year level:



**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 follow up 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.

#### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	89.8%
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#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	90.2%
Y08	86.9%
Y09	87.0%
Y10	87.3%
Overall average attendance	87.9%

#### SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
VCE Completion Rate	99.0%
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

- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Continued existence of Child Safety Team, meeting regularly throughout the Year
- Creation of a student Safety Process
- Creation of a student friendly version of the Child Safety Policy
- Creation of a draft "whole school Inclusivity Statement"
- Updated role descriptions to include reference to Child Safe Standards (MO 1359)
- Reviewed policies relating to Child Safety for example
  - Pastoral Care and Student Management policy
  - Child Safety and Wellbeing policy
  - Staff, Volunteers and Contractors Safeguarding Children Code of Conduct
- Staff briefings in relation to Child Safe Standards and Mandatory Reporting
- Posters displaying the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' protocol around the whole College
- Continued implementation of interview questions relating to Child Safety for potential new employees

- Working with Children for all contractors and presenters attending the College



## Leadership

### 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

- Minor review of the current Vision and Mission statement in light of revised Mission statement
- Master Plan review and development
- Build capacity in House staff to confidently lead prayer with their students Promote 'Carmel Impact' to our community to advocate the College's partnership with Timor Leste (incl. immersion 2023)
- Enable students actively participate in a broad range of social advocacy projects
- Increase opportunities for staff to gain Accreditation to Teach in a Catholic School
- Development of Carmelite enrichment programs for CLT and Board of Directors
- Embed Year 12 Formation program to prepare students for life beyond Whitefriars
- Educate community about diversity and provide student voice on identity, reflecting Catholic Carmelite tradition
- Embed and raise the profile of the new Student Leadership @ Whitefriars structure. Foster a greater sense of student voice and agency at the College
- Launch the 'Child Safety Team's' Student Safety Reporting Process and Student Friendly Child Safety Policy.
- Enhance the understanding of Child Safety amongst staff and students.
- Embed The Resilience Project into the Wellbeing Program as an evidence-based social emotional learning program

- Build collective efficacy of VCE teachers through data-driven conversations and termly meetings for collaboration and professional learning
- Develop a greater understanding of our indigenous story and the significance of the land on which we stand
- Review of Current curriculum offerings (year 7 o 10) to identify strengths and areas for improvement, aimed at building/developing Global awareness Indigenous perspectives, intercultural capabilities
- Process of appointment of Interculturalism Leader.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

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 2022 included:

- Director Professional Learning and Innovation (Chair)
- Deputy Principal Staff and Strategy
- Deputy Principal Learning and Teaching
- Deputy Principal Students
- Deputy Principal Faith and Mission
- Student Empowerment Leader
- Interculturalism Leader

Professional Learning Objectives

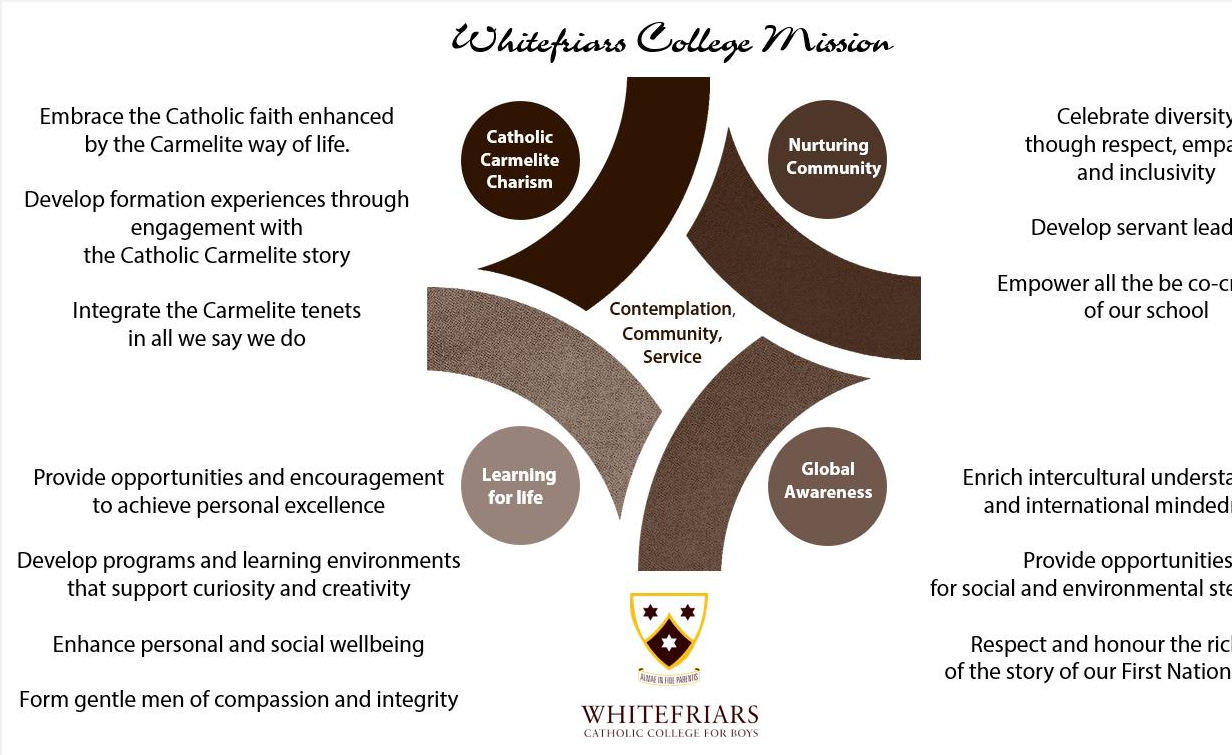
Professional learning at Whitefriars College is considered an ongoing educational process that should:

- 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 2022

Action Areas

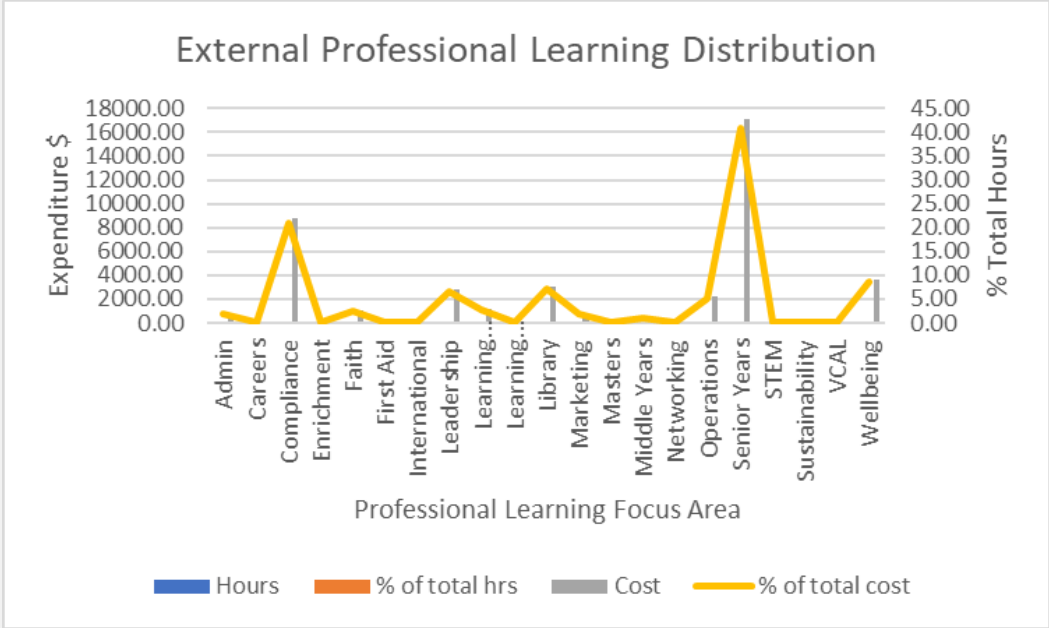
The Whitefriars Professional Learning Program is focused on developing staff in 4 action areas: Catholic Carmelite Charism, Learning for Life, Nurturing Community and Global Awareness.



Staff Engagement

Staff engagement in internal professional learning included attendance at 16 Professional Learning Afternoons (PLAs) each of 2.5 hours duration. These afternoons target all staff for different sessions and are coordinated and planned to address goals in each action area. In addition, all staff attended two in-house spirituality days. Teaching staff were afforded 20 hours of professional practice time across four days to engage in activities and practices to promote personal growth and ongoing development.

The following graph shows the distribution of staff attending external professional learning activities. There is noticeably a high incidence of senior teacher participation at external events which is directly related to the increased dynamism in the VCE environment.



Number of teachers who participated in PL in 2022	112
Average expenditure per teacher for PL	\$215

**TEACHER SATISFACTION**

Teacher Satisfaction

Whitefriars College is currently going through a Council of International Schools (CIS) reaccreditation process during the 2022-23 period. The following is an excerpt from the 2022 Council of International Schools Preparatory Evaluation Visit Report, commenting on the following standards pertaining to professional learning. Evaluators view documented evidence and engage in conversations with a range of stakeholders seeking feedback on the domain area.

**F3** The school provides for the professional development and/or training for faculty and support staff that relates to school priorities, addresses the needs of staff, and contributes to the development of student learning, well-being and global citizenship.

**F4** The performance evaluation system is defined and implemented for all faculty and other 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 identified school priorities.

#### Commendations

**F2.** The College Board for having in place background checks for all members, support, volunteer and contracted staff in the interests of student safety and wellbeing.

**F3.** The College Leadership Team for cultivating a culture of professional learning which facilitates continuous improvement of teaching practice, to the benefit of students.

**F3.** The College Leadership Team for instituting the Professional Learning Afternoons for the purpose of facilitating quality time for teachers to engage in professional dialogue and growth.

**F4.** (Major) The College Leadership team and Director Professional Learning and Innovation for the development of an exemplary professional learning framework which brings together a coherent and high-quality model of professional learning, reflection and growth for all staff.

**F5.** All Staff at Whitefriars College for their commitment to collegiality in support of each other in the best interests of the students they serve, reflecting the Carmelite tradition.

#### Recommendations

None at this time.

#### Domain Summary – Evaluator Response

The college is a place of energy and optimism with a strong sense of purpose and commitment. All staff with whom the evaluator engaged, formally and informally, exuded a passion for their work and commitment to the college mission and values. Whitefriars is an open and inclusive workplace in accordance with government employment laws and statutes, and moreover staff who are not of a Catholic faith are equally embraced within the Whitefriars 'family' and encouraged to embrace the broader values of the college. The systems of performance review are clearly defined and systematically applied, complemented by a strong commitment to professional learning, in alignment with the college strategic and annual planning processes. The college approach to staffing is based on sound research and student needs in terms of curriculum breadth and learning support. Child protection procedures are well established and monitored effectively to ensure compliance and the highest level possible of understanding among staff of their responsibilities for student safety. The college-wide commitment to professional learning of all staff is exemplary, while there is a recognition that wellbeing remains a high priority for staff development during the ongoing adjustment following extensive periods of lockdown.

This feedback affirmed Leadership that in the area of professional development, there is a high teacher commitment and level of satisfaction. A future focus, based on staff feedback, is more collaboration and agency in the design of in-house professional learning offerings.

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	91.7%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	85.6%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.9%
Masters	17.9%
Graduate	28.3%
Graduate Certificate	0.9%
Bachelor Degree	68.9%
Advanced Diploma	12.3%
No Qualifications Listed	18.9%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	116.0
Teaching Staff (FTE)	92.0
Non-Teaching Staff (Headcount)	69.0
Non-Teaching Staff (FTE)	56.2
Indigenous Teaching Staff (Headcount)	2.0

# Community Engagement

## 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

The College embarked on a comprehensive review of the Whitefriars Old Collegians Association supported by an external consultant with the aim of relaunching a newly branded and aligned Alumni association in 2023.

## VALUE ADDED

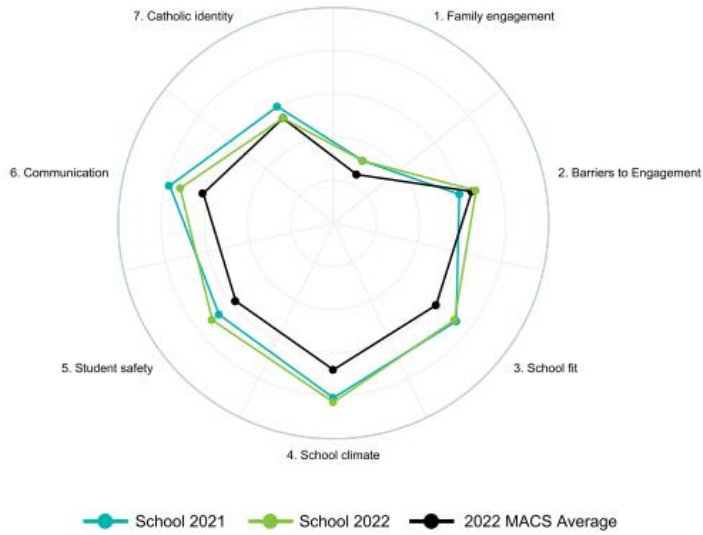
### Feeder Parish School involvement

In 2022 Whitefriars maintained and nurtured a strong relationship with our feeder primary schools through the following initiatives

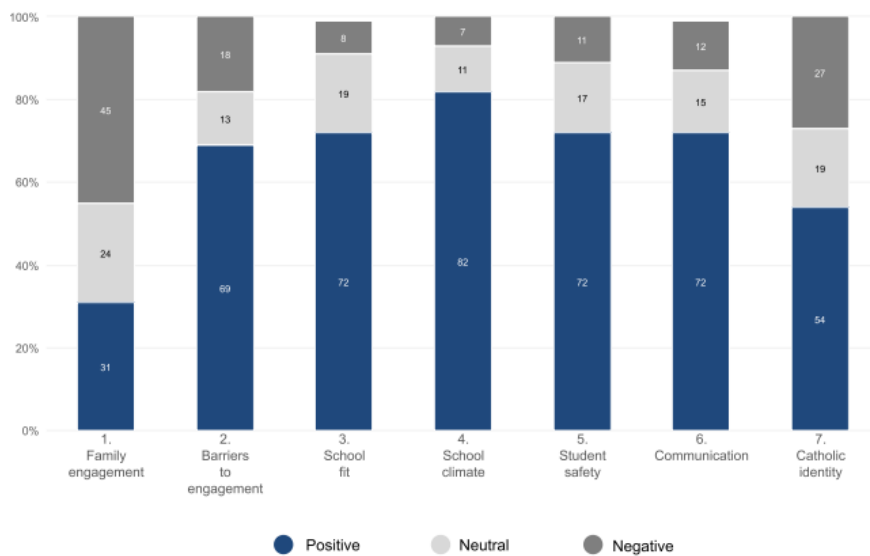
- Experience Whitefriars days, where students from feeder primary schools spend a day experiencing life in a secondary school classroom across a variety of learning areas
- Use of College facilities for concerts, sports days etc. supported by the student and staff of the College
- Principal visits to primary schools to build closer relationships with Primary Principals and greater understanding of the setting in which our students come from
- Transition meetings between Colleges transition coordinator and grade 6 teachers

## PARENT SATISFACTION

E1158 Whitefriars College Inc. Secondary  
2022 Comparative Domain Radar - Family  
1st Level Comparison



E1158 Whitefriars College Inc. Secondary  
2022 Family Responses Overview by Domain  
2nd Level Comparison





## Future Directions

### 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.

Areas for review, growth and development in 2023 include

- Completion of the College Masterplan
- Review of Alumni engagement at Whitefriars
- Review of Marketing and engagement
- Development of a new strategic directions document and plan through collaboration between College leadership, staff and the Whitefriars College board