

2023

Annual Report to the School Community



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

Whitefriars College Ltd

156 Park Road, DONVALE 3111

Principal: Mark Murphy

Web: www.whitefriars.vic.edu.au

Registration: 1473, E Number: E1158

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2024

About this report

Whitefriars College Ltd is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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

Vision and Mission

A CATHOLIC CARMELITE SCHOOL

The mission of Whitefriars College as a Carmelite school will be at the centre of its identity, culture, activities and decisions.

Whitefriars College will:

- Embed the Carmelite ethos in all aspects of the life of the College.
- Honour the traditions of the Catholic Church alongside contemporary interpretations of the Gospels.
- Align the core Carmelite concept of forming gentle men as a unique articulation of its education of boys and young men.
- Strengthen the governance and leadership of Whitefriars College within the stewardship of Mercy Partners.

PERSONAL EXCELLENCE AND GROWTH

The learning and teaching at Whitefriars College will be designed to reflect best practice aligned with a rigorous curriculum, exemplary pastoral care and explicit support of learning and teaching and student wellbeing.

Whitefriars College will:

- Develop the pedagogical capacity of teaching staff to support high quality learning through an agreed instructional model.
- Optimize academic achievement and excellence for every student.
- Facilitate student voice and agency as a significant element in the co-creation and processes of learning, wellbeing and student participation opportunities.
- Embed relationships of care, setting high standards and consistent expectations for students and staff by all in the College.

INCLUSION PARTICIPATION AND COLLABORATION

The growth of the Whitefriars College community and partnerships will be shaped by a commitment to invitational engagement and authentic inclusion and collaboration.

Whitefriars College will:

- Continue to promote a restorative culture where all community members take responsibility for child safety, belonging and inclusion.
- Engage students, staff, families and alumni as key contributors to the development of the College.

- Explore and secure effective partnerships that support the College's educational philosophy and reflect a commitment to innovation.
- Seek to establish authentic relationships with and understandings of First Nations People as part of its commitment to justice and solidarity.

SUSTAINABILITY AND STEWARDSHIP

The sustainability of Whitefriars College will be enabled through continued strong enrolments, collaborative leadership, engagement with stakeholders, careful resource planning and stewardship that will:

- Invite and welcome diverse families and students who seek to be part of the of the mission of the College.
- Support responsible financial and resource development and custodianship of the environment.
- Be proactive, adaptable and flexible in attracting, developing and retaining quality staff.
- Develop strong leadership and governance oversight of the College to support its Mission priorities.

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. Whitefriars College provides a quality education for young men grounded in the Carmelite tradition that emphasises critical thinking, the search for meaning and how to contribute to the common good of society. The College supports every student to seek and achieve excellence in their learning, their relationships and their participation in the community. Students are invited to appreciate the Christian worldview and see the goodness of God in themselves, all others, and the natural world. Our aim is to enable our young men to look beyond themselves with a moral compass and social conscience and to approach life with intelligence, inner strength and gentleness.

The four key elements of the Whitefriars strategic directions document, A Catholic Carmelite School, Personal Excellence and Growth, Inclusion Participation & Collaboration and Sustainability & Stewardship provide the foundation for our Colleges Strategic Plan (2024 - 2028). This Strategic Plan offers a pathway forward, seeks to reinforce our heritage whilst also setting fundamental aims for the next five years and aligns the Four elements of our Strategic Plan 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 Strategic Directions document 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 2023 the College Board embarked on a comprehensive process to Development a new Purpose and Values statement which focuses on Faith, Gentleness, Excellence, Respect and Justice as core principles of our College.

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

Catholic Identity and Mission

Goals & Intended Outcomes

In 2023, 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:

- 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.

Achievements

- Built capacity in staff to confidently lead prayer (at meetings, in class, staff gatherings):
 - Implementation of Prayer Protocol to staff.
 - All staff gather every Monday morning in the Chapel for a short prayer/reflection led by other staff. A positive culture has been created around this time together as a community.
 - Each Friday College Chaplain celebrates eucharist in the Chapel, and an increasing number of staff and students attend.
- Promote 'Carmel Impact' to our community to advocate the College's partnership with Timor-Leste:
 - In September 5 staff, 4 Yr. 10 and 8 Yr. 11 students travelled on immersion to Timor-Leste. This service-learning opportunity encouraged participants to be immersed in and open to the transformative experience of another culture, and to respond to Pope Francis' call to go to the margins. Staff and students alternated their time between the Carmelite communities in Hera and Zumalai. They lived Carmelite religious life in another context, worked with the College's charity partner Carmel Impact to distribute aid to people affected by recent flooding, and taught in a local primary/intermediate school.
 - Staff and students were involved in weekly pre-formation workshops all of Term 3, and several post-formation workshops early Term 4.
 - Staff and several students presented to all staff at PLA on their experience of immersion and its transformative impact.
- Increase student and staff participation in a broad range of social advocacy projects:
 - Across Terms 2 and 3, over 60 Year 12 students travelled into the city on Wednesday evenings for Rosie's Oblate Youth Mission to share stories and have a cuppa with 'streeties'.

- Students and staff have volunteered throughout the year to cook meals for members of the local community at All Saints Anglican church in Mitcham.
- On Whitefriars Day we raised \$9,223.11 in support of educational scholarships through Carmel Impact.
- Project Compassion Day in Term 1 raised funds in support of Caritas (\$962.78).
- World's Greatest Shave in Term 1 raised funds in support of The Leukemia Foundation (\$12,367.43).
- Introduction of reflection mornings/afternoons in Yrs. 7-12:
 - Year 12 students spent a reflection day at the Carmelite church in Middle Park to commence the academic year.
 - Year 9 students spent a part day at the Carmelite church in Middle Park as part of their City Experience in late November.
- Opportunity for cross-charism enrichment between Our Lady of Sion College and Whitefriars College:
 - Whitefriars and Our Lady of Sion jointly hosted an inaugural Share Charism Day. All Yr. 11 students explored the respective histories, charisms, and identity markers of our schools. The day was positively received as an opportunity to highlight for students the part we all play in a rich and diverse Catholic story.
- Educate community about diversity and provide student voice on inclusivity, reflecting Catholic Carmelite tradition:
 - Board ratified Inclusivity Statement.

Value Added

- Introduction of RCIC – Rite of Christian Initiation of Children – to provide sacraments to respective students:
 - 6 students in the Middle Years completed their RCIC program at the College. Co-facilitated by Chaplain and DP: Faith & Mission
 - 6 students received the Sacraments of Confirmation and Eucharist in a special Mass celebrated on Pentecost Sunday in the College Chapel by Bishop Tony Ireland. A very joyous occasion for students and their family/friends.

Learning and Teaching

Goals & Intended Outcomes

To develop a shared understanding of effective pedagogical practice for boys

Outcomes:

1. Increased rigour in learning and encouragement to achieve personal excellence
2. Development of programs and learning environments that support boys' curiosity and creativity
3. Creation of an implementation strategy aimed at unpacking our College's definition of global citizenship and interculturalism

Achievements

A student planner was re-introduced following consultation with students and Learning Team, with the view to systematically building organisational skills and positive habits for learning.

The Learning Team approved a proposal to move to communicating student performance on assessment tasks as a percentage, rather than a letter grade on Whitefriars Learn/Engage and on end-of-semester reports.

2022 VCE High Achievers were recognised on Wednesday 8 March in a liturgy and twilight awards presentation in the College Chapel, with parent guests invited to celebrate their son's achievements in learning.

A review of the College's Learning & Teaching policy was conducted.

VCE Unit 1 & 2 Foundation Mathematics was introduced as a new VCE subject offering for VCE Vocational Major students.

Professional Learning for teaching staff was run in Term 1 to support staff to respond to this various data sets (including NAPLAN, PAT and AAS) and design for learning according for the needs of their students.

Enrichment activities were conducted for high potential learners in Years 7 and 8 in Mathematics, English and Science.

Students in Years 7 & 9 undertook NAPLAN testing in March, with a 99% completion rate across the cohort.

Interculturalism and Global Citizenship Professional Learning has been facilitated for College staff by the College's Interculturalism Coordinator, with feedback from staff informing the future development of the College's Vision for Learning

Student Parent Conferences held in Terms 1 and 3 with a focus on providing formative feedback to students and their parents. In Term 3, students were empowered to take a more active role in these conversations, reflected on their learning and identifying specific goals for improvement.

Timetable Committee sought feedback from staff, students and parents on the effectiveness of the 6x 50 minute-long session structure to the day. After consultation with all stakeholders, a decision was made to move to a 5x 60 minute-long session structure in 2024.

The Global Citizenship Education & Intercultural Learning Student Voice Conference was held, led by the Interculturalism Leader and the Student Empowerment Leader. 54 students from Years 7-12 expressed interest in participating in this initiative.

A professional learning workshop co-delivered by the Deputy Principals – Students and Learning & Teaching focused on building a shared understanding of engagement (Dr. Amy Berry, ACER) and provided opportunities for staff to share strategies about how they foster active engagement in learning when working with boys.

A new Unscored VCE policy was created to ensure that student engagement in learning is maintained and that the learning outcomes of all students are not compromised by an increasing number of students wishing to pursue an unscored VCE pathway in Year 12.

Input was sought from staff and students to inform the design of an expanded Sport and Activities program for Years 7-10 students in 2024, focusing on offerings which would further develop transferable skills through community engagement.

Work commenced on the Whitefriars Instructional Framework which, informed by High Impact Teaching Strategies (Department of Education & Training, 2020), which will provide consistency of pedagogy across classrooms at the College.

End of semester programs were run for Year 7 and 8 students, with a focus on collaboration and inquiry.

A professional learning workshop for staff was facilitated by Deputy Principal – Learning & Teaching and the Interculturalism Leader. In this workshop, staff were invited to engage in "blue sky thinking" about what learning could look like in our community. Staff engaged with research from the Australian Education Research Organisation (AERO) which reflects how students learn and identifies specific, aligned teaching practices which maximise learning. They reflected on the following prompts:

- What's going well for our learners already?

- Where do our learners need support?
- What evidence do we see in our classrooms?

The Learning Team has begun work on the Whitefriars Instructional Framework. Informed and shaped by the High Impact Teaching Strategies which are familiar to our teaching staff, the following framework has been proposed:

- Activating prior learning
- Setting learning goals
- Explicit teaching with worked examples
- Guided practice (gradual release of responsibility)
- Review learning goals & identify success

This draft framework will be further refined in preparation for implementation in 2024.

Student Learning Outcomes

Median NAPLAN Results (2023)

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7	549	547	547	547	561
Year 9	589	586	585	564	594

VCE Results (2023)

Stories of success include:

- The College achieved a median study score of 32, surpassing the state average.
- The College's median ATAR was 80, up from 77 in 2022
- The percentage of ATARs over 80 increased from 37% in 2022 to 48% in 2023
- The percentage of study scores over 40 increased from 5.5% in 2022 to 10% in 2023
- 75% of students achieved an ATAR that places them in the top 30% of the state
- College Captain, Harry Evans, achieved a study score of 49 in English.
- Joshua Ascar, Year 11, achieved a study score of 50 in VET Certificate III Sport and Recreation

Our VCE Vocational Major (formerly VCAL) students have also excelled, with all securing apprenticeships or employment in 2024, which speaks the value of Vocational Education as a pathway.

The popularity of VET studies continued to grow, appealing to students undertaking both VCE as well as VCE Vocational Major. 111 senior years students were enrolled in 18 different VET certificates in 2023 across a range of providers.

Commerce degrees continue to be a popular choice for Whitefriars College graduates, with 25% of students in the Class of 2023 accepting a first round offer to study Business, Accounting, Marketing or Banking and Finance.

Strategic Improvement Initiatives:

The Elias tutoring program continued to grow in 2023, with current Senior Years students and Old Collegians providing tutoring to younger students across a range of subjects.

Students in Year 6 and Year 8 undertake AAS (Allwell) testing, with data made available to staff on a data dashboard the College Learning Management System. Teachers triangulate this data with NAPLAN results to plan for the learning needs of their students and identify trends within and across cohorts over time.

Data driven dialogues with VCE teachers were facilitated by the Data & Enrichment Leader within subject teams to reflect on the performance of 2022 VCE Classes on external examinations and to identify changes to teacher practice to support improved learning outcomes.

VCE teachers were encouraged to pursue roles with VCAA marking VCE external examinations.

In the pursuit of increasing rigour and providing students with opportunities to develop their exam skills, the number of examinations at Year 9 and 10 was increased:

No of examinations (Sem 1 2022)

Year 9 - 2 Maths & English

Year 10 - 4 Unit 1 Religion & Society, English, Maths & Science

No of examinations (Sem 1 2023)

Year 9 - 4 English, Maths, Science & Humanities

Year 10 - 5 Unit 1 Religion & Society, English, Maths, Science & Humanities

16 students in Year 8 and another 16 students in Year 9 received Tier 2 interventions in Literacy and Numeracy.

150 high potential learners were invited to participate in Enrichment activities in English, mathematics and Science.

Year 7-10 students undertook annual PAT testing in Reading, Vocabulary, Spelling, Grammar & Punctuation, Maths and Science with results assessable to staff on the data dashboard of the Learning Management System

Student Performance System (SPS) Committee continued to evaluate student performance data and evaluate the effectiveness of existing College programs. An invitation to join this group was extended to all staff in 2023, with a view to fostering capacity and confidence in working with and responding to data.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	550	71%
	Year 9	562	64%
Numeracy	Year 7	565	85%
	Year 9	593	82%
Reading	Year 7	549	77%
	Year 9	583	73%
Spelling	Year 7	545	77%
	Year 9	578	79%
Writing	Year 7	548	68%
	Year 9	587	73%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	32
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Student Wellbeing

Goals & Intended Outcomes

- Increased opportunities to gather as a School Community
- Develop student leadership and increase the capacity of student leaders to be co-creators of the school.
- Complete the Student Leadership Constitution to ensure a clearly documented and transparent student leadership program.
- Foster a consistent approach to behavior management in the classroom - Develop a Classroom Behaviour Management Framework
- Continue to enable student participation in creating a child safe culture.

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

- A Classroom Behaviour Management Framework developed and launched with staff. Copy of the framework available on Whitefriars Engage. Professional learning was provided for staff with a focus on the positive preventative strategies to foster student engagement.
- 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 in a practical way. Our Middle Years Student Representative Council have joined the Middle Leaders Network with surrounding like-minded schools.
- A Student Leadership Constitution was developed which outlines the mechanics of the student leadership program including aims, structures and processes.
- The Whitefriars Inclusivity Statement was ratified by the College Board.
- Year 7 House Welcome Evenings – Eight individual Year 7 House Welcome Evenings to induct new students and their families into their House.
- A number of Middle Years and Senior Years assemblies took place which were developed and run by students

Value Added

Year 8 Outdoor Learning Camp

All Year 8 students participated in an outdoor education camp experience which comprised of 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 comprised 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 2023, the College continued to foster student voice and agency through our student leadership structure which involved a broad student representation.

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

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 2023. 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
 - Canteen
 - Online
 - OH&S – Campus buildings and equipment
 - Off-Site school activities

Middle Years and Senior Years Assemblies

A number of student-led assemblies took place which were developed and run by the students. These assemblies celebrated the success of students, raised awareness of events and issues concerning students and brought the community together.

2022 – 2023 Yr 9-12 was a 96.9% retention

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 at Whitefriars, and the dotted line is the national average for males in each year level:

Student satisfaction at Whitefriars College rates consistently 10-15% above the State average in 5 key metrics:

- Teacher at school who cares
- Teachers who encourage
- I feel safe at school
- Try hard at school
- Involved in at least one extra-curricular

This is across all year levels and reflects a positive experience for students at Whitefriars College

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	84.0%

Average Student Attendance Rate by Year Level	
Y07	93.0%
Y08	91.6%
Y09	91.1%
Y10	90.8%
Overall average attendance	91.6%

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), and are consistently applied
- The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff, and contributes to the students' learning.

Achievements

- Review of the current Vision and Mission statements in the context of new Strategic Directives and a 2024-2028 Strategic Directions document provided by the College Board as it moves to an MPJP governance arrangement.
- Implementation of the 2022 VCMEA, along with the associated professional learning for all staff
- Increased participation in a broad range of social advocacy projects
- Increased opportunities for staff to gain Accreditation to Teach in a Catholic School
- Development of an Inclusivity Statement subsequently ratified by the College Board
- Raising the profile of the new Student Leadership @ Whitefriars structure. Foster a greater sense of student voice and agency at the College
- Enhancing the understanding of Child Safety amongst staff and students.
- Continuing The Resilience Project in the student wellbeing program as an evidence-based social emotional learning program
- Continuing to develop a greater understanding of our indigenous story and the significance of the Wurundjeri people of the Kulin Nation and 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

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Expenditure And Teacher Participation in Professional Learning

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 fortnightly Professional Learning Afternoons for all staff, along with 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 enable this framework.

Professional Learning Team

Membership of the Professional Learning Team in 2023 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

Expenditure And Teacher Participation in Professional Learning

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 2023

Action Areas

Catholic Carmelite Charism

Council of International Schools Self Study Review process

Servant Leadership

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.

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2023	168
Average expenditure per teacher for PL	\$396.00

Teacher Satisfaction

Teacher satisfaction results from the 2023 MACSSIS surveys indicate improved satisfaction across almost all domains (by 1-4%) in the Domain Level Snapshot, although these remain lower than the MACS average for all schools. Interestingly, 'how well teachers work together in teams to improve teaching and learning' indicated a significant (12%) decrease from 2022 data. Perceptions of the coherence of the school's improvement strategy also declined by 15% compared to the previous year.

Teacher Qualifications	
Doctorate	0.0%
Masters	13.8%
Graduate	15.8%
Graduate Certificate	0.0%
Bachelor Degree	50.7%
Advanced Diploma	7.9%
No Qualifications Listed	11.8%

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	107
Teaching Staff (FTE)	97.4
Non-Teaching Staff (Headcount)	68
Non-Teaching Staff (FTE)	58.2
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

At Whitefriars College we are committed to ensuring that our families celebrate a strong affiliation with the school and current research indicates a positive reputation within our internal and wider community. We seek to maintain an ongoing culture of welcome and hospitality, where all community members feel known and valued.

- 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 Community Relations Officer to work together on the objectives for each term and how we can help each other achieve them.

Old Collegian involvement

The College is launching a new alumni platform in 2024 and has formed an alumni committee to build the participation with our alumni community.

Feeder Parish School involvement

- In 2023 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

Marketing and Enrolment projects

- Continued strong attendance from both internal and external community members at our major events including the 2023 College Musical.
- Whitefriars Parents Association New Parents Welcome event
- 13.5% increase in followers on the College Instagram Page across the 2023 calendar year.
- 22% increase in followers on the College Facebook Page across the 2023 calendar year.
- An average of over 80 families attending each monthly School tour.
- Open Day – a fantastic day for our College, 192 Families (Over 750 people)
- Grandparents or a Special Person morning tea held prior to our Open Day. – 84 families attended a great success.

Parent Satisfaction In 2023, parent satisfaction was demonstrated through: Indications via the 2023 MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey) that 70% of parents are highly likely to recommend Whitefriars College to someone else.

Strong attendance at information nights and Parent Teacher Student Interviews and special assemblies.

Continued involvement from our Parents Association.

Parent Satisfaction

Strong parental representation at the Parents Association Meetings and active involvement of parents in specialist interest groups. Capacity attendance at our Mother's Day and Father's Day Breakfasts, and Grandparents' Mass and Morning Tea as well as a strong parental presence at the Year 12 Parents and Students Breakfast. High quality of relationships between parents and staff members.

Active involvement of parents and volunteers to support College co-curricular activities, camps, the canteen as well as music and drama performances. Excellent two-way communication with families via Social media, Email, SMS, the fortnightly Newsletter, the Parent Portal as well as the College website.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.whitefriars.vic.edu.au