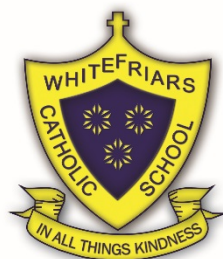


# WHITEFRIARS SCHOOL

## SCHOOL PERFORMANCE REPORT

### 2016



### **School Contextual Information**

Whitefriars is a Catholic parish school in the western suburbs of Adelaide. Begun in 1912 by the Sisters of St Joseph we are proud of our Josephite tradition. The Josephite charism underpins the life of our school and we value the inspiration of Mary MacKillop as someone whose life clearly reflected Gospel values. This strongly influences the religious dimension of our school which includes Religious Education lessons, prayer and liturgy, sacramental program, social justice awareness and outreach activities. In 2016 we celebrated 150 years of Josephite education in South Australia. Together with two other parish schools Whitefriars School forms part of the Croydon Park Parish.

We are committed to developing a community in which children can grow and learn to become motivated and independent learners. Our 470 students come from a wide range of socio-economic and cultural backgrounds, all of which adds to the richness of our community. In 2015 we, together with 8 other Catholic schools in our region, formed the Catholic North Western Community. Becoming part of the Children's University program was the one of many initiatives. In 2016 further development of staff professional learning occurred across the region, both for teachers and support personnel.

Our 18 classes are comprised of composite year levels which enables our teachers to work together in Unit teams to plan and support one another in providing a quality education for our children. Ongoing professional learning for staff includes reflective approaches and sharing of best practices.

Literacy and Numeracy are key focuses at Whitefriars. Support is provided for many students for whom English is an Additional Language. We continue to develop and integrate innovative practices to support our teaching and learning in Maths. In 2016 IT took on a renewed focus, with the introduction of a 1:1 iPad program in Years 4 -7.

The Arts is another key focus area, with Music and Dance/Drama providing many opportunities for our students to develop skills and to showcase these through a range of performance activities. In 2016 our whole school concert "The Red Carpet" was a spectacular performance, with all 470 students dancing and singing their way through a Dance and Music spectacle. This was indeed a night for our community to be very proud of our children's capabilities and efforts, thanks to the work of staff and the support of parents. A diverse instrumental program is offered as well as the school choir which performs each year in the Catholic Schools Music Festival.

Outdoor Education became a focus in 2016 with two school camps and a sleepover program being introduced to complement an Enrichment Program that has existed at Year 6/7 level.

Italian and PE are two further specialist areas. Sporting opportunities include carnivals and after school sporting teams which participate in the wider community. An environmental awareness focus teaches children about minimising our impact on the environment and includes recycling,

gardening and composting. Our St Mary MacKillop Hall provides us with many varied opportunities. These include Expressive Arts, Sport, Assemblies, lunch time activities and community gatherings. The Out of School Hours Care programme and Vacation Care programme is run by the YMCA and is a valuable service for families.

### Student Numbers in 2016 (February Census)

Reception	47	Year 4	64
Year 1	55	Year 5	69
Year 2	44	Year 6	58
Year 3	70	Year 7	62

### Student Profile

Total enrolments: Reception to Year 7	469
Girls	239
Boys	230
Full time equivalent	469
Indigenous Students	0.06%
Special Education (funded students)	3.2% (15 students)
Our School SES	95.0

### Student Attendance

The average student rate for our school in 2015 was 94%.

The average student rate for our school in 2016 was 94%.

Attendance for year levels in 2016:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
95%	92%	96%	93%	94%	94%	94%	92%

Student attendance is managed and recorded using CeSis Absentees, with absentees and late arrivals being recorded. Parents either phone the office or record a note in the child's diary regarding absences. A text message is sent to parents who have not informed the school of absentees. The majority of our student absentees are related to illness and family leave, or students being involved in school related sporting activities. If students' absences are unaccounted for, parents are contacted.

### Staffing

#### Teacher Standards and Qualifications in 2016

Diplomas/Advanced Diplomas	30%
Bachelor Degree in Education	77%
Graduate Certificates	37%
Masters Degrees in Education	20%

#### Workforce composition

R-7 Teaching Staff	30	Full-time equivalent	24.4
Non-teaching Staff	13	Full-time equivalent	6.1
Indigenous Staff	0		
Total	Female 35	Male	8

### Staff Participation in Professional Learning

Staff were involved in a range of Professional Learning throughout the year, incorporating whole staff input and teachers pursuing their own areas of interest to support the learning for our students. This learning included:

Religious Education:	Scripture, Godly Play, Restorative Practices
Australian Curriculum:	History, Geography, English, Maths, The Arts,
Maths:	Numeracy Projects, Numeracy Network
English:	Reading, Writing,
Expressive Arts:	Music and Dance/Drama
Learning Support:	Supporting students with different needs
Data:	Gathering and use of data
Information Technology	Embedding IT skills
Catholic North West Community Combined Staff Meetings	

### **Value Added Activities and Events**

These outline some of the many activities and events that occurred throughout 2016.

#### **Catholic Culture:**

**Masses:** Class/School Masses, Commissioning of Staff, Thanksgiving Mass/ Graduation

**Liturgies:** Class/Unit celebrations, Reconciliation Week, ANZAC, Remembrance Day

**Sacramental Programme:** Parish program involving our three Parish schools and children from our local State schools: Parent workshops, student workshops, class lessons and celebrations of Sacraments: First Eucharist and Confirmation

**Celebration of Sacrament of Reconciliation** for students

**Social Justice:** 'Junior Josephites', Education and fundraising for different focus groups, namely Caritas, St Vincent de Paul, Josephite mission in Peru,

**Year 7 Leadership Program:** Journey to Emmaus with St Margaret Mary's School Year 7s

**Prayer:** Community, Staff, Class, Units, Holy Week presentation and reflection

**Staff:** Staff professional learning, Staff Reflection Days

#### **Student Support:**

Student Counsellor: individual student counselling

#### **Learning Support for students:**

LAP (Learning Assistance Program)

English as an Additional Language (EAL) for students from non-English speaking backgrounds

Oral Language Program (Reception and Year 1 students)

Literacy Support

#### **Student Voice:**

Kids' Council

Year 6/7 Leadership activities

Junior Josephites

Sports Captains

## **Sport**

Annual School Sports Day (SANTOS Stadium)

Catholic Schools Swimming Carnival

Catholic Schools Athletics Carnival

Catholic Schools Cross Country event

European Handball Carnival

Touch Football Carnival

SAPSASA Basketball Carnival

Year 6/7 Aquatics Day at West Lakes

**Out of School activities:** Basketball, Netball, Football, AusKick, Net Set Go

## **Events:**

Children's University Graduation

Numerical Acumen Presentation: Second time winner of **"Inspirational School Award"**

Action Hour/: Fundraising activities

Excursions/Incursions

School Camps

Premiers' Reading Challenge

Book Week

Mayoral Make a Book competition

## **Performing Arts**

Catholic Schools Music Festival

Instrumental Music Program: Keyboard, Guitar, Voice, Flute, Recorder

Whole School Concert "The Red Carpet"

School Disco

## **Community Involvement**

**Catholic North-Western Community: consisting of 9 Catholic schools in Region**

Children's University: Numerous learning activities across 9 schools

Combined School Board Meetings: Whitefriars, St Patrick's, St Margaret Mary's

Mount Carmel College: Pedal Prix team, School Production

City of Charles Sturt: Mobile Library

Chess Competitions: Western Region and finals

Parents: Family Picnic

Film Afternoon

## **Facilities/Resources**

Resource Centre: Library /Computer Room

IT: Laptop /Ipads/Interactive Whiteboards

Mary MacKillop Hall: Sport, Assemblies, Masses, Performances, OSHC...

## **Specialist Teachers**

PE

Dance /Drama

Music

Italian

## **Services**

Canteen

OSHC and Vacation Care provided by YMCA

Uniform Shop (now moved off site)

Ongoing Painting of our buildings

Furniture for changing Learning Spaces (Classrooms)

Wi-fi throughout school

## **School Financial Information**

### **2016 Income**

Commonwealth Government Grant	\$2,241,307
State Government Grant	\$1,498,884
Other Grants	\$87,070
Fees	\$954,585
Trading Accounts	\$-1,704 (net loss)
Interest and Other (inc Long Service Leave and Parenting Leave payments which have corresponding expense payments.)	\$309,130
Total	\$5,089,272

## **Post School Destinations**

<b>Intended Secondary Schools for Year 7 Students</b>	
Mount Carmel College	<b>3</b>
Nazareth	<b>13</b>
St Michael's College	<b>24</b>
St Mary's College	<b>3</b>
Adelaide High	<b>2</b>
St Dominic's Priory School	<b>10</b>
St Peter's College	<b>1</b>
Blackfriars Priory School	<b>2</b>
Seaton High School	<b>1</b>
Kildare College	<b>1</b>
Christian Brothers College	<b>1</b>

## NAPLAN Results

Our Years 3, 5 and 7 students participated in the 2016 NAPLAN tests in May 2016.

The following results were achieved.

<b>Year 3</b>	<b>% of students who achieved the National Minimum Standard(NMS)</b>		
	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Reading</b>	97	98	98
<b>Writing</b>	97	100	100
<b>Spelling</b>	97	95	100
<b>Grammar and Punctuation</b>	97	97	96
<b>Numeracy</b>	97	98	100
<b>Year 5</b>	<b>% of students who achieved the National Minimum Standard(NMS)</b>		
	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Reading</b>	98	97	99
<b>Writing</b>	97	97	99
<b>Spelling</b>	97	95	99
<b>Grammar and Punctuation</b>	98	95	96
<b>Numeracy</b>	97	97	96
<b>Year 7</b>	<b>% of students who achieved the National Minimum Standard(NMS)</b>		
	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Reading</b>	100	98	98
<b>Writing</b>	100	96	100
<b>Spelling</b>	100	96	100
<b>Grammar and Punctuation</b>	92	96	100
<b>Numeracy</b>	100	100	100

## PARENT SURVEY: Building a Positive School Community

	1. Strongly disagree	2. Disagree	3. Don't know	4. Agree	5. Strongly agree					
How much do you agree that:	1	2	3	4	5					
1. The school respects and values my family's beliefs and wishes	0.5%	2.5%	6%	57%	34%					
2. The school provides a safe and secure environment for my child	0.5%	2%	0.5%	45%	52%					
3. I feel I can participate in decisions that affect my child at school	2%	8%	12%	59%	19%					
4. I am satisfied with the way the school communicates with me	2%	6%	7%	61%	24%					
5. I feel welcome when visiting my child's school	1%	2%	2%	59%	36%					
6. I feel that my child's teacher cares about my child	1%	0.5%	4%	55%	40.5%					
7. I am comfortable talking with my child's teacher about my child	0.5%	1%	4%	49%	45.5%					
8. I know how to help my child do well in school	0%	4%	12%	60%	24%					
9. I am satisfied with how my child is progressing socially, emotionally and behaviourally	1%	3%	11%	56%	29%					
10. The school sets clear high expectations for student behaviour	0.5%	4%	16%	54.5%	25%					
11. I feel comfortable asking staff about parenting and child development	1%	6%	22%	49%	22%					
12. School staff are supportive of parents who may be experiencing particular challenges in their life	2.5%	2.5%	35%	47%	13%					
13. School staff are respectful and sensitive to children experiencing social, emotional and behavioural difficulties	3%	3%	25%	46%	23%					
14. Children at the school have someone they can talk to if they need help or advice	1%	3%	22%	57%	17%					
15. The school makes use of outside support services to assist children who are facing difficulties	2%	4%	49%	34%	11%					

	1. Not at all important	2. Somewhat important	3. Important	4. Very Important	5. Extremely Important	(No. of responses 180)
How important is it that...	1	2	3	4	5	
1. Your child learns about different cultures, families and ways of living	1%	5%	33%	39%	22%	
2. Your child learns about where to go and how to ask for help when they need it	0.5%	0%	8%	23%	68%	
3. Your child participates in activities that promote positive relationships among all children	0.5%	0%	10%	36%	54%	
4. The school provides information about parenting and child development	1%	10%	30%	36%	24%	
5. The school provides opportunities for parents to develop support networks (e.g. meeting other families)	2%	20%	39%	28%	11%	
6. The school provides opportunities for families to engage in activities involving their child	1%	7%	38%	37%	17%	
7. The school assists children and families to get help in relation to mental health difficulties	2%	4%	21%	32%	41%	

### What would you like to know more about?

Getting more involved with the school	21%	Getting more involved with the community	14%
Access to community health services	18%	Parenting Information	25%
Child development and learning	62%	Children's wellbeing and mental health	57%
Cultural diversity and inclusion	24%	The KidsMatter initiative	21%
Managing challenging behaviour	44%	Building resilience	53%
Dealing with bullying	65%	Dealing with trauma	24%
Cybersafety	56%	Healthy family relationships and separation	26%
Others	4%		

We will look to address some of this concerns through Hot Topics and speakers.

## STUDENT SURVEY: Building a Positive School Committee R – 3

**1. Not True   2. Somewhat True   3. Very True** [Average number of responses: 160]

Liking School	1	2	3
1. I like this school.	6	17	139
2. I look forward to coming to school.	12	31	117
3. I feel happy at school.	6	15	140
Feeling Safe			
1. My teachers care about me.	7	15	133
2. I feel safe at this school.	5	21	130
3. If I have a problem I can talk to my teacher.	6	21	128
Social Skills			
1. I can cheer up someone who is sad.	10	25	123
2. I listen when other people talk.	1	33	123
3. I always take turns and share with others.	4	19	131
Friends			
1. Other children help me at school.	10	27	133
2. I have at least one friend who cares about me.	11	14	133
3. I have friends to play with at lunch times.	7	11	140
Me			
1. I like myself.	0	0	162
2. I always try my best at school	2	10	149
3. I feel happy most of the time.	4	32	123



## STUDENT SURVEY: Building a Positive School Committee Years 4 – 7

1. **Not True**   2. **Somewhat true**   3. **Very true**      [Average number of Responses: 213]

	<u>1</u>	<u>2</u>	<u>3</u>
1. I feel that I belong at this school.	0	52	167
2. Teachers and students at my school respect each other.	2	76	139
3. My school knows how to deal with bullying and harassment problems.	15	71	133
4. I feel safe at this school	1	48	168
5. My school cares about me as an individual.	13	70	133
6. Students at this school get along with each other.	7	131	77
7. My teachers listen to me and value my opinions.	6	62	147
8. We learn about making friends and managing our emotions	11	64	138
9. We get a chance to practise building friendships and managing our emotions.	8	73	131
10 I don't give up when things are difficult.	7	69	136
11. I know how to manage my emotions when things are difficult.	12	94	105
12. I talk to someone when I have a problem that I need help with	13	85	114
13. My teachers encourage me to take on new challenges.	5	35	169
14. Teachers help students who are worried or upset.	2	45	164
15. There are teachers students can go to if they are worried or upset	8	70	132
16. I would go to a teacher if I needed help.	11	79	121
17. I can tell when a student is upset or worried.	6	49	156
18. I know how to help a friend who is upset or worried.	3	42	163
19. My school helps the parents of students who are worried or upset.	18	76	113

## STAFF SURVEY: Building a Positive School Community

**1. Strongly disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree**

[Average number of responses: 30 staff]

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Supporting students' mental health and wellbeing is a central part of my role.	0%	0%	7%	13%	80%
2. Our school can make a real difference towards improving students' mental health and wellbeing.	0%	0%	0%	23%	77%
3. Supporting students' mental health and wellbeing helps reduce behavioural problems and improves their academic learning outcomes.	0%	0%	7%	26%	67%
4. I understand who makes up our school community and what's important to them	0%	0%	13%	40%	47%
5. Making the time to get to know students is a priority for me.	0%	0%	0%	17%	83%
6. I feel valued and respected at our school.	3%	3%	17%	50%	27%
7. Relationships between staff members are respectful and responsive.	0%	0%	10%	53%	37%
8. Relationships between staff and students are respectful and responsive.	0%	0%	10%	45%	45%
9. Relationships between staff and families are respectful and responsive	0%	0%	10%	53%	37%
10. Members of our school community feel welcome and included, and this is reflected in our policies and practices.	0%	0%	10%	57%	33%
11. Our school has specific policies and practices that promote inclusion and a safe environment.	0%	0%	20%	50%	30%
12. Our school communicates in a variety of ways to meet the diverse needs of our students and families.	0%	0%	14%	52%	34%
13. The contributions of diverse cultures and groups are encouraged in our school.	0%	3.5%	10.5%	48%	38%
14. Our school offers diverse opportunities for students and families to participate in a range of activities (e.g., special projects, social and community activities).	0%	7%	21.5%	45%	27.5%
15. Our school provides opportunities for all members of the school community to share their views and contribute to school decisions.	0%	3%	38%	38%	21%