



Whitefriars Catholic School

School Performance Report 2019

Principal's Report

In 2019, Whitefriars Catholic School became a Reception to Year 6 Catholic school. Whitefriars Catholic School had 17 classes with 417 children in the February census and 429 children in Term 3 due to the re-introduction of a Term 3 Reception intake.

Whitefriars Catholic School experienced a strong enrolment trend with 83 Reception children commencing across four classes.

In 2019, Whitefriars continued to provide four specialist areas. There was a significant change in our specialist subjects as Music and Dance and Drama moved from two separate specialist areas and amalgamated into Performing Arts to make way for a Science specialist subject. Therefore in 2019, the school provided a specialist teacher in Science, Performing Arts (Music/Dance/Drama), Physical Education and Italian.

In addition, we allocated Positions of Responsibility (POR) in Science, Technology Engineering and Mathematics (STEM) coach, Mathematics, Digital Technologies and Well-Being.

My report is based on the nine domains of the Continuous Improvement Framework that guides our 3-year Strategic Plan and Annual Improvement Plan. Within each domain we are working towards a number of directions as part of our continuous improvement as a school community.

Domain 1: Catholic Identity

1A. Continue to deepen the understanding and sense of Catholic identity within the school community

1B. Discern and implement approaches to support staff spiritual and religious formation

1C. Continue to foster a contemporary Religious Education Program

1D. Promote ecological awareness, respect for the environment and sustainable values and behaviour

In this we...

- Continued work on deepening the prayer life of the community through Tuesday morning Community Prayer, liturgies, Masses - encouraging children, parents and staff to be actively involved, as well as regular class prayer. In 2019, Community Prayer was moved to Monday morning to enable the school to come together and begin the week with prayer.
- Continued, through social justice initiatives, to develop student awareness of reaching out to others as a vital aspect of our mission as a Catholic School. These included attending the Caritas (Project Compassion) launch and fundraising for Project Compassion, 'Walk a Mile in my Shoes' for Hutt Street, and 'Action Hour'. As our Deputy Principal, Susan Hennessy, participated in the Catholic School Leaders St Vincent de Paul Sleep Out, money from the Action Hour went towards helping the homeless. As a school we also supported St Vincent de Paul Winter and Christmas appeals.
- Began familiarising ourselves and planning with the new RE curriculum Crossways Re-design, in conjunction with the other 8 schools in the Catholic North Western Community. The Assistant Principal in Religious Identity and Mission (APRIM) met with class teachers each term to develop 'Understanding by Design' planning in Religious Education using the new Crossways.
- Continued to develop ecological awareness across our school community by promoting blue bins for general waste and yellow bins for recycling. We maintained a vegetable garden and had a Year 6

Christian Leadership group focussing on sustainability and proactively raising ecological awareness at assemblies.

- Continued our Year 6 *Journey to Emmaus* Leadership program on Christian leadership and justice and included practical actions to support refugees and others.
- Involved 27 families from our community in our Parish Sacramental Program.

Domain 2: Focused Vision and Goals

2A. Aligned strategic direction and goals

2B. Further develop school coherence

In this we....

- Continued to implement the second year of our 3-year Strategic Plan.
- Established and evaluated the Annual Improvement Plan in the 9 Domains of the Continuous Improvement Framework.
- Provided whole school professional learning in 'Supporting Children with Dyslexia and Significant Reading Difficulties' in Semester 1, 2019.
- Provided whole school professional learning in 'Reading to Learn' in Semester 2, 2019.
- Consistently used Numerical Acumen from Years 2 to 6.
- Continued adopting the MAPPEN Curriculum Framework and 'Understanding by Design' planning framework.
- Provided professional learning in STEM through 2 CESA STEM Projects called Think, Design Make Project, and Designing STEM Inquiries
- CESA Implementing Digital Technologies Curriculum Project

Domain 3: Strong Leadership

3A. Establish Broad Learning Improvement Teams

3B. Promote parent and Parish leadership

In this we:

- Principal, Deputy Principal, APRIM and Key Literacy Teacher met weekly as part of the Leadership Team.
- Appointed 4 Positions of Responsibility leaders: STEM Coach, Mathematics, Digital Technologies and Well-Being who were part of the Learning Improvement Team. POR leaders met twice a term with the Leadership Team to steer the direction of the school.
- Worked with an active Parents & Friends Committee who promoted community connections and raised \$5267 for the school.
- Parent Leadership in the school has continued to strengthened with ten parent on the School Board, 2 parents on the Finance Committee, 4 Parents on the Sports Network Committee.
- Initiated 'Being Church' meetings each term to connect the life of the school and Church as one Parish and strengthen Parish Leadership.

Domain 4: High Expectations of All

4A. Increase communication between teachers and parents

4B. Consistent and regular communication about student learning

In this we:

- Consolidated our 'Meet the Teacher' Evening with a 60% parent attendance.
- Sent out an end of year Parent Survey using Survey Monkey to seek feedback on how we can further improve our school.
- Continued to use SkoolBag as a form of electronic communication.
- Consolidated the use of Seesaw from R-4 and increased the frequency of communication.

- Continued to use Edmodo in Years 5 and 6.
- Offered 2 mornings for the community to see the school in action and make learning more visible (Catholic Education Week & STEM Showcase).

Domain 5: High Quality Teaching and Learning

5A. Improve effectiveness of lesson delivery

5B. Consistency in planning across year levels

5C. Promote Reggio Emilia principles

5D. Increased use of Pedagogies of Entitlement (Teaching & Learning Cycle)

5E. Develop a deeper understanding of STEM

In this we:

- Supported the development of oral language skills for children in the Early Years by releasing Carmela Sartoretto one day a week.
- Provided opportunities for Teacher Observation and Feedback to be completed by a broad range of leaders in our school.
- Reviewed and promoted the 'Agreed Practices' in English and Mathematics and established a consistent practice of pre and post tests.
- Deepened our knowledge of the 'Understanding by Design' planning framework.
- Consolidated and reviewed the use of online program *MAPPEN*.
- Took part in the *Numerical Acumen* program that supports student development in mental calculation strategies. Whitefriars Catholic School gained 3rd place, along with many individual students receiving awards.
- Used model texts to deconstruct text structure and language features.
- Used functional grammar to unpack a text to reveal the language patterns.
- Deepened teacher understanding of how their current teaching covers STEM.
- Consolidated the school Digital Technologies Scope and Sequence.
- Participated in the CNWC STEM Focus Day.
- Held a Science/STEM Showcase at the end of Term 3.
- Purchased resources for robotics/coding: osmo, spheros, makey makey, blue bots, etc
- Released four teachers to participate in the Think, Design Make CESA Project: Pina Condo, Rossana Rositano, Michael Head, Danielle Pedler.
- Released four Reception Teachers to participate in the Designing STEM Inquiries: CESA Project: Sara Gipps, Adriana Torquati, Abbie Davison, Sonia ReTedesco.
- Took part in the Catholic Education South Australia (CESA) Implementing Digital Technologies Curriculum Project with the leadership of Pina Condo as POR in Digital Technologies.
- Participated in Professional Learning Teams within the Catholic North Western Community cluster.
- Established Professional Learning Teams within Unit Year level groups at school.
- Commenced an biennial Photographer in Residence with Year 5/6 children

Domain 6: Effective Use of Data

6A. Greater use of data to support teaching and learning

In this we:

- Provided teachers with 3 to 4 Staff Meetings per term to meet as Professional Learning Teams to analyse data to inform teaching and learning.
- Deepened our knowledge of Nationally Consistent Collection of Data (NCCD) through detailed Individual Education Plan (IEP) format, provided greater differentiation and ensured that each IEP was evaluated.
- Introduced Scorelink to electronically track children learning progress with agreed benchmarks.

Domain 7: Safe and Orderly Learning Environments

7A. Implement 'Be You' Framework

7B. Deepen understanding of Restorative Practices

In this we:

- Began working with a regional 'Be You' Framework Coordinator to further develop a positive school community and the social and emotional learning for students.
- Re-introduced the Chaplaincy Program
- Consolidated the teaching of Friendly Schools Plus as the social emotional learning program.
- Promoted a positive school community through greater use of house points and Community Spirit Awards.
- Consolidated the student behaviour electronic database using One Note.
- Consolidated the Behaviour Well-Being Procedures for class behaviour and yard behaviour using Restorative Practice and Choice Theory models.

Domain 8: Strong Home, School, Community Engagement

8A. Increase parental engagement

8B. Promoting parent participation from diverse cultural background

8C. Increase Early Years engagement with families

8D. Foster involvement of children in curriculum extension activities

In this we:

- Further developed 'Meet the Teacher Night' with a 60% parent participation.
- Increased the frequency of the Seesaw communication for Reception to Year 4.
- Provided the opportunity for 2 open mornings to make learning visible in Catholic Education Week and at the Science/STEM Showcase.
- Provided parent sessions on Cyber Safety, NAPLAN Online and Made in the Image of God.
- Nominated a chairperson for Parents and Friends and with P&F support coordinated a School Picnic, Mother's Day Afternoon Tea, Bingo Bonanza Night, Fathers' Day Breakfast, School Disco and Year 6 Graduation Party.
- Provided 'After School Sport' opportunities through basketball, netball and football and introduced soccer for Reception and Year 1 children.
- Consolidated the Reception Transition times for all Reception children ranging from one to two terms, weekly for two and half hours, with an early childhood teacher and an ESO curriculum staff member.
- Further developed our Playgroup Program.
- Continued to be part of Supported Playgroup in Catholic Education (SPICE).
- Continued to allocate ESO time to promote Children's University to support the 30 children participating.
- Promoted and broadened after school sport opportunities e.g. Ready, Set, Go (Netball for Year 1 children) and Mini Tennis through Sporting Schools.

Domain 9: Effective Administration and Resourcing

9A. Maximise use of resources

9B. Clear policies and procedures

In this we:

- Worked closely with Catholic Education Office Finance Team to update the 5-year financial plan.
- Purchased 41 Beaufort St.
- Held meetings between the Principal and the Finance Officer fortnightly.
- Held Finance Committee Meetings.

- Reviewed the Auditor's Report.
- Continued the three-year cycle of purchasing 110 -115 iPads per year.
- Completed self-review School Registration.
- Developed policy and procedural documentation review cycle every three years.

VALUE ADDED PROGRAMS AND SERVICES

Counselling Program

In 2019, Whitefriars Catholic School continued to provide a counsellor for our school community through Centacare one day a week. This service was used by a number of children and their families.

Chaplaincy Program

In 2019, Whitefriars Catholic School re-introduced the Chaplaincy Program and a Chaplain was appointed one day a week.

Social Workers in the Education Field Placement

In 2019, Whitefriars Catholic School commenced placing 2 Flinders University student per semester to complete 500 hours of work experience each supporting the well-being of our children.

ICT Technician

In 2019, Whitefriars Catholic School continued to be part of the CESA ICT Support network and paid to have an ICT Technician on site 2 days a week to support the 1:1 iPad Program from Year 2 to Year 6, as well as maintaining our internet.

After School Sports

Through the generosity of our parent volunteers, our school has been able to continue providing a range of after school sports. Basketball from Year 2 to 6, netball from Year 2 to 6, football from Year 1 to 6. In 2019, we re-introduced soccer for children in Reception and Year 1. It was wonderful to have around 180- children representing Whitefriars Catholic School across the four sports. In 2019, The PE teacher was provided with an increased amount of time to coordinate after school sports, as well as sporting carnivals.

Instrumental Music Program

In 2019, we had around 80 children learning one of seven musical instruments (piano, keyboard, voice, drums, guitar, violin or flute). In Term 4, our Instrumental Night was held in the newly established Performing Arts Room.

Outdoor Education

In 2019, children in Year 2 participated in a sleepover at school in Mary MacKillop Centre. The Year 4 children had a two-day camp at West Beach Caravan Park and the Year 5 and 6 children took part in a three-day camp at Mylor Baptist Centre. These experiences promote fun, well-being, and independence beyond the activities within a school day.

Canteen

Our canteen continues to provide a valuable service to our community through the availability of recess and lunch four days a week.

Out of School Hours Care (OSHC)

YMCA continued to provide a valuable service in offering quality Before and After School and Vacation Care programs. The service is licenced for 60 children to meet community needs. The service was assessed in 2018, achieving a high standard in two out of the seven criteria, and met expectation in the other five.

WORKFORCE COMPOSITION OF STAFF AT WHITEFRIARS CATHOLIC SCHOOL

- 4 members of the Leadership Team (Principal, Deputy Principal, Assistant Principal Religious Mission and Identity and Key Literacy Teacher).
- 13 Full-time teachers and 14 part-time teachers covering 17 classes, 4 specialist subjects, English as an Additional Language, Oral Language support and 4 positions of responsibility).
- There were 13 non-teaching staff members covering administration, finance, curriculum support, library, maintenance, work health and safety.
- There were no indigenous members of staff.

STAFF RETENTION

- At the end of 2019, Whitefriars Catholic School had 92.5% staff retention and this continues to be strong.
- 3 out of 40 staff members left our school community: Our temporary Science Teacher and two part-time replacement class teachers.
- In the middle of 2019 one of our long standing teachers, Gerald Reith, retired
- Angela Scodella who was our APRIM won a Deputy Principal position at St David's Parish School.

TEACHER QUALIFICATIONS

In 2019

- There were 27 teachers and members of the Leadership Team.
- 27 teachers hold a Bachelor of Education.
- In addition, 3 Members of the Leadership Team (Principal, Deputy Principal, APRIM) hold a Master Degree.

STUDENT PROFILE

Total Enrolments (August Census)	429
Girls	217
Boys	212
Full Time Equivalent	429
Indigenous Students	0
Students with disability	14

The 2019 (August Census) enrolments were made up of the following year level cohorts:

Reception	95
Year 1	68
Year 2	63
Year 3	48
Year 4	55
Year 5	42
Year 6	58

Student Attendance

YEAR LEVEL	TERM 1 %	TERM 2 %	TERM 3 %	TERM 4 %
RECEPTION	94.84	92.77	93.50	92.57
YEAR 1	94.12	94.34	94.57	92.16
YEAR 2	92.26	93.31	93.63	92.17

YEAR 3	95.80	94.98	95.44	91.66
YEAR 4	94.11	95.67	93.93	92.52
YEAR 5	95.66	95.67	96.67	94.51
YEAR 6	95.40	93.29	93.86	91.20
Average	94.60	94.29	94.51	92.40

Benchmark Results

Year 3	% of students who achieved the National Minimum Standard(NMS)		
	2017	2018	2019
Reading	95	94	98
Writing	98	96	100
Spelling	100	98	98
Grammar and Punctuation	100	98	96
Numeracy	100	100	100
Year 5	% of students who achieved the National Minimum Standard(NMS)		
	2017	2018	2019
Reading	98	97	100
Writing	97	95	100
Spelling	98	100	100
Grammar and Punctuation	97	97	100
Numeracy	100	97	98

SCHOOL INCOME

Government Federal	3,416,308
Government State	1,049,695
Composite Fee, IT Levy & Building Fund	386,615
Tuition fees	612,455
Student Fees	71,746
Other Recurrent	267,410
TOTAL	5,804,229

SCHOOL COMMUNITY SURVEY SATISFACTION

At the end of 2019, this Family/School Partnership Survey was placed on on Survey Monkey. There were only 28 responses so as school we will be looking to increase responses in 2020.

	All the time	Most of the time	Some of the time	Rarely	Never
Satisfaction with Pastoral Care					
Does the school give daily witness to our Catholic identity and Christian values?	16	11	0	0	0
Does the school welcome and support members of the school community?	19	9	0	0	0
Satisfaction with quality service standards					
Are you satisfied in the way in which your child is looked after and supported by the school?	9	17	2	0	0
Do you feel that the school addresses your enquiries promptly?	9	17	2	0	0
Does the school follow up well with harassment and bullying matters?	6	12	8	1	0
Do you find the staff approachable and friendly?	8	16	4	0	0
Does our communication keep you well informed?	9	16	2	1	0
Would you recommend the school to new parents or friends?	14	12	2	0	0
Satisfaction with Teaching and Learning					
How satisfied are you with the resources and technology of the school?	8	16	4	0	0
Do you feel the school is offering the right type of learning for your child?	4	21	2	1	0
Do you feel that your child is sufficiently challenged in their learning?	6	12	9	1	0
Do you feel that this school looks for ways to improve?	7	14	6	1	0
Do you feel that this school takes parents' opinions seriously?	9	7	11	0	0
Do teachers at this school motivate your child to learn?	7	14	7	0	0
Are your child's learning needs being met at this school?	6	17	4	1	0
Does the school work with you to support your child's learning?	19	7	9	1	0

Conclusion and Thank you

I thank the staff for their professional, respectful and caring approach and for providing quality teaching and learning experiences for our children. Their commitment to continuing God's mission through our Josephite lens is a great gift to Whitefriars Catholic School.

I thank Fr Charles Lukati, our Parish Priest and Fr Long Hai Nguyen, our Assistant Parish Priest, and the Parish staff for their support to our school and parish community.

I thank our Deputy Principal, Susan Hennessy. Her leadership and professionalism is exemplary and we continue to learn from one another and challenge ourselves to continue improving our leadership for the children and the whole Whitefriars Catholic School community.

I thank Angela Scodella, Josh Page and Natalie Cameron for their roles during the year as APRIM and Key Literacy teacher. Their guidance and leadership is very much appreciated.

A special gratitude to both Angela Scodella and Gerald Reith for serving this community for 20 to 25 years respectively. They have both continue to build our school community in their time with us and now wish them both well in their new journeys.

I thank Rick McCleave for his constant support of this school community as a chairperson of the School Board and to Jo Karidis for her role as chairperson of Parents and Friends.

We have many volunteers at our school and I thank all of our volunteers who, as parents, grandparents and wider community members, give generously of their time, talents and insights in so many different ways. I especially thank the School Board and Parent and Friends for their efforts in working to continue building our community.

Thank you to following leaders in our school community who served on the School Board in 2019:

1. Rick McCleave (Chairperson)
2. Samara Bell (Parent Rep)
3. Celeste Dwarka (Parent Rep)
4. Amanda Fletcher (Parent Rep)
5. Jo Karidis (Parent Rep)
6. Julie Lawson (Parent Rep)
7. Jade Lehmann (Parent Rep)
8. Garima Metha (Parent Rep)
9. Pania Rawlins (Parent Rep)
10. Andreia Santos (Parent Rep)
11. Libby Suter (Parent Rep)
12. Natalie Cameron (Staff Rep)
13. Susan Hennessy (Deputy Principal)

Kind regards
Frank Congedi
February 2020