



Whitefriars Catholic School

School Performance Report 2020

Principal's Report

In 2020, Whitefriars Catholic School is continuing to sustain a strong enrolment trend with 80 Reception children. Whitefriars Catholic School began with 18 classes with 456 children in the February census and 474 children with the Term 3 Reception intake.

In 2020, Whitefriars Catholic School continued to provide four specialist areas: Science, Performing Arts (Music/Dance/Drama), Physical Education and Italian.

The school is supported by a broad leadership Team named Learning Improvement Team:

1. Principal – **Frank Congedi**
2. Deputy Principal – **Susan Hennessy**
3. APRIM – **Joshua Page**
4. Key Literacy Teacher/Leader of Pedagogy (POR) – **Natalie Cameron**
5. STEM Coach/Digital Technologies (POR)- **Pina Condo**
6. Mathematics (POR) – **Rosanna Rositano**
7. Well-Being Coordinator - **Grace Loizos**

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 to focus on prayer as a school community. Although COVID-19 affected the regularity of 'Community Prayer', our APRIM continued to organise community prayer for classes and this was sent out via SeeSaw each week. Masses and liturgies were also heavily affected. Once they were allowed to re-commence, Masses were held with only one class each week attending Church.
- Continued our Year 6 *Journey to Emmaus* Leadership program on Christian leadership and justice and included practical actions to support refugees and others. Held our sacramental celebration in November 2020, after a COVID-19 delay, with the majority of the 27 families from our community completing the Sacramental Program. Others opted to complete the sacraments of initiation in 2021.
- Held Spiritual Development Day for our staff at the Mary MacKillop Precinct. St Patrick's School and Whitefriars Catholic School Leadership Team planned and delivered a day to learn more about the life of Mary of the Cross MacKillop and the Sister of St Joseph of the Sacred Heart through the Museum and a walk in the area of Norwood.
- Continued to focus on 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 and 'Action Hour'. The school raised around \$2000 during Action hour, which supported Catholic Charities and the Mary MacKillop Foundation. As a school, we also supported St Vincent de Paul Winter and Christmas appeals.

- Continued to plan with the new RE curriculum Crossways. The Assistant Principal in Religious Identity and Mission (APRIM) met with class teachers to develop 'Understanding by Design' and to plan in Religious Education using the new Crossways. In addition, together with the other eight schools in the Catholic North Western Community, all class teachers were placed in Learning Teams across different school to share their teaching and planning in the new Crossways.
- Continued to develop ecological awareness across our school community by promoting blue bins for general waste, yellow bins for recycling and green bins for food scraps. We maintained a vegetable garden and had a Year 6 Christian Leadership group focussing on sustainability and proactively raising ecological awareness at assemblies.

Domain 2: Focused Vision and Goals

2A. Aligned strategic direction and goals

2B. Further develop school coherence

In this we....

- Continued to implement the third and final year of our 3-year Strategic Plan.
- Established and evaluated the Annual Improvement Plan in the nine domains of the Continuous Improvement Framework (CIF).
- Introduced MultiLit Program; for students who required intervention in Literacy. InitialLit in Reception, Mini-Lit and MacqLit for children in Year 1 to 6.
- Provided whole school professional learning in 'Reading to Learn' with the support of our EALD teacher Kerry Hesketh and the Year 2/3 Teachers.
- Consistently used Numerical Acumen from Years 2 to 6.
- Children from Year 2 to 6 were supplied with an iPad to support their learning.
- Continued to adopt the 'Understanding by Design' planning framework.
- Strengthened our agreed practices in assessment.

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 3 Positions of Responsibility leaders: STEM Coach, Mathematics, Digital Technologies 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. This group was also joined by the Well-Being Coordinator.
- Worked with an active Parents & Friends Committee but many activities had to be cancelled due to COVID-19 restrictions.
- Parent Leadership in the school has remained strong with ten parents on the School Board, two parents on the Finance Committee, four parents on the Sports Network Committee.
- Strengthened 'Being Church' meetings each term to connect the life of the school and Church as one Parish and to 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 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 STEM Showcase for children to share their learning.

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:

- Planned in units as Professional Learning Teams, meeting 3 to 4 times per term. Also being released together as a unit through specialist timetable.
- Provided opportunities for 'Smart Borrowing' of releasing teachers to observe other teachers in a nominated area.
- Promoted the 'Agreed Practices' in English and Mathematics and established a consistent practice of pre-test and post-test.
- Supported the development of oral language skills for children in the Early Years by releasing Carmela Sartoretto one day a week.
- 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 Learning Teams within the Catholic North Western Community cluster.
- Established Professional Learning Teams within Unit Year level groups at school.

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 Personal Learning Plans (PLP), providing greater differentiation and ensured that each PLP was evaluated.
- Continued to use 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:

- Used the 'Be You' Framework to foster a positive school community and promote the social and emotional learning for students.
- Continued the Chaplaincy Program
- Continued the '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.
- Maintained 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:

- Held 'Meet the Teacher Night' with a 60% parent participation.
- Maintained close communication with parents during COVID-19
- Increased the frequency of the Seesaw communication for Reception to Year 4.
- Provided an opportunity for parents to see the Science/STEM Showcase.
- Provided parent sessions on Cyber Safety and Made in the Image of God.
- Use a Parent Initiative in Education (PIE) Grant to offer 3 sessions called 'Working with Parents' with allied professionals: Speech Therapist, Occupational therapist and Psychologist.
- Provided 'After School Sport' opportunities through basketball, netball and football.
- Consolidated the Reception Transition times for all Reception children, included weekly visits for one to two terms, for two and half hours per week. An early childhood teacher and an ESO curriculum staff member worked with the children.
- Further developed our Playgroup Program in a new room. Continued support of 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:

- Purchased 32 Ranelagh St, Woodville Park.
- Held meetings between the Principal and the Finance Officer fortnightly.
- Held Finance Committee Meetings, twice per term.
- 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.

The 2018-2020 Strategic Plan reached its conclusion and a new 2021-2023 Strategic Plan has been established using the CESA Living, Learning, Living Framework and Continuous Improvement Framework.

VALUE ADDED PROGRAMS AND SERVICES

Counselling Program

In 2020, Whitefriars Catholic School continued to provide a counsellor one day per week for our school community through Centacare. This service was used by a number of children and their families.

Chaplaincy Program

In 2020, Whitefriars Catholic School continued a Chaplain one day a week.

Social Workers in the Education Field Placement

In 2020, Whitefriars Catholic School continued placing two Flinders University students per semester, to complete 500 hours of work experience, each supporting the well-being of our children.

ICT Technician

In 2020, Whitefriars Catholic School continued to be part of the CESA ICT Support network and increased the ICT Technician on site from 2 days a week 2.5 days a week. Their support provided in 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. Due to COVID-19 Soccer had to be cancelled. In 2020, the PE teacher continued to be provided with an increased amount of time to coordinate after school sports, as well as sporting carnivals.

Instrumental Music Program

In 2020, we had over 100 children learning a musical instrument (piano, keyboard, voice, drums, guitar, violin or flute). In Term 4, we held our annual Instrumental Music evening over a number of sessions.

Outdoor Education

In 2020, children in Year 2 participated in the school's sleepover in the Mary MacKillop Centre. The Year 4 teachers had planned a two-day camp at West Beach Caravan Park but it had to be cancelled due to Covid. The Year 5 and 6 children participated in an Aquatics day at West Lakes. 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 School, After School and Vacation Care programs. The service licence was increased to 90 children to meet community needs, especially during Vacation Care excursion days.

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/Leader of Pedagogy).
- 15 Full-time teachers and 14 part-time teachers covering 18 classes, 4 specialist subjects, English as an Additional Language, Oral Language support and three positions of responsibility).
- There were 13 non-teaching staff members covering administration, finance, curriculum support, library, maintenance and work health and safety.
- There were no indigenous members of staff.

STAFF RETENTION

In 2020, Whitefriars Catholic School appointed Adriana Torquati, Suzie Fordham and Grace Loizos as permanent teachers.

At the end of 2020, Whitefriars Catholic School had 86% staff retention and this continues to be strong. Four teachers and two ESO staff members completed their time

- Our Deputy Principal Susan Hennessy won the Principal position at Rosary, Prospect
- Our Key Literacy Teacher/Leader of Pedagogy Natalie Cameron won the Deputy Principal Head of Primary Campus at Nazareth College
- Claudia Withey won a permanent position at Rosary, Prospect
- Sarah Ryder won a permanent position at Tree Top School for Autism
- Ellie Gillard and Daniel Faulks both graduated as teachers and completed their time as Curriculum ESO

TEACHER QUALIFICATIONS

- In 2020, there were 29 teachers plus members of the Leadership Team.
- All 29 teachers hold a Bachelor of Education.
- In addition, three Members of the Leadership Team (Principal, Deputy Principal, APRIM) hold a Masters Degree.
- The Key Literacy Teacher/Leader of Pedagogy and another teacher on the Aspiring Leaders Program commenced Master in Educational Leadership and Masters in Religious Leadership.

STUDENT PROFILE

Total Enrolments (August Census)	474
Girls	240
Boys	234
Full Time Equivalent	474
Indigenous Students	3
Students with disability	20

The 2020 (August Census) enrolments were made up of the following year level cohorts:

Reception	97
Year 1	83
Year 2	77
Year 3	63
Year 4	55
Year 5	56
Year 6	43

Student Attendance

YEAR LEVEL	TERM 1 %	TERM 2 %	TERM 3 %	TERM 4 %
RECEPTION	79.6	95.2	94.4	93.0
YEAR 1	78.8	95.2	95.2	94.6
YEAR 2	80.9	95.3	95.4	94.4
YEAR 3	80.3	94.2	94.6	94.8
YEAR 4	84.9	95.6	95.7	95.5
YEAR 5	82.3	96.4	96.0	94.4
YEAR 6	84.1	95.9	95.6	94.6
Average	81.2	95.3	95.2	94.4

Benchmark Results

In 2020, NAPLAN online was cancelled due to COVID-19

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

2020 SCHOOL INCOME

Government Federal	3,692,985
Government State	1,186,079
Composite Fee	293,104
Tuition fees	692,108
Student Fees	32,672
Other Recurrent	83,700
COVID-19 Adjustments	996,191
CEO Salary Adjustments	166,740
Capital – Building Fund	144,309
TOTAL	7,287,880

SCHOOL COMMUNITY SURVEY SATISFACTION

At the end of 2020, this Family/School Partnership Survey was sent out to families and we had 42 responses.

	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?	29	10	1	0	0
Does the school welcome and support members of the school community?	31	10	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?	25	15	1	0	0
Do you feel that the school addresses your enquiries promptly?	23	17	0	1	0
Does the school follow up well with harassment and bullying matters?	22	9	5	0	0
Do you find the staff approachable and friendly?	26	12	3	0	0
Does our communication keep you well informed?	29	10	2	0	0
Would you recommend the school to new parents or friends?	34	6	1	0	0
Satisfaction with Teaching and Learning					
How satisfied are you with the resources and technology of the school?	25	14	2	0	0
Do you feel the school is offering the right type of learning for your child?	21	16	2	2	0
Do you feel that your child is sufficiently challenged in their learning?	19	13	8	1	0
Do you feel that this school looks for ways to improve?	23	13	4	1	0
Do you feel that this school takes parents' opinions seriously?	20	15	7	0	0
Do teachers at this school motivate your child to learn?	23	13	4	0	0
Are your child's learning needs being met at this school?	22	17	1	1	0
Does the school work with you to support your child's learning?	21	15	3	2	0

Conclusion and Thank you

As school, we are continuing to build a school community that provides a caring learning environment. Staff, together with our families, continue to nurture the children at our school to help them fulfil their potential. 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 in this community has continued to flourish and it has led to her winning a Principal role at Rosary School, Prospect.

I thank Josh Page for his support as APRIM fostering a strong Catholic Identity and a contemporary Religious Education program

I thank our Key Literacy Teacher/ Leader of Pedagogy Natalie Cameron for her leadership in this school community in the area of Literacy, assessment and data.

I thank Rick McCleave for his constant support of this school community as 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 those 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 2020:

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. Jade Lehmann (Parent Rep)
7. Garima Metha (Parent Rep)
8. Pania Rawlins (Parent Rep)
9. Andreia Santos (Parent Rep)
10. Lina Sotiropoulos (Parent Rep)
11. Natalie Cameron (Staff Rep)
12. Susan Hennessy (Deputy Principal)

Kind regards
Frank Congedi
February 2021