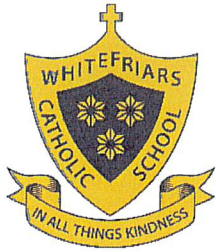


Whitefriars Catholic School

45 Beaufort Street
Woodville Park 5011

2021 Annual General Meeting

1st March 2022



Whitefriars Catholic School
School Performance Report 2021
Principal's Report

In 2021, Whitefriars Catholic School is continuing to grow in enrolment numbers with strong enrolment trend in Reception. Whitefriars Catholic School began the year with 20 classes with 508 children in the February census and then added a class of Term 3 Reception totally 536 children for the August Census.

To accommodate our enrolment growth, and the fact that the school moved from 18 classes to 20 classes at the beginning of the year, we demolished the house which the school bought in 2018 (34a Ranelagh St) adding 800 square meters to accommodate 3 transportables to house the Year 3 classes and provide additional playing space.

In 2021, Whitefriars Catholic School appointed 4 Positions of Responsibility leaders:

1. Leader of Learning
2. STEM Coach Digital Technologies
3. Mathematics Leader
4. Well-Being Leader

Whitefriars Catholic School is led by a broad leadership Team named Quality Performance Team:

1. Principal – **Frank Congedi**
2. Deputy Principal – **Catia Frasca**
3. APRIM – **Joshua Page** (Term 1) Acting REC – **Josie Minorchio** (Terms 2,3,4)
4. Leader of Learning (POR) – **Phuong Chi Twigden**
5. Mathematics Leader (POR) – **Rossana Rositano**
6. STEM Coach/Digital Technologies Leader (POR)- **Pina Condo**
7. Well-Being Leader (POR) - **Grace Loizos**
8. English as Additional Language and Dialect (EALD) Teacher – **Claire Cooper**

In 2021, Whitefriars Catholic School had children from 38 different cultures, 200 Non-English Speaking Backgrounds (NESB) and 78 children on the Nationally Consistent Collection of Data (NCCD).

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

We commenced a new 3-year Strategic Plan (2022-2024) and my annual Principal report focusses on and the 2021 Annual Improvement Plan which is drawn by the 2021-2023 Strategic Plan. These documents are shaped by both the Living Learning Leading Framework and the Continuous Improvement Framework.

2021 Whitefriars Catholic School Annual Improvement Plan

CESA Strategy

Thriving people, capable learners, leaders for the world God desires

Our Vision for Learning

Our Vision for Learning is to ignite learning through
Curiosity, Creativity, Connectedness, Competency and Communication

Our Mission Statement

Whitefriars Catholic School in partnership with parents, the Catholic parish and local community,
educates and nurtures each child in the Josephite tradition,
sharing the mission of Christ within the world today.

This Strategic Plan is supported by the following documents:

Living Learning Leading Standard	Continuous Improvement Framework
1. Catholic Identity	Domain 1: Catholic Identity
2. Curriculum and co-constructed learning and assessment design	Domain 5: High Quality Teaching and Learning Domain 6: Effective Use of Data
3. Student Agency, Identity and leadership	Domain 7: Orderly and safe learning environments Domain 3: Strong Leadership
4. Community engagement	Domain 8: Strong home/School/Community engagement
<u>Additional Strategy</u>	
5. Resourcing	Domain 9: Effective administration and resourcing
	<u>Across all areas we have:</u> Domain 4: High Expectations of All Domain 2: Focussed vision and goals Domain 3: Strong leadership

1. Catholic Identity

Strategy 1.1 *Continue to deepen the understanding of Catholic Identity within the community*

In this we:

- Continued to provide whole school prayer online and this was sent out via SeeSaw/Edmodo each week as we couldn't host community prayer due to Covid restrictions
- Held Masses with only one class each week attending Church.
- Ensured that each class has well-presented sacred space and a cross to identify us as Catholic School and are continuing to work towards a set criterion for sacred spaces, symbols and displays in the classroom
- Dedicated a Pupil Free Day for a Professional Learning Day for all Godly Play led by Robyn Mercer. This led to 7 teachers completing an assignment as part of their Graduate Certificate.
- Held parent session more about the Made in the Image of God Program to inform our parents.
- Release time given to year level teachers to map a scope and sequence for 2022 with Acting Religious Education Coordinator.
- We held a Children liturgy with the Term 3 Reception class and invited their parents
- Sacramental program was highlighted as an important and central school event in our school.
- 85% or more ReLAT results in all areas including Scripture

Strategy 1.2 *Continue to strengthen Social Justice priorities*

In this we:

- 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.
- Held Action hour around the Feast of St Mary of the Cross Mackillop and raised over \$3000
- Raised money through casual days for St Vincent De Paul and Mary Mackillop Foundation
- Held Vinnies winter appeal, toy drive (giving tree)
- Continued our Year 6 Journey to Emmaus Leadership program on Christian leadership and justice and included practical actions to support refugees and others.
- Continued to promote Year 5 & 6 Christian Leadership groups which included 13 Social Justice Leaders
- Established and trained Year 6 Peer mediation with the support of our Well-being Leader and our Chaplain Amanda Zaccagnini

Strategy 1.3 *Continue to promote ecological conversion*

In this we:

- Targeted a STEM focus on Sustainability allowed for deep learning of recycling, reducing, and reusing, through curriculum planning with units
- Targeted a focus on ecological conversion through the STEM showcase
- 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.
- Invited KESAB to do a rubbish audit in the school to continue educating children in how to reduce their rubbish.
- Encouraged Nude Food Day
- Increased 10 cent recycling engagement
- Established a sand pit with loose logs established as a nature play

2. Curriculum and co-constructed learning and assessment design

Strategy 2.1 *To further strengthen whole school approach to practices of pedagogy and assessment*

In this we:

- Updated 'Agreed Practices' in Maths and shared with all teachers
- Updated 'Agreed Practices' in English and shared with all teachers
- Strengthened our agreed practices in assessment.
- Agreed location on staff Sharepoint for all completed/updated agreed practices and agreed assessments
- Developed student accessible rubrics for all curriculum areas in 2022
- Promoted clear Learning Intentions, success criteria and Bump-It Up Walls through Clarity Learning Suite
- Worked through rubrics with children to encourage co-constructed learning
- Consistently promoted Numerical Acumen from Years 2 to 6.
- Supplied children from Year 2 to 6 with an iPad to support their learning.
- Agreed to set a pre and post testing PAT-M & PAT R to begin in 2022
- Provided teachers with 3 to 4 Staff Meetings per term to meet as Professional Learning Teams to analyse data to inform teaching and learning and provide consistent practices
- 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.

Strategy 2.2 To continue strengthening Multi-Lit and Reading to Learn pedagogical strategies

In this we:

- Extended InitialLit from only Reception to now include Year 1 and providing professional learning for teachers new to our school.
- Provided InitialLit professional learning for Year 2 teachers in preparation 2022
- Increased Mini-Lit and MacqLit Intervention Groups for children in Year 1 to 6.
- Continued to adopt Reading to Learn pedagogy as a whole school approach.
- Provided whole school professional learning in 'Reading to Learn' led by our Leader of Learning Phuong Chi Twigden and our EALD teacher Claire Cooper
- Provided additional optional professional learning opportunities in reading to Learn to both teachers and Curriculum Educational Support Officers through Our Leader of Learning
- Released teachers for professional learning in LEAP levels to assess student writing samples and inform teaching practice
- Collected before and after writing samples and levelled each term to track student progress demonstrating strong results for our 200 NESB students of 2 to 3 levels improvement.

Strategy 2.3 To continue strengthening Mathematics outcomes

In this we:

- Strengthened our Numeracy Intervention 'Catch Up' led by Rossana, Ramya, Kerry
- Provided 15 students the opportunity to take part in Catch Up Maths Intervention Program
- Conducted 1-Minute Test results and reviewed each term
- Promoted Study Ladder in Year 5/6.
- Split 5 & 6 children in respective year levels for Mathematics.
- Achieved high standard PAT-M results and continued to analyse results
- Focussed on all children knowing their times tables by the end of Year 4
- Improvement NAPLAN results in Mathematics

3. Student Agency, Identity and Leadership

Strategy 3.1 Continue to develop strong student leadership

In this we:

- Appointed eight School House Captains who demonstrated kindness, initiative, and leadership In Year 4 & 5.
- Promote active leadership amongst School Captains who led school tours, welcome new families and children during Orientation Mornings and provided additional activities as part of Premier's Be Active Challenge
- Appointed Performing Arts Leaders who provided additional play time activities
- Established Social Justice Action Group in Year 5/6 who worked closely with our APRIM/ REC throughout the year organising whole school-based charities.
- Introduced Peer Mediation Training Year 6 children to support children with help children to resolve yard issues.
- Year 6 Journey to Emmaus children serving their school community
- Appointed Student Representative Council for each class and held regular meetings to promote student voice.
- Promoted Class buddies create connections between older children and younger students.
- Year 5 Student Leaders helped out for Reception Orientation by getting to know the new children and helped parents find classes.

Strategy 3.2 Develop a strong social-emotional, resilient culture and continue to maintain a positive school community

In this we:

- Appointed a Well-Being Leader, a Chaplain, and a Counsellor.
- Provided Social Work Education Field Placement through Flinders University.
- Appointed a Key Indigenous Education Teachers promoting Sorry Day and NAIDOC Week
- Promoted cultural celebrations through Harmony Day and Full Moon Festival.
- Continued to professionally develop our staff through the 'Be You Framework' online modules
- Promoted Friendly Schools Plus as part of socio-emotional curriculum
- Continued to promote 'Circle Time' approach coached by our Well-Being leader Grace Loizos
- Encouraged Teachers/ Staff and House Captains are giving out House Points as a way to promote and encourage positive actions and behaviours. Students are very responsive to House points
- Acknowledged children doing 'Extraordinary things in an Ordinary Day' through Mary MacKillop Spirit Awards. This has been a successful and ongoing practice within the school community.
- Completed a Classroom Pulse Check-in for every term for the first time enabling teachers to analyse their student wellbeing data from a whole school year perspective.
- Continued to be prompt with behaviour, harassment, bullying follow-up. This has been an ongoing part of our behaviour management process. The process in dealing with yard behaviour – reporting to class teachers - referring students to Connecting Space and following up and checking in has been a valuable process.
- Transferred the electronic documentation of student behaviour from One Note to SEQTA.

4. Community engagement

Strategy 4.1 Further strengthen worshipping community and school community as one Parish

In this we:

- Held 'Being Church' meetings each term to connect the life of the school and Church as one Parish and to strengthen Parish Leadership.
- Maintained a focus on Whole school Masses and Class Mass in the life of our school community
- Maintained high participation by the Principal and Deputy Principal attending Friday morning Parish Mass.
- Highlighted our parish Sacramental Program within the community.

Strategy 4.2 High opportunity for parents to be working in partnership with teachers in the process of learning

In this we:

- Fostered parent leadership in the school has remained strong with ten parents on the School Board, a regular two parents on the Finance Committee, four parents on the Sports Network Committee.
- Used the funds from Parent Initiative in Education (PIE) Grant to present a session led by one of our parents Diana Morcom who is a Behavioural Psychologist on Anxiety and Fear, social skills, ASD support, Trauma and Attachment in children
- Used the PIE Grant to lead a session on Sleep.
- Held a session for Reception Parents on InitialLit led by The Reception teachers
- Held a Cyber Safety by SA Police for both Year 4,5,6 & all parents in the school community.
- Held a Parent Session on Made in the Image of God (MITIOG)
- Maintained high frequency of communication with parents through SeeSaw
- Encouraged children to participate in 3-way learning conversations
- Further developed 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.
- Strengthened and increase the participation in our weekly playgroup

- Continued to allocate ESO time to promote Children's University to support the 30 children participating.

Strategy 4.3 High opportunities for parents to participate in school community events

In this we:

- Continued to send the Monday Community Prayer to parents on See-Saw
- Promoted high attendance at Meet the Teacher Night
- We had 100% attendance for Term 1 Learning Conversations and around 60% in Term 3
- We held cultural celebrations such as Carnevale, Full Moon Festival, STEM Showcase, Book Week Sports Day and invited parents when COVID guidelines allowed parents on site and promoted these school activities on Facebook where possible.
- Promoted our 200 registered volunteers to help in the school through School Board, Parents and Friends, Learning Assistance Program, LAP, canteen, excursions
- Promoted parents to coach be Team Manager to provide close to 200 children with opportunity to provide 'After School Sport' through Basketball, Netball, Football and Soccer.
- Strengthened communication in Seesaw, Edmodo, Skoolbag and Facebook
- Invited parents to assemblies and masses were possible.
- Held a very successful STEM expo was successful, positive parent feedback, approximately 60% families attending

5. Resourcing

Strategy 5.1 Completion of Stage 1A, 1B and Stage 2 with the support of BGA, school funds and loans

In this we:

- Continued planning for the Stage 1A by finalising the design, held community consultation, and received approval for the construction of the new double story building with 12 new classrooms.
- Organised for demolition of the 2 houses to the side of our school to commence in January
- We appointed Mossop Construction to complete Stage 1A.
- Increased play space for the children by establishing a sandpit

Strategy 5.2 Provide shared play resources for indoor and outdoor breakout spaces

In this we:

- Further developed a play area in the centre of the Carmelite building
- Promote the Library to be open recess and lunch for the children to play.
- Set up a sandpit and a mud Kitchen

Strategy 5.3 Maintain high availability of resources in ICT, Digital Technology and STEM

In this we:

- Continued the three-year cycle of purchasing 110 -115 iPads per year.
- Continue to provide 1:1 iPad for Years 2 to 6 with a 3-year changeover
- 2.5 days of ICT Technician support maintained
- Decide to introduce laptops for Year 5 to 6

VALUE ADDED PROGRAMS AND SERVICES

Counselling Program

In 2021, 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 2021, Whitefriars Catholic School continued a Chaplain one day a week.

Social Workers in the Education Field Placement

In 2021, Whitefriars Catholic School continued placing two Flinders University students in Semester 1, to complete 500 hours of work experience, each supporting the well-being of our children.

ICT Technician

In 2021, 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. In 2021, 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 2021, we had over 100 children learning a musical instrument (piano, keyboard, voice, drums, guitar, violin and flute). In Term 4, we held our annual Instrumental Music evening over a number of sessions.

Outdoor Education

In 2021, 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 Nunyara, Belair. The Year 5 and 6 children participated in a 3-day camp at Mylor SA Baptist Camp. 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. In 2021, together with the School Board it was decided to increase the Canteen to 5 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 is for 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 Leader of Learning).
- 14 full-time class teachers and 7 part-time teachers covering 21 classes, 4 specialist subjects teachers, English as an Additional Language.
- There were 15 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 2021, Whitefriars Catholic School appointed 6 new permanent teachers: Abbie Davison, Teresa Colella, Rachel Cagliuso, Nicholas Guidolin, Matthew Annetta and Rebecca Valk. This will provide great stability in our staff over the next few years.

At the end of 2021, Whitefriars Catholic School had high staff retention and this continues to be strong for a school of our size.

The following staff completed their time: Erica Metcalf (Canteen Manager) who retired after 17 years at our school, Patrick Fitzgerald who won an APRIM Position at Mt Carmel College after 20 years of service at our school, Kerry Hesketh (EAL Teacher). Josie Minorchio (Acting Religious Education Co-Ordinator), Katerina Skoumbros (Reception teacher), Rosalina Meo (Year 2 and Year 5/6 Teacher), Jasmina Jukic (Year 3 Teacher), Anita Ulbrich (Year 3 Teacher), Diem Savy (Year 3 Teacher), Amanda Zaccagnini (Chaplain).

TEACHER QUALIFICATIONS

- In 2021, there were 33 teachers including members of the Leadership Team.
- All 33 teachers hold a Bachelor of Education.
- In addition, the Principal and the APRIM hold a Masters' Degree, whilst the Deputy Principal is currently studying a master's degree.

STUDENT PROFILE

Total Enrolments (August Census)	536
Indigenous Students	5
Students on Nationally Consistent Collection of Data (NCCD)	78

The 2021 (August Census) enrolments were made up of the following year level cohorts:

Reception	115
Year 1	85
Year 2	83
Year 3	80
Year 4	61
Year 5	56
Year 6	56

Student Attendance

The average attendance for students in 2021 was 92%.

Benchmark Results

Year 3	% of students who achieved the National Minimum Standard (NMS)		
	2018	2019	2021
Reading	94	98	99
Writing	96	100	99
Spelling	98	98	98
Grammar and Punctuation	98	96	99
Numeracy	100	100	96
Year 5	% of students who achieved the National Minimum Standard (NMS)		
	2018	2019	2021
Reading	97	100	96
Writing	95	100	96
Spelling	100	100	98
Grammar and Punctuation	97	100	98
Numeracy	97	98	95

Please note that in 2020, NAPLAN online was cancelled due to COVID-19 pandemic.

2021 SCHOOL INCOME

Government Federal	4,631,667
Government State	1,445,988
Tuition fees	1,001,984
Student Contribution	112,341
Other Recurrent	67,273
CEO Salary Adjustments	288,915
Capital Income - CEO	111,748
TOTAL	\$7,659,916

2021 SCHOOL EXPENDITURE

Tuition	
Teaching Salaries + Super	3,752,331
Salary Support Staff	260,368
Worker's Compensation	43,270
Class, Library & Computing	196,655
Sport, Excursions, Camps	117,324
Sub-total	\$4,369,948
Administration	
Salaries + Super	284,098
Maintenance, Grounds & Cleaning	744,398
Utilities & insurance	79,634
Other Administration	135,094
CEO Levies	357,920
Staff Training	21,543
Loan Interest	12,410
Sub-total	\$1,635,097

Capital

Fixed Equipment & Improvements	34,961
Furniture & Equipment	34,513
Computer Equipment	60,850
Building Project - Work in Progress	97,936
Sub-total	\$228,260

Total Expenditure **\$6,233,305**

SCHOOL COMMUNITY SURVEY SATISFACTION

At the end of 2021, this Family/School Partnership Survey was sent out to families and we had 60 responses.

	All the time	Most of the time	Some of the time	Rarely	Never	TOTAL
Satisfaction with Pastoral Care						
Does the school give daily witness to our Catholic identity and Christian values?	35	17	3		1	56
Does the school welcome and support members of the school community?	44	10	2			56
Satisfaction with quality service standards						
Are you satisfied in the way in which your child is looked after and supported by the school?	40	14	2			56
Do you feel that the school addresses your enquiries promptly?	39	14	3			56
Does the school follow up well with harassment and bullying matters?	40	12	8			60
Do you find the staff approachable and friendly?	37	16	2			55
Does our communication keep you well informed?	36	17	1			54
Would you recommend the school to new parents or friends?	43	11	1			55
Satisfaction with Teaching and Learning						
How satisfied are you with the resources and technology of the school?	29	20	5		1	55
Do you feel the school is offering the right type of learning for your child?	34	16	5			55
Do you feel that your child is sufficiently challenged in their learning?	30	15	10			55
Do you feel that this school looks for ways to improve?	33	16	4	1		54
Do you feel that this school takes parents' opinions seriously?	32	16	4	1		53
Do teachers at this school motivate your child to learn?	36	13	4			53
Are your child's learning needs being met at this school?	35	17	3			53
Does the school work with you to support your child's learning?	35	17	3			55

Conclusion and Thank you

I would like to acknowledge and thank our eight 2021 School House captains for their leadership this year and thank you being great role models.

- Joseph House Team: Olivia Horsell and Praveer Gill
- Tenison House Team: Isla Cameron and Luca Di Mella
- Patrick House Team: Emmason Wallace and Nathan Nguyen
- MacKillop House Team: Sofia Moffett and Tony Rositano

I also thank our Performing Arts Leaders Grace Barnard, Erika Benedetto, Sofie Busljeta, Xavier Fogarty, Elle Karidis, Alanna Kennedy, Krish Mehta, Tanmay Panwar, Gabrielle Quirk and Katalina Tolo who have displayed exceptional leadership, especially during our school concert.

As a cohort our Year 6 children achieved extraordinary things in 2020 and 2021:

In Performing Arts

- As a cohort on Year 5 students together with last year's Year 6 students they were the 2020 Wakakirri Best Primary school in Australia. This has never previously been achieved by any group of children at our school. Their hard work and persistence paid off and they experienced. An extraordinary achievement!
- During the Catholic School Choir Festival, Alanna Kennedy with her sister Teresa performed a duet. Teresa on the piano and Alanna on the violin. Their performance was extraordinary and in 30 years of attending Catholic School Choir Festival I have never heard such a genuine burst of loud applause. Extraordinary!

In Sport

- Our Year 6 Boys and Year 6 Basketball Girls Teams reached the State Finals. It was at least 5 years since we had one Basketball team reach the finals. This year our Year 6 students had 2. This has never been achieved before. They came 4th in the state out of 97 teams. What an extraordinary achievement!
- This year we also had an exceptional amount of Year 6 children (10 in fact) being selected for SAPSASA in 5 different sports.
- **Tennis State Tennis Championships**– Xavier Fogarty
- **Netball** -Olivia Horsell
- **Cricket** – Devesh Govind & Krish Mehta
- **Soccer** – Luca Di Mella, Costa Loizos, Antonio Aloï
- **Football** – Luca Di Mella, Alex Economou and Fiore Portaro
- Shubhreet Kaur achieving the Year 6 Age Champion Girls at the Catholic Athletics Carnival

In STEM

- Seven Year 6 students attending this inaugural Women in STEM Breakfast at the Convention Centre: Sofia Moffett, Katalina Tolo, Gabby Quirk, Avni Joseph, Jenny Nguyen, Jessica Nguyen and Shubhreet Kaur.
- Sofia Moffett and Alanna Kennedy were runners up in the Year 6 to 9 STEM Reading and Design Challenge through the Premiers Reading Challenge STEM category. Both of these students put a lot of effort and they are both self-driven and enjoy engaging in extra research into their topics.

- The extension Year 6 group that Ms Condo work with have entered their STEM projects into the CESA's STEM MAD (Make a Difference) competition. Two groups have gone through to the next stage and presented their ideas to a panel of judges at the Catholic Education Office. The Stem MAD presentation was attended by Sofia, Gabrielle and Katalina developed the Porter-Pocket and they came second place; Isabella Damiano, Alannah Kennedy and Devesh Govind developed the Auto Sorter 2000 and came third place in the South Australian catholic school's competition in the primary section.

In Space to Dream

- The Commissioner selected the Magnetic Digital Chess Board 3D design made by group led by Savannah with Gurnaaz, Saanvi and Micah one of the top-rated designs in Space to Dream Exhibition 2021. Their design will feature along with others in the Space to Dream Exhibition at the Space Discovery Centre being launched in November 2021 and touring throughout South Australia in 2022.

In Civics and Citizenship:

Nathan Nguyen achieved merit for his written essay on the life and achievements of Don Dunstan, former South Australian Premier.

As I conclude I would like to take the opportunity to acknowledge and thank the following parents who completed their time at Whitefriars Catholic School in 2021 and made a generous and long-lasting contribution to the life of our school community.

1. **Jo Karidis** for her support of Whitefriars Catholic School Community as a member of the School Board, Past Chairperson of Parents and Friends and support on excursions.
2. **Rebecca Horsell** for her support of the Whitefriars Catholic School Community as a long time Basketball Coach and support on excursions.
3. **Maria Economou** for her support of the Whitefriars Catholic School Community over a period of 20 years, making a significant contribution to the participation and development of Basketball building community spirit, coordinating Year 6 Graduation Parties including this year's, support on excursions and Sport Carnival days.
4. **Paul Economou** for his support of the Whitefriars School Catholic Community over a period of 20 years, making a significant contribution to the participation and development of Football and building community spirit. I have said this once before, but in 32 years of being in schools I do not think I have ever met a community minded person as Paul.
5. **Rick McCleave:** We would like to thank Rick McCleave for his support of Whitefriars Catholic School Community as a School Board Chairperson for the last 7 years, support of the masterplan, building projects and improvements through Working Bees.
6. **Sarah McCleave:** We would like to support Sarah McCleave for her support of the Whitefriars Catholic School Community as a long time Netball Coach, support of school events, in particular discos and support on excursions.

There were 31 families that left our school community at the end of 2021. Many have supported on School Board such as Claudine Green, Parents and Friends, sports coaches, team managers, helped on excursion such as the Damiano Families and community events, working bees such as Sam Portaro and John Karidis. They have helped build this community and for this I sincerely thank them.

I thank the staff for our exceptional staff of Whitefriars Catholic School. I absolutely love working with them. I love seeing their genuine love for the children, their delight in their success, their commitment to provide them with a broad range of experiences.

A special mention to our 4 specialist teachers Melanie Harrald, Vicky Radetti, Aidan Bridgen and Pina Condo who are extraordinary and provide so many different opportunities for our children at our school. I particularly want to thank our support staff who work with such dedication.

A special thank you to Anna, Janine, Julie, Lyn and Pania in the administration area who manage a huge amount of workload.

I wanted to particularly wanted to acknowledge Catia Frasca as our Deputy Principal in her first year with us. She is truly extraordinary who follows in the footsteps of St Mary of the Cross MacKillop.

I thank Josh Page and Josie Minorchio for their support as APRIM fostering a strong Catholic Identity and a contemporary Religious Education program and I thank our Leader of Learning Phuong Chi Twigden for her leadership in this school community in the area of Literacy, assessment and data.

I farewell a number of staff who have contributed to our school community and who have ended their time with us.

1. Our acting REC Josie Minorchio who spiritually inspires our school community
2. Patrick Fitzgerald who has been with us 19 years and is moving to Mt Carmel College Primary campus as APRIM
3. Our Canteen Manager Erica Metcalf who is retiring after being with us 17 years
4. Our EAL Teacher Kerry Hesketh after 4 years
5. Jasmina Jukic
6. Katerina Skoumbros
7. Anita Ulbrich
8. Diem Savy
9. Amanda Zaccagnini
10. Rosalina Meo

We wish you all well and thank you for sharing you gifts with our school community.

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. Towards the end of the year, Fr Long Hai Nguyen was appointed as Parish Priest at Richmond/Brooklyn Park Parish and we thank him for the many years of service to the Croydon Park Parish.

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 2021:

1. Rick McCleave (Chairperson)
2. Samara Bell (Deputy Chairperson)
3. Celeste Dwarka (Secretary & Parent Rep)
4. Amanda Fletcher (Parent Rep)

5. Jo Karidis (Parent Rep)
6. Jade Lehmann (Parent Rep)
7. Garima Mehta (Parent Rep)
8. Pania Rawlins (Parent Rep)
9. Andreia Santos (Parent Rep)
10. Lina Sotiropoulos (Parent Rep)
11. Phuong Chi Twigden (Staff Rep)
12. Catia Frasca (Deputy Principal)

Kind regards
Frank Congedi
February 2022

Religious Education 2021 AGM Report

Class Masses / Whole School Mass program

In 2021, Class Masses and Whole School Masses were able to continue where possible when COVID restrictions allowed. The aim of the program for this year was to allow for as many students as possible to experience a Mass celebration in the Church, ably supported by class teachers and Acting Religious Education Coordinator (REC) Josie Minorchio.

Crossways Curriculum Maps developed in each cohort. (R-6)

REC worked collaboratively with staff to continue to develop teacher to use Crossways to plan units of work in Religion. Teachers are familiar with the online resource and how best to use it to formulate units of work. Further professional development is required to continue to depth understanding of how moderate and assess learning in this curriculum are.

Community Prayer

Weekly community prayer has remained a key pillar of the Whitefriars Catholic Identity – with this role being shared amongst all staff with support/guidance by the APRIM and REC. When COVID restrictions allow this practice has continued to be shared with the whole community in the courtyard on Monday mornings from 8:45am. When we are not able to gather as a school community due to restrictions, community prayer has continued in an online format, and shared in-class and the wider school community (sent via Seesaw)

2021 Sacramental Program

The Sacramental Program was completed in Term 3 with approximately 40 students from years 3 through 6 completing the program. Whitefriars continues to have strong representation in the program, that is completed as a parish based program with support from the three Parish School APRIMs in the Croydon Park Parish. At the end of the 2021 school year – Eleni Vailas has been appointed as Sacramental Coordinator replacing the retired Helen McPhee. Eleni will work close with the three Parish School APRIMs, and Father Charles in delivering the 2022 Sacramental Program. Whitefriars currently has 43 students completing the program in 2022, with 68 in total from across the Parish.

I would like to thank Helen McPhee for her dedication and administration of the sacramental program over many years,

Journey to Emmaus / Leaders in Training

The Journey to Emmaus Year 6 leadership program was held over two days in 2021, with one day hosted by St. Margaret Mary's and one day hosted at Whitefriars. The program involves our Year 6 students exploring a model of servant leadership through the gospel story of Jesus walking with the disciples on the way to Emmaus. In 2022 we plan to revert this program back to a three day leadership program, and with COVID restrictions hopefully being lifted, look to increase the level of community service we can achieve throughout the program.

The Leaders in Training program ran concurrently for our Year 5 students. This program involved the students exploring the story of Mary MacKillop, and why she was a pioneer of Catholic Education and the inspiration for the Josephite Charism, and also inwardly exploring and reflecting to identify their own character strengths and weaknesses to develop goals to improve their leadership capabilities.

Religious Literacy Assessment Tool (ReLAT)

In 2021 – the ReLAT was conducted for the first time utilising questions that were mixture of old Crossways curriculum and New Crossways curriculum, which was officially launched in early 2021. Whitefriars continued to show strong results in these tests with our students achieving an average of 86.75% of answers correct (30.4 correct answers out of 35 questions), which is 5.1% higher than the state average of 81.1%

In 2022, the test will be conducted in Term 3, and will be solely drawn from the New Crossways curriculum. The test questions are aimed at assessing what a Year 4 child is expected to know after four years of schooling within a Catholic School.

Report compiled by Josh Page (APRIM in Term 1) and Josie Minorchio (Acting REC in Terms 2, 3, 4)

Literacy Report

Phuong-Chi Twigden

INITIALIT

In 2021, a whole class literacy program 'InitialLit 1' was introduced in all four Year 1 classes. InitialLit 1 program has strengthened the children's knowledge of phonics, phonemic awareness and decoding skills. The Reception classes are in their second year of teaching and learning the InitialLit programme and continue to attract positive feedback from both teachers and parents. The plan is to implement InitialLit 2 to Year 2 in 2022.

InitialLit Data analysis

Our Reception and Year one teachers used their fortnightly and term data to monitor students' progress of letter sound knowledge that were taught in class. Using the data, any students who did not meet the benchmark were provided additional support with revision of sound activities in class.

MINILIT/MACQLIT INTERVENTION PROGRAMS

In 2021, our ESO's ran two MiniLit and two MacqLit groups consisting of four sessions a week for 45 mins to build letter sound knowledge and decoding skills in reading.

MiniLit/MacqLit Data Analysis

MINILIT: Semester 1: On average, students achieved 39 lessons growth.

Semester 2: On average, students achieved 33 lessons growth.

MACQLIT:

Semester 1: On average, students achieved 15 lessons growth.

Semester 2: On average, students achieved 15 lessons growth.

Students who came off the MiniLit and MacqLit programme participated in Reading Doctor or Nessy which are programmes that have been proven to support phonics and blending of sounds for reading. These programmes align with InitialLit.

In 2021, students in Years 3 and 5 participated in NAPLAN online

Year 3 School NAPLAN results

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Achieved at National Average	Achieved above National Average	Achieved above National Average	Achieved above National Average	Achieved above National Average

Year 5 School NAPLAN results

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Achieved at National Average	Achieved above National Average	Achieved above National Average	Achieved above National Average	Achieved at National Average

PAT M and PAT R Tests

Students from Years 2-6 participated in both tests online. Our students in Reception and Year 1 participated in the PAT M for the first time this year. Generally, across the Reading and Maths tests, our students are performing above the average range.

Mayoral Make-a-Book Challenge

We had 66 entries across the school and 5 of our students won prizes for their books. There was an award ceremony at the Woodville Town Hall. Our students were also acknowledged at our Book Week Assembly.

Premier's Reading Challenge

In 2021, we had 100% of our students complete the Premier's Reading Challenge. This is a great event as it encourages and promotes a love of reading across the school years.

Literacy School Resources

Resources for students

- All teaching and student resources for the InitialLit 2 program have been purchased for the Year 2 classes to begin in 2022.
- New story books used during MiniLit/MacqLit intervention lessons have been purchased.
- Nelson Literacy Directions Comprehension Years 3-6 purchased for developing student comprehension

Resources for teachers

- Teaching resources: PM writing Teachers Resource Book, PM writing exemplar for teaching writing Big books for R-6
- Book stands have been purchased for years 1,2 and 5

Professional Development

- In preparation for 2022, our Year 2 teachers went to a two-day InitialLit training and were given planning time to initiate the programme.
- Our EALD teacher, Claire Cooper ran Reading to Learn staff meetings to develop teacher's understanding on ways to support our EALD students.
- I ran after school sessions for teachers in Term 2 and 3 on the Reading to Learn teaching and lesson cycle to support all students in their reading and writing.
- The Quality Performance Team are part of the Clarity Learning Suite. They introduced staff to Clarity which is a book written by Lyn Sharratt. Clarity reinforces good teaching and leadership practice to ultimately achieve a high quality education for all students.

Numeracy 2021



Numerical Acumen 2021

Over the last 10 years the students at Whitefriars School have been encouraged to participate in the Numerical Acumen Challenge. This is a mathematical challenge offered over a period of time to master mental strategies.

In 2021, **37 students from Whitefriars Catholic School** were awarded **Achievement Awards** for their work in the Numerical Acumen Semester One Challenge 2021. 11 of those students received Improvement Awards, 12 students received Dedication Awards and 14 students received Performance Awards.

Four Whitefriars School students earned a prestigious award, the **Numerical Acumen Exceptional Student Award** for either Performance, Dedication, or Improvement. These awards are 'cross school' awards and so students were competing against thousands of other students in many schools.

Whitefriars also received three **Motivated Class Teacher Awards** and a **Best in The State Heel Snapper Year 5/6 Class Award**.

Whitefriars placed third overall for the **Inspirational School Award**, narrowly missing out to second placed St Martins and first placed Rosary School.



ICAS Assessment

The International Competitions and Assessments for Schools, or ICAS for short, is an independent, skills-based assessment program. ICAS recognises and rewards student achievement in maths. The test is designed to match and test skills that are learned in the school classroom.

For several years, Whitefriars Catholic School has offered its students from Year 2-6 the opportunity to take part in the ICAS Assessment. In 2021 we had 52 students enrol and take part in the Math ICAS assessment. We received 8 credit awards, 5 merit awards, 4 distinctions and 2 High distinctions.



CatchUp Numeracy

In 2021, we initiated the CatchUp Numeracy intervention program. Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It addresses 10 key components of numeracy: Counting verbally, Counting objects, Reading and writing, Hundreds, tens and units, Estimation, Word problems, Translation, Remembered facts, Derived facts and Ordinal numbers.

15 students took part in the program in 2021 and all showed growth in their ability to calculate basic number facts. The program will continue in 2022 for students who need extra support in Numeracy.

Rossana Rositano

EAL AGM Report 2021

Students:

200 EAL students were identified at Whitefriars Catholic School in 2021. This is an increase of 11 students since 2020. The increase was due to higher numbers in the early years as well as additional students identified across the school who came from different cultural backgrounds and had EAL needs. Students come from 23 different cultural backgrounds and speak 32 different languages.

Funding:

In 2021 student writing samples were levelled against the new Learning English Achievement Proficiency Levels (LEAP Levels). This data found 16 students at the beginning phase 85 at the emerging phase 61 at the developing phase and 37 at the consolidating phase. Students in the beginning and emerging phase attract funding which means that there is funding for 101 students in 2022. This is an increase of 35 students from 2021.

Year Level Created	1. Beginning	2. Emerging	3. Developing	4. Consolidating
0	2	11	15	10
1	13	20	5	
2	1	23	8	1
3		14	16	12
4		12	7	3
5		3	5	7
6		2	5	4
Total	16	85	61	37

Staffing:

Kerry Hesketh resigned from her 0.4 permanent position and Claire Cooper was appointed as the replacement permanent EAL teacher. The increase in funding for 2022 has meant that an additional 0.2 EAL allocation is possible. Claire Cooper will therefore work 0.6 (3 days) for 2022, allowing for more intensive language support for beginning and emerging students.

New Arrivals intensive English Language Program:

For the first time, Whitefriars Catholic School had a new arrival student enrolment. The student arrived from India and had limited English Language. A special 'New Arrival' grant of \$6,000 was obtained from the CEO for an intensive language program. Claire Cooper and Ramya Rajagopal provided 1-on-1 language tuition and in-class support. The student made excellent improvement of 2 LEAP levels over one semester. The success of this pilot program means that the school is now well equipped to take in further new arrival students in the future.

Reading to Learn Program:

The Reading to Learn Program (R2L) has continued to be the literacy pedagogy encouraged across the school. Claire Cooper has supported teachers with the delivery of this program and taken 3 professional development sessions for staff with a focus on culturally and linguistically responsive pedagogy. In addition, Phuong Chi Twigden has offered after school PD sessions for new staff in using R2L. Student success has continued to be high with student showing improvement of 1-2 LEAP levels over the year.



Cultural Celebrations:

Cultural celebrations have been held throughout the year including Carnevale and Full Moon Festival. While these are traditionally Italian and Asian festivals, students from all cultures were given an opportunity to celebrate through wearing traditional dress and participating in activities. Students in year 3 presented dances from different cultures including Vietnamese, Croatian, Italian, Indian, African and Chinese.



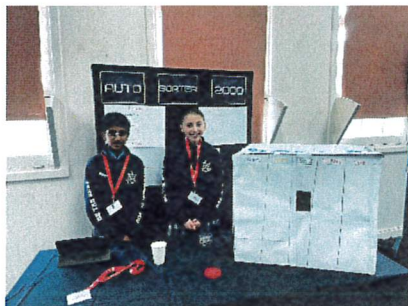
Future Directions in 2022:

- The Reading to Learn Program will continue to be a whole school focus. The Leader of Learning for Literacy, Phuong Chi Twigden, will support the junior primary, years R-2, and Claire Cooper will focus on middle and upper primary, years 3-6.
- Additional individual and small group EAL support sessions will be offered for beginning and emerging students.
- Students identified as 'At Risk' due to their low level or lack of expected improvement, will be require an Intensive English Language Plan (IELP) identifying specific target language goals.
- Small group oral language sessions will be offered for early years students.
- Cultural celebrations will continue to be held in 2022, with a focus on increasing community involvement.
- 2-3 mainstream staff will undertake the 2-day LEAP Level training at the CEO to upskill teachers.
- PD in EAL pedagogy, LEAP levelling and Reading to Learn will continue to be offered to all staff.

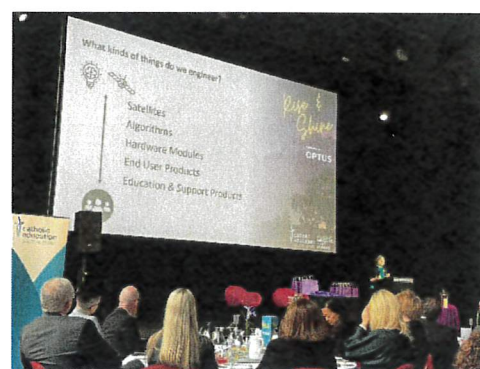
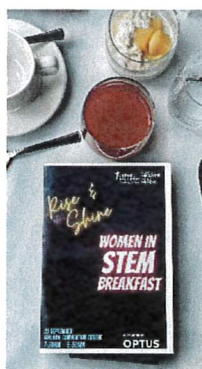
Claire Cooper

Science/STEM/Digital Technologies report 2022

As a STEM coach I have continued to develop the capacity of all the Whitefriars teaching staff in their knowledge and skills of STEM. In 2021 the theme for STEM inquiry projects was Sustainability, in particular waste management. This cross curricular priority was evident in all year levels throughout the school, helping to drive recycling initiatives.



Throughout the year Professional development was made available for the Year 3 unit of teachers and myself to develop our knowledge in teaching the Design Thinking Process. By completing this professional development, I was able to teach Highly Able Year 6 students the process as it was a requirement for the STEM MAD competition. The students were successful in presenting their projects at the state level, achieving a second and third place placing.



At the end of term 3, a Girls in STEM breakfast was offered and I was able to take 7 Year 6 female students and 3 female staff members to the Convention centre. We were privileged to hear keynote speakers and industry role models speak of their experiences in STEM roles. Students and staff members were inspired by the female role models who spoke about their work in STEM careers.

STEM

The STEM expo was held at the beginning of term 4. Units had plenty of time to develop their STEM initiatives, planning with me in term 1, 2 and 3, developing their enquiries and monitoring their progress.



The STEM Showcase was planned for the hall and COVID restrictions were accommodated.

Year levels R-4 displayed all student's work in the hall using student desks and hired pinboards to weave a path through the hall. Families were kept COVID safe by booking in timeslots to attend the hall. A marble system was used to monitor the number of people in the hall which was also used as a fun marble run on the outside of the hall. The 5/6 students set up their recycled products in the library for parents and students to view, provide feedback and order as this was also part of their Financial literacy unit.

QR codes scattered amongst student work was used for attendees to discover the secret word. Attending families were able to enter their entries into a draw for prizes that were drawn on the following Friday.

A survey was sent out to parents to comment on the format of the showcase. Many positive comments were received.

With the help of the STEM committee the STEM expo was a success. The parents and students enjoyed being able to walk through the hall and the library to see the work of all the students in the school.

Digital Technologies Curriculum

Computational thinking

The Bebras challenge is an online quiz that aims to develop problem solving skills for students in year 3-6. In 2021 the Year 4-6 students completed the challenge in Semester 1 and Semester 2. The CSIRO website provided online and unplugged resources that students were able to engage to develop their skills in the various forms of computational thinking strategies before undertaking the challenge.



Commissioner's Digital Challenge

In 2021 I registered the school to complete the Commissioner's Digital challenge. This challenge has three categories, Systems thinking, Design thinking and Digital thinking. The year 1 students participated in the Systems thinking by completing the 'Zoom Out' challenge. The years 3 and 4 students completed the 'Learn to Speak Robot' challenge by completing coding projects using Scratch and Code.org activities. The Year 5 and 6 students completed a 'Space to Dream' project which deepened their understanding of the Design Thinking process and used Maker's Empire software.

Through our participation in all three challenges, the school was awarded with a certificate and a Vex robot Kit. The Magnetic Chess Board creation (Space to Dream entry) was rated in the top 10 designs and has been on display in the Space to Dream exhibition at the Australian Space Discovery Centre and on tour through South Australia.

Science



Provocations in Science are important when sparking interest and building knowledge. The school continues to be a member of the Nature Education Centre and I regularly borrow kits that are related to my classroom teaching. In 2021 I borrowed a few different animals such as an axolotl, lab mice and native fish. The year 1 unit enjoyed the shark and stingray kit and R-1 both engaged with the Beachcombing kits, exploring preserved animals and shells up close.

The Premier's' Reading Challenge offers a Reading and Design challenge. All students at Whitefriars entered this competition using the themes covered in class. Prizes were awarded to 5 students for their entries.

Pina Condo
STEM coach/Science teacher



Performing Arts: 2021 Annual General Report

2021 was a busy year in Performing Arts at Whitefriars Catholic School!

In Term 1 the Instrumental Program got off to a great start with high enrolments, and many of our tutors had a full timetable. Approximately 100 students participated in the program. A successful, COVID-safe concert series was held in Term 4 to celebrate the learning by these children.

Also in Term 1, the Whitefriars String Ensemble was able to go ahead again with 11 violinists involved. This continued throughout the year and culminated in a performance at the End of Year Assembly.

In Term 2, we prepared our whole school concert 'When I Grow Up', to be held at St Michael's College for the second time. We enjoyed our term of dance lessons with Ground Force Studios, and worked hard on making props and costumes. Unfortunately, even after splitting the concert into two halves, we had to postpone due to COVID.

In Term 3, 29 students from Year 5 and 6 got to experience the buzz of performing at the Adelaide Entertainment Centre Theatre, as they participated in the choir for the Catholic Schools Music Festival. It was an extra special night of entertainment for Whitefriars, as Alanna Kennedy in 5/6R performed a brilliant violin solo with her sister Teresa.

Also in Term 3, Year 2 and Year 4 students were visited 'virtually', live from a studio in Melbourne, by dancers from the Australian Ballet who worked with the students on creating characters through movement.

In Term 4, we were fortunate, and very excited to finally be able to perform in our 'When I Grow Up' school concert. Ground Force Studios popped back in for a couple of refresher sessions, and the night went really well. We hope to be able to have a full audience back next time, but very glad we made it to the stage.

Melanie Harrald



Annual General Report – PE

The aim of the PE program at Whitefriars is to foster a love of physical activity in students so that they develop the skills and knowledge that will help them stay active throughout their lives.

In PE lessons we cover fundamental movement skills with our Junior Primary classes and move into specialist movement skills in the Middle and Upper Primary classes. Fundamental movements include simple skills such as running, skipping, throwing, catching, striking and rolling. These are then refined and transferred into specialised movements such as a dribbling a soccer ball then shooting. We allow our students to experiment with a range of sports so that they can experience some degree of success in sport.

Sport Carnivals

Throughout the year there have been many opportunities for students to participate in sport other than their weekly PE lesson. Along with our annual Sports Day held at SA Athletics Stadium, we have a range of carnivals that we are involved in with other Catholic Schools.

These carnivals are –

- Swimming – Year 3-6
- Lacrosse – Year 6
- Touch Football – Year 5
- Athletics – Years 3-6
- Cross Country – Years 3-6
- Netball – Year 3-6

After School Sports Program - 2021

Whitefriars also has a very successful After School Sport programme run in conjunction with our volunteer parents who coach and manage teams. Even through the restrictions of Covid we had a keen interest in our After School Sport program.

Basketball and Netball

- Available for Year 2-6 with a competition running in each semester
- Games are played locally at St Clair Recreation Centre on Tuesday, Wednesday, Thursday or Friday afternoons
- In 2021 we had 122 students participating in Semester 2

AFL

- Available for students in Year 2-6 and is played on Saturday mornings
- We had 12 students in the 5/6 team playing AFL in 2021

Soccer

- Soccer was available to Reception to Year 3 students in 2021
- Games are played locally at St Clair ovals each Saturday morning
- We had 60 students playing soccer last year in 8 teams

Sporting School Grants

Each year we are able to apply for sport grants through the Federal Government for specific sports. At Whitefriars we use the grants to offer sport sessions after school or to complement the PE program as well as purchasing equipment for these sessions.

In 2021 we received grants for: AFL in Term 1 where we offered after school sessions for Year 1 and Year 2 students. Lacrosse in Term 2 which complemented the PE program and led into a Lacrosse carnival for our Year 6's. Netball in Term 4 where we ran after school sessions for Year 1 and Year 2 students to create an interest in and upskill our students for the after-school Netball for the following year.

Aidan Brigden

Term one in the Italian classroom is always centred around celebrating the centuries old tradition of Carnevale. Students embark on this cultural learning with lots of excitement and look forward to all of the different ways they can learn about this tradition. This year the year 5/6 students used Google Earth to take a virtual tour of Venice and discover different places that are significant to that region of Italy. This was a very engaging and exciting way to see Venice. All students made masks and sang the Carnevale song!

To finish off our Carnevale learning, we had a whole school event that was very successful in showcasing Carnevale and involving the parent community. The students and the parents were welcomed in the morning with traditional Italian music by The Soprano's and coffee (donated by Vittoria Coffee) and crostoli. This was a delightful way of having community involvement with restrictions in place.

On the day, the students were able to parade their Carnevale masks, have cannoli and participate in other Italian activities such as traditional dance, cooking Fritelle with Luisa Farinola, soccer, using the Green Screen and much, much more! The 5/6 students then raced the cars that were made as part of their Design and Technology studies, which was a lot of fun! After lunch the students were treated to a bilingual comedy from La Comica Variety.

Celebrating cultural events such as Carnevale are so important as the students get the opportunity to be immersed in the culture of the language they are learning.

Term 2 learning in the Italian classroom was all language based. Students were immersed in Guided Reading, writing, singing and role playing through the topics of Gallinella Rossa (Little Red Hen), Scuola in Italia (School in Italy) and Ciclo Vitale della Gallina (The Life Cycle of a Chicken).

In term 3 we celebrated the Full Moon Festival and Multicultural Day. This day was a wonderful way of acknowledging the cultures in our Whitefriars School community. On the day, the students were able to wear their cultural costumes or colours to identify their cultural background. This year the festival was particularly special as for the first time, Whitefriars students performed the traditional Lion Dance. Phuong-Chi Twigden was instrumental in leading these year 4 students in this.

As well as this, the year 3 students in 3C and 3J along with Teresa Collela and Jasmina Jukic helped with teaching the students dances from different cultures. The students were so proud to showcase and participate in these dances. The hard work from the teachers and the students is greatly appreciated!

Finally, to finish off our day, Bortier from African Soul entertained the students with an African drumming performance. He was engaging and allowed students to play the drums as well! A fantastic performance!

Celebrating cultural events is fast becoming a big part of language and culture learning in the Italian room.

In the last week of Term 3 the year 2 students, their teachers and I took a trip to Café di Roma in Prospect. This excursion supported the unit of work the students undertook in the Italian room – Facciamo la pizza – let's make pizza. This procedural text was the basis of their learning and the trip to the Café with pizza chef Tony, allowed the students to see the making process of pizza and eating of the pizza too of course!

Cultural celebrations are always one of the highlights of the year. The children really enjoy these, they become part of their memories at Whitefriars, and it is a wonderful way to include our community. I look forward to making these events a frequent part of the language program!



2021 Well-being Report

In 2021 I was delighted to accept the Position of Responsibility– Leader of Wellbeing. At Whitefriars Catholic School student and staff wellbeing is priority and this year we have introduced several initiatives to further promote the area of wellbeing.

Be You Framework

Be You is a national mental health initiative for educators which aims to promote and protect positive mental health in children and adults. At Whitefriars Catholic School, we are building a culture in which our learning community is positive, inclusive, and resilient – where every child, young person, staff member and family can achieve their best possible mental health. This year I formally introduced the *Be You* Framework to our school staff. This involved leading various professional development sessions to the staff informing them of our new wellbeing framework. The purpose of the staff sessions was to create a whole school approach and start our school journey of building a positive mentally healthy school community.

Part of this journey also involved introducing to the staff the Professional Learning Modules. *Be You* offers online evidence-based professional learning modules aimed at improving the skills and knowledge of educators to support mental health and wellbeing in children and young people. This year the staff have been focusing on the module *Mentally Healthy Communities*. Currently our school is working to maintain an inclusive, safe, and positive environment. In 2022 our professional learning will look towards evaluating our social and emotional learning programs.

Wellbeing Committee

I have had the privilege to work with a group of knowledgeable and passionate teachers who express a keen interest in wellbeing: *Flavia Lupino; Michael Head; Jane Kirchner; Teresa Collela and Rachel Cagliuso*. We have worked as collaborative team to further promote and build up our mentally healthy community. A highlight for our committee this year was leading a professional learning session on staff wellbeing. This was an informative session for our staff to look into the importance of stress management and self-care. Staff wellbeing has been an area of focus this year, as I present a weekly staff wellbeing tip in the Staff Memo and often send reminders to staff about self-care strategies.

Another highlight working with the Wellbeing Committee was organising our annual R U OK? Day celebrations. We used this as an opportunity to promote the importance of checking in with each other. This message extended out to the school community by reinforcing the understanding that everyone is valued, everyone matters, and everyone belongs at our school community.

Working with the School Chaplain and School Counsellor

Part of my role is to work closely with our School Chaplain and Counsellor. I often correspond with them both to collaboratively support our students with higher social and emotional needs. This year I worked alongside classroom teachers to further explore strategies to support their students. My intention is to create a network of support for these students, so they always feel well supported at school.

Year 6 Peer Mediation Program

This year I have coordinated the introduction of the Year 6 Peer Mediation program. This initiative has been tailored made for our Year 6 Senior Students to further develop their leadership and positive role modelling skills. This involved our Year 6 students being a part of a series of lessons learning how to actively listen and encourage peaceful and calm conflict resolution and help students in the school yard. This role is still evolving for our Year 6 Senior Students and I look forward to further developing the program to enable our Senior Leaders to experience a sense of leadership, confidence and making a positive difference within our school community.

Grace Loizos ~ Leader of Wellbeing