



**Whitefriars Catholic School**  
**School Performance Report 2022**  
**Principal's Report**

In 2022, Whitefriars Catholic School continued to grow in enrolment numbers with strong enrolment. Whitefriars Catholic School began the year with 21 classes with 546 children in the February census and then added a class of Term 3 Reception totally 569 children for the August Census.

To accommodate our enrolment growth, Whitefriars commenced Stage 1A of the masterplan building a new 12 classroom and double storey building named the Caritas Building. This was completed and handed over to the school in January 2023 ready for the commencement of the 2023 school year. The Caritas Building was built on new land adjacent to the school on Beaufort Street adding a total of 1880 square meters to the school's footprint.

The Caritas Building has enabled the school to build enough classrooms to prepare becoming a 3-stream in 2024. In 2023, we are commencing Stage 1B of the masterplan which includes relocating the canteen, relocating the main toilets, the Staffroom and the Instrumental Music Rooms, as well as, refurbishing the Library, Performing Arts Room and Science Room. Once this stage is complete towards the end of 2023, Stage 2 of the Masterplan will commence which will involve the demolition.

In 2022, Whitefriars Catholic School appointed 5 Positions of Responsibility leaders:

1. Leader of Learning
2. STEM Coach Digital Technologies
3. Mathematics Leader
4. Well-Being Leader
5. SEQTA 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**
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. SEQTA Leader (POR) – **Flavia Luppino**
9. English as Additional Language and Dialect (EALD) Teacher – **Claire Cooper**

In 2022, Whitefriars Catholic School had children from over 30 different cultures, 7 Indigenous Children, 217 Non-English Speaking Backgrounds (NESB) and 94 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 School Performance Report focuses on and the 2022 Annual Improvement Plan. These documents are shaped by the Living Learning Leading Framework.

# 2022 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 in line with the Living Learning Leading Standard

1. Catholic Identity
2. Curriculum and co-constructed learning and assessment design
3. Student Agency, Identity and leadership
4. Community engagement
5. Resourcing

## 1. Catholic Identity

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

**In this we:**

- maintained a strong sense of community prayer each Monday morning with a spiritual reflection afterwards by a member of the Leadership Team
- held Masses with only one class each week attending Church.
- sent 2 staff to the Josephite Colloquium in Sydney this year: Rebecca Everett and Catia Frasca
- achieved positive results in the LLL Surveys from staff and parents regarding our school having a strong Catholic Identity.
- achieved above State average RELAT results although were lower in percentage than the previous year.
- enabled teachers to plan RE curriculum during NIT times plan for 2023 to release teachers twice in teams to plan with APRIM
- continued to resource prayer spaces and 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

### **Strategy 1.2 *Continue to strengthen Social Justice priorities***

**In this we:**

- maintained a strong group of Year 5/6 social justice leaders who have coordinated together with our APRIM several Social Justice Initiatives this year such as Project Compassion, St Vincent De Paul Winter Appeal, Action Hour and Christmas Appeal.
- were unable to sustain Peer Mediation in 2022 due to Wakakirri demands.
- delivered Year 6 Journey to Emmaus Servant Leadership together with St Margaret Mary's over 3 successful days.

### **Strategy 1.3 *Continue to promote ecological conversion***

**In this we:**

- have increased the focus on 10c collections which is utilised by the Canteen manager to support the running of the canteen raising \$340.
- promoted a good understanding of the different coloured bins.
- promoted the use of food scrap bins each day at Crunch and Sip time and at recess.
- maintained a small garden is being maintained with the support of our groundsperson

## **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:**

- had 7 members of the Quality Performance Team completing the Clarity Learning Suite
- had 5 staff members visiting Emmaus school to see the spelling programme Promoting Literacy Development (PLD) in Years 3-6 classes.
- had Flavia Luppino completing the PLD online training and trialled the PLD programme with her Year 4 class
- decided to implement PLD from the beginning of 2023. Jolly Phonics will no longer be implemented as of 2023.
- organised online training to begin in 2023 (Term 1 pupil free day). ESOs also have access to the PLD online training.
- bought PLD teaching resources for every Year 3-6 teacher was purchased and catalogued.
- presented NAPLAN data to staff in Term 4. Overall, our longitudinal data report (trends within the last 5 years) indicated that the Year 3 cohort showed a gradual improvement in writing, spelling and grammar. The Year 5 cohort improved in writing.
- began Learning Walks and Talks done by Clarity Team members weekly in Term 1. To be continued every term in 2023.
- consolidated 'Agreed Practices' in the Yearly Assessment Schedule, Mathematics and English R-6 reviewed.
- delivered 5 Clarity PD presented during staff meeting
- had all classroom teachers had a go at developing BUMP IT UP Walls in an area of their choice.
- promoted clear Learning Intentions, success criteria and Bump-It Up Walls through Clarity Learning Suite
- 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:**

- provided release time for 3 LEAP Levels Knowledgeable Others to work with the EALD teacher
- provided release time with Claire and Phuong-Chi in was used to plan English writing text types with units in Term 3.
- achieved over 90% in InitiaLit for our Reception children in Terms 2-4
- purchased decodable readers for Year 2 classes
- maintained 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.

### **Strategy 2.3 To continue strengthening Mathematics outcomes**

#### **In this we:**

- introduced PAT- M twice a year Term 1 and Term 4
- continued daily Numerical Acumen in Years 2 to 6, Received many individual student awards including Inspirational Upper Class of the Year Award, School achieved 2<sup>nd</sup> Place

- purchased dice and various other resources purchased and will continue to be revised
- purchased Maths boxes for each Year level
- trialled successfully 'Essential Assessment' in Year 4 and consequently purchased for Years 2 through to 6 for 2023
- increased our support for Highly Abled Learners took place in Term 4
- continued 'Catch up' Intervention and more allocation of time needs to be looked at as currently only 12 students taking part per semester

### **3. Student Agency, Identity and Leadership**

#### **Strategy 3.1 Continue to develop strong student leadership**

##### **In this we:**

- increased the time of our Well-Being Leader from half a day to a full day to promote a stronger presence and influence of SRC
- promoted Class Buddies create connections between older children and younger students.
- continued to promote student agency especially in the area of having a say in their learning and this remains a focus for our school.
- identified that children have a strong sense of belonging and safety through the termly 'Classroom Pulse' Survey
- appointed eight School House Captains who demonstrated kindness, initiative, and leadership in Year 4 & 5 and promoted active leadership amongst School Captains who led school tours, welcome new families and children during Orientation Mornings
- 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.
- delivered Year 6 Journey to Emmaus children serving their school community

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

##### **In this we:**

- researched a new socio-emotional program in Bounce Back to replace Friendly Schools Plus
- successfully integrated and mapped out the Bounce Back program, Health Program and Child Protection Curriculum and met with each PLT in preparation for 2023.
- provided a counsellor and a youth minister through the Chaplaincy Program.
- received strong response in children's LLL survey
- promoted cultural celebrations through Harmony Day and Full Moon Festival.
- 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.
- 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.

### **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 9 parents on the School Board, a regular two parents on the Finance Committee, four parents on the Sports Network Committee.
- 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 & Edmodo
- 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
- allocate more ESO time to promote Children’s University which lead to an increase of more than double participants at over 70 children.

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

**In this we:**

- continued to promote Monday Community Prayer
- had 100% attendance for Term 1 Learning Conversations and around 60% in Term 3
- held cultural celebrations such as Carnevale, Full Moon Festival, STEM Showcase, Book Week Sports Day
- 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 70% 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:**

- completed Stage 1A which includes 12 new classrooms in double storey building named the Caritas Building and a new Nature Play at a cost of \$7.3 million dollars

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

**In this we:**

- maintained a play area in the centre of the Carmelite building
- maintained the Library open at recess and lunch for the children to play.
- Provided additional lunchtime activities for children

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

**In this we:**

- introduced laptops for Years 5 to 6
- continued providing iPads for Years 2,3 and 4
- maintained 2.5 days of ICT Technician support
- held a STEM Showcase with an Indigenous focus

#### **Strategy 5.4 To develop Knowledgeable Others in each Professional Learning Team to increase capacity in SEQTA**

##### **In this we:**

- allocated a Knowledgeable Other in each PLT
- released Knowledgeable Others for additional professional learning
- had teachers beginning to upload aspect of the program on SEQTA

## **VALUE ADDED PROGRAMS AND SERVICES**

### **Counselling Program**

In 2022, Whitefriars Catholic School continued to provide a counsellor one day per week for our school community through Centacare. This service was used by many children and their families.

### **Chaplaincy Program**

In 2022, Whitefriars Catholic School continued a youth minister one day a week.

### **ICT Technician**

In 2022, 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/laptop 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 for Year 4,5,6 and Soccer for children from Reception to Year 4. In 2022, our PE teacher continued to be provided with a day per week to coordinate after school sports, as well as sporting carnivals.

### **Instrumental Music Program**

In 2022, 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 several sessions.

### **Outdoor Education**

In 2022, the Year 4 teachers planned a two-day camp at Nunyara, Belair. These experiences promote fun, well-being, and independence beyond the activities within a school day.

### **Canteen**

Our canteen increased from 4 days to 5 days continues to provide a valuable service to our community through the availability of recess and lunch four days a week. In its first year of 5 days a week the canteen had a profit of just over \$1200.

### **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).

26 class teachers, 4 specialist subjects teachers, English as an Additional Language.

There were 17 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 2022, Whitefriars Catholic School appointed 1 permanent teacher in Joseph Colella Year 6 teacher and appointed two replacement teachers Lisa Benwell and Hayley Moffat in Year 5. We also appointed 2 permanent full-time Administration staff in Andrea Mackereth and Sally Goldsmith.

At the end of 2022, 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: Michael Head (Yr 5/6 Teacher), Janine Pearce (Front Office) retired whilst Anna Mattiazzo (Enrolment Officer) Suzie Fordham (5/6 Teacher) resigned to pursue other opportunities and Angela D'Amico (Reception teacher) won a permanent position at Rosary School, Prospect.

## **TEACHER QUALIFICATIONS**

In 2022, there were 36 teachers including members of the Leadership Team who all hold a Bachelor of Education.

In addition, the Principal and the APRIM hold a Masters' Degree, whilst the Deputy Principal and one of teachers are currently studying a master's degree in Catholic Educational Leadership.

## **STUDENT PROFILE**

<b>Total Enrolments (August Census)</b>	<b>569</b>
<b>Indigenous Students</b>	<b>7</b>
<b>English as Additional Language Dialect</b>	<b>217</b>
<b>Students on Nationally Consistent Collection of Data (NCCD)</b>	<b>94</b>

The 2022 (August Census) enrolments were made up of the following year level cohorts:

<b>Reception</b>	<b>112</b>
<b>Year 1</b>	<b>86</b>
<b>Year 2</b>	<b>87</b>
<b>Year 3</b>	<b>86</b>
<b>Year 4</b>	<b>82</b>
<b>Year 5</b>	<b>59</b>
<b>Year 6</b>	<b>57</b>
<b>TOTAL</b>	<b>569</b>

### Student Attendance

The average attendance for students in 2022 was

Term 1	86.9%
Term 2	90.6%
Term 3	91.0%
Term 4	90.3%
<b>TOTAL</b>	<b>89.6%.</b>

### Benchmark Results

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

Year 3	% of students who achieved the National Minimum Standard (NMS)		
	2019	2021	2022
Reading	98	99	100
Writing	100	99	97
Spelling	98	98	100
Grammar and Punctuation	96	99	100
Numeracy	100	96	100
Year 5	% of students who achieved the National Minimum Standard (NMS)		
	2019	2021	2022
Reading	100	96	99
Writing	100	96	100
Spelling	100	98	100
Grammar and Punctuation	100	98	100
Numeracy	98	95	99

### **2022 SCHOOL INCOME**

Government Federal	5,302,414
Government State	1,607,471
Tuition fees	1,080,577
Student Contribution	66,036
Other Recurrent	58,620
CEO Adjustments	76,835
Trading Account surplus	1,356
Capital Income - CEO	2,594,182
<b>TOTAL</b>	<b>\$10,787,491</b>

### **2022 SCHOOL EXPENDITURE**

#### **Tuition**

Teaching Salaries + Super	3,852,760
Salary Support Staff + Super	306,446
Worker's Compensation	57,115
Class, Curriculum, Library & Computing	193,808
Sport, Excursions, Camps	79,330
Other Tuition Expenses	30,600
<b>Sub-total</b>	<b>\$4,520,059</b>



## **Administration**

Salaries + Super	306,204
Maintenance, Grounds & Cleaning	228,428
Utilities & insurance	137,818
Other Administration	297,458
CEO Levies	351,047
Staff Training	25,190
Loan Interest	8,928
Depreciation	368,291
<b>Sub-total</b>	<b>\$1,723,364</b>

## **Capital**

Fixed Equipment & Improvements	35,493
Furniture & Equipment	18,917
Computer Equipment	393,618
Building Project - Work in Progress – 1A	6,906,873
Building Project – Work in Progress – 1B	8,869
<b>Sub-Total</b>	<b>\$7,363,770</b>
<b>Total Expenditure</b>	<b>\$13,607,193</b>

## **Live, Learn, Lead Survey Parents Results**

Following several years where we sent a consistent School Community Survey. This year we have moved to the LLL Survey. One of my goals in 2023 is to increase the number of parents that respond to the survey as in our first year it was low at 42 participants.

Each category was 1 to 6, with 6 being the maximum. In each of the Balance Scorecard Quadrant the results were positive with the mean being:

### Catholic Identity:

- Catholic Education: 4.72

### Learning and Well-Being:

- Learning Support: 4.31
- Enjoyment of School: 4.72
- Autonomy and Independence: 4.21

### Community:

- Welcoming School: 5.14
- Parent-school Partnerships: 4.49
- Safe school: 4.88

### Resourcing

- Infrastructure: 4.83

## **Conclusion**

I would like to acknowledge and thank our eight 2022 School House Captains for their leadership this year and thank you being great role models.

Joseph (Blue): Tiah Kortessis (5/6RP) & Pavly Youssef (5/6RP)

MacKillop (Gold): Eve Balic (5/6A) & Mitchell Tyndall(5/6A)

Patrick (Green): Lilly Zakelj (5/6A) & Floyd Farmer (5/6RP)

Tenison (Red): Edie Hoff (5/6LF) & Jake Rugolo (5/6LF)

I also thank our Performing Arts Leaders

1. Eva Hutchinson (Dance)- 5/6LF
2. Sienna Lillywhite (Dance) – 5/6LF
3. Maddy Brookes (Music, dance, drama) – 5/6RP
4. Alyssa Nguyen (Music) - 5/6RP
5. Ella Meyer (Music) – 5/6A
6. Fletcher Daniel (Music, drama) – 5/6A
7. Elke Weetra (cheer/drama) – 5/6A
8. Aimee Fraser (Music)- 5/6A
9. Xavier Rosa (Music) – 5/6H

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 Sam Arockiasamy, our Assistant Parish Priest, and the Parish staff for their support to our school and parish community.

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 2022:

1. Samara Bell (Chairperson)
2. Sarah Hutson (Parent Rep) - Secretary
3. Celeste Dwarka (Parent Rep)
4. Amanda Fletcher (Parent Rep)
5. Jade Lehmann (Parent Rep) Finance and Canteen
6. Pania Rawlins (Parent Rep) - Sport
7. Andreia Santos (Parent Rep) - Finance
8. Lina Sotiropoulos (Parent Rep) – P&F Chairperson
9. Sam Williams (Parent Rep)
10. Phuong Chi Twigden (Staff Rep)
11. Catia Frasca (Deputy Principal)

Kind Regards  
Frank Congedi  
February 2023

