



Whitefriars Catholic School

School Performance Report 2024

Principal's Report

In 2024, Whitefriars Catholic School increased to 23 classes with 604 children in the February census and then commenced 2 classes of Term 3 Reception. Whitefriars Catholic School has continued to grow in enrolments fully reaching a 3-stream school (a maximum of 87 children in each year level) for the first time and has all classes were single year levels for the second year.

Masterplan

Whitefriars Catholic School has been working through masterplan approved in 2020.

Stage 1 Goal

Stage 1 was about building additional classrooms to accommodate increased enrolments and relocating facilities to make the Penola Building and Tenison Building obsolete.

Stage 1A (2022)

- In 2022, the Caritas Building (2-storey building with 12 new classrooms) was completed and children commenced using it In January 2023.

Stage 1B (2023)

- Library, Performing Arts Room and Science Room were re-furbished.
- The staffroom, canteen, main students' toilets, and instrumental rooms were relocated.
- The front entrance of the school was improved.
- The administration area was extended

Stage 1C (2024)

- The playgroup Room was relocated in the Carmelite Building
- Area between Carmelite Building and Irene McCormack was refurbished.
- Outside Irene McCormack verandah area was refurbished.

Stage 2 Goal

With Stage 1 of the Masterplan now complete, the school will commence Stage 2 in 2025. Stage 2 is about extending and improving the outdoor learning areas of the school. Stage 2 has 6 different parts to it due to logistics and finances and the school will proceed as speedily as possible over the next few years.

Stage 2A (2025)

- Demolition of 30, 30a and 32 Ranelagh St to create new outdoor learning spaces for the children.

In 2024, Whitefriars Catholic School purchased 28 Ranelagh St following the owner wanting to sell to the school and this will remain a rental property at this stage.

School Leadership

In 2024, Whitefriars Catholic School appointed 6 Positions of Responsibility leaders:

1. Leader of Learning
2. Mathematics Leader
3. Gifted Education Leader
4. STEM Coach Digital Technologies
5. SEQTA Leader
6. Well-Being Leader

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

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

In 2024, Whitefriars Catholic School had children from 38 different cultures, 7 Indigenous children, 255 English as Additional Language and Dialect (EALD), 197 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.

2024 Whitefriars Catholic School Annual Improvement Plan

CATHOLIC IDENTITY AND MISSION

Commitment	Ensuring that the identity and mission of Catholic Education is centred in the person and message of Jesus, experienced within a culture of dialogue, and includes quality Religious Education, meaningful and authentic prayer, liturgy, and formative experiences.	
Outcome 1.1	Students, staff, and leaders are formed so that they can participate with faith, hope and love in the mission of God in their context.	
GOAL	Promote an inclusive, welcoming school environment.	ACTIONED
STRATEGIES	Continue School Community Prayer Monday mornings in the Mary MacKillop Hall led by students and parents, when possible, followed by a member of the Leadership Team highlighting the gospel values demonstrated by Mary MacKillop through the virtues.	✓
	One Josephite focus twice per term will be named and gives students an opportunity to develop that gift of the Holy Spirit.	Commenced
	Continue using a Mary Mackillop quote in our newsletter	✓
	APRIM to lead and teaching staff to support and promote class masses each week, family masses each month and invite children to participate.	Commenced
	Promote a focus on the sacramental students and for each class to pray for 1 or 2 sacramental children.	Commenced
	Promote children involvement as altar servers and staff being extraordinary Ministers of the Eucharist.	Commenced
	Promote an inclusive, welcoming school environment by parent interaction with the school notice board and communication applications.	Commenced
	Teachers to familiarise with their students' religious backgrounds and be continuous dialogue with different faiths and world views in their class community.	Commenced
Outcome 1.2	Students have strong religious self-awareness, capability development and understanding of the Catholic Tradition.	
GOAL	Continue to provide a rigorous Religious Education teaching program with appropriate assessment	ACTIONED
STRATEGIES	Provide each PLT with RE Planning time with APRIM in Term 2. Whilst in Terms 1 & 3 planning with APRIM during NIT time.	✓
	APRIM and a teacher participating in Assessment and Moderation in RE Inquiry Project in 2023 – to lead staff meeting/s in 2023/2024 & 2025 focussing on developing rubrics assessments, and moderating work samples for A-E grades.	Commenced

	Dedicate 1 staff meeting per term to develop Religious Education teaching and Assessment Moderation.	Commenced
	Delivering high quality RE lessons using Crossways. Teachers following a scope and sequence using Crossways co constructed by APRIM and teachers as an agreed practice linked to our Teaching Policy.	Commenced
	Year 4 participation in RELAT and analysing the data	Commenced
	APRIM to have regular communication with parent community with RE news through school newsletter fortnightly.	Commenced
	Year level units to send curriculum overview information to parents each term.	2025
	APRIM to develop a new UBD for RE link to Crossways	Commenced
Outcome 1.3	Excellent religious leadership is present in schools, centres and offices so all leaders can discern and strengthen the identity and mission of Catholic Education, in partnership with parish and families.	
GOAL	<i>To develop and strengthen Faith formation</i>	ACTIONED
STRATEGIES	Send 2 staff members to the Sydney Josephite Colloquium and share their learning with the staff.	✓
	Staff Prayer each Thursday morning and announce prayer to invite all to attend	Commenced
	Emphasise the importance of a well-presented consistent prayer space within classes i.e. cloth (Liturgical colour), Bible, image of Mary MacKillop, candle, virtue cards.	Commenced
	Religious symbols in all areas of the school with strong imagery of our Catholic Identity with a particular emphasis on our Josephite Tradition.	Commenced
	LLL surveys indicate a high sense of Catholic Identity in the school moving from 4.72 to 5.0 or more in Parent & Caregiver Survey	Commenced
	APRIM to offer parent RE MITIOG information sessions and any other faith formation workshops.	Commenced
	Dedicate Week 8 Term 3 Pupil Free Day to a focus on staff spiritual /scripture development as staff retreat promoting well-being.	Commenced
Outcome 1.4	Catholic Education South Australia is known for its authentic and contemporary expression of Catholic Identity and Mission, including a focus on ecological conversion and action.	
GOAL	<i>Continue to promote Catholic Social Teaching with a focus on social justice initiatives and ecological awareness</i>	ACTIONED
STRATEGIES	Promote Catholic Social Teaching to students, parents, and staff during staff meetings, assemblies, community prayer and staff prayer.	✓
	Actively support families who need additional financial support.	Commenced
	Continue using money raise from second hand uniforms to help families	Commenced
	Children selected to be on the School Representative Council (One child per semester from R-5 and two Year 6) with a focus on social justice and ecological initiatives.	Commenced
	Christian Leadership - Year 5 classroom support for R-3, Peer mediation – Yr 6	Commenced
	Allocate community service activities amongst Year 5/6 students (road crossing, alter service)	Commenced
	Promote Project Compassion (Term 1), St Vincent De Paul Winter appeal (Term 2), Mary MacKillop Foundation Action Hour and Catholic Charities (Term 3), St Vincent De Paul Christmas appeal (Term 4)	Commenced
	Strengthen Year 6 Journey to Emmaus Servant Leadership Program which includes an excursion the Mary MacKillop Precinct.	Commenced
	Promote Laudato Si' for stewardship of creation through ecological awareness, nude food, and recycling etc	2025

STUDENTS

Commitment	Fulfilling our promise that children and young people will be nurtured as thriving people, capable learners and leaders for the world God desires.
Outcome 2.1	Students are using Key Capabilities Continua to routinely reflect on and articulate growth as a person, learner, and leader.

GOAL	<i>Students regularly reflect on learning/growth relative to key capabilities continua</i>	ACTIONED
STRATEGIES	Using the Key Capabilities Continua, students will reflect on the Spiritually Aware and Inspired by Faith and Self-Aware, Collaborative and Socially Adept components	2025
	Showing staff how to incorporate Spiritually Aware and Inspired by Faith and Self-Aware, Collaborative and Socially Adept components into their weekly plan (e.g. A reflective journal)	Commenced
	Define “Christian Leadership” – Year 4,5,6 students to focus on Laudato Si’ for stewardship of creation through ecological awareness	2025
Outcome 2.2	Students have agency in their learning and can cite evidence of growth as a person, learner, and leader.	
GOAL	<i>Continue to develop strong student leadership and student agency</i>	ACTIONED
STRATEGIES	SRC to meet regularly to discuss initiatives and report to the school community at school gathering and assemblies	✓
	Appoint 8 School House Captains who lead school tours and promote student led initiatives	✓
	Appoint Performing Arts Leaders	✓
	House Captains and Performing Arts Leaders providing additional play time activities	✓
	Consolidate and strengthen impact of Peer Mediators (Year 6)	✓
	Continue to promote Year 6 Journey to Emmaus children serving their school community	✓
	Promote Reading Buddies and Class Buddies	✓
	Continue celebrating children’s cultural identity through cultural celebrations such as Harmony Day, Carnevale, Full Moon Festival, NAIDOC Week	✓
	Year 5 Christian Groups and Educational Services	2025
	Complete Classroom Pulse Survey and teachers review responses and check in with students.	✓
	Children’s University	✓
	Students selected to participate in STEM MAD competition	✓
Outcome 2.3	The dignity and rights of children and young people are maintained in all matters pertaining to safeguarding.	
GOAL	<i>Develop a strong social-emotional, resilient culture and continue to maintain a positive school community</i>	ACTIONED
STRATEGIES	Well-Being Leader oversees the children who require support and checking in to ensure all are covered by the Well-Being Leaders, Counsellor, or Well-Being Officer	✓
	Unpack the classroom Pulse data questions with children and staff for the current term.	✓
	Well-Being Leader to coach and support Circle time approach and build this into the school social skills program: Bounce Back (A Positive Education approach to wellbeing), and What’s the Buzz.	✓
	Wellbeing Leader to support teachers with Health and Wellbeing programs (planning, activities and assessment).	✓
	Continue to refine a whole school scope & sequence for Health, Socio-Emotional Intelligence and Wellbeing	✓
	Prompt behaviour, harassment, bullying follow-up	✓
	Enter Behaviour on Pastoral Care notes on SEQTA	✓
	Working in Partnership with parents through close communication regarding behaviour issues	✓
	Promote and support staff with staff wellbeing and self-care practices.	✓
	Invitation for staff to attend mindfulness sessions	✓
	Class teachers embedding short mindfulness practices – teachers explore calming strategies with the support of the Wellbeing Leader.	✓

	Parenting Tips in the school newsletter, using a school subscription (e.g. Happy families subscription)	✓
	Parent session on child and parent well-being	✓
	Peer Mediation Support Program for Year 6's	
	Grow your Mind introduced as a whole school approach, subscription purchased	✓
	Well-Being Leader to work with School Counsellor and Well-Being Student Officer to meet to oversee all students who receive social and emotional support.	✓
	Continue to refine a whole school scope & sequence for Health, Socio-Emotional Intelligence and Wellbeing	✓
	Embedding whole school 'Wellbeing time' within our daily timetables.	✓
	Grow your Mind Core Wellbeing Values: The Brain, Friendships & Belonging, Emotional Regulation, Gratitude & Joy, Resilience & Character Strengths.	✓

DIVERSITY, EQUITY, AND INCLUSION

Commitment	Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.	
Outcome 3.1	Schools, centres, and offices work collaboratively to be welcoming and responsive to the individual needs of children and young people through recognising their abilities and overcoming barriers to their education.	
GOAL	<i>To ensure equitable access for all students within Whitefriars' Catholic School recognising that students may require educational adjustments specific to their needs and that inclusion is at the heart of our mission as Catholic educators.</i>	ACTIONED
STRATEGIES	Release teachers to meet with Inclusive Education Leader to develop PPL's	✓
	Release teachers to collect NCCD data	✓
	Support teachers with the collection of types of data for NCCD evidence	
	Develop teacher help guides	✓
	Work and supported new staff on implementing adjustments	✓
	Meet with staff that needed support with individual students e.g. Support with developing and programming, HPC...	✓
	Weekly staff meetings with all curriculum ESO's that includes PD	✓
	Developed register of all Enrichment programs offered	✓
	Teams set up for teachers and ESO's for planning and communication	✓
	Gifted Education Leader promoting stretching activities	✓
	Professional Learning Delivered weekly with Curriculum ESO's - Spelling Strategies, Reading Recovery, Working with children with ASD/behaviour, case managements	✓
	Student Adjustment Journal using Pages on iPad	✓
	Support families especially families with EAL/D accessing NDIS and engaging in allied health	✓
	Part of consultation meetings with teacher and parents to discuss PPL's when needed	Commenced
	Purchase and sharing of inclusive ed teacher resources	2025
Outcome 3.2	School enrolment profiles demonstrate equity and accessibility reflective of their communities.	
GOAL	<i>To ensure that our school enrolment profiles demonstrate equity and accessibility reflective of the communities we serve, we will actively promote inclusive admission practices and remove barriers to entry.</i>	ACTIONED
STRATEGIES	Ensure the enrolment process is accessible to all families, including those with diverse socioeconomic backgrounds, languages, or abilities. Provide clear communication and multilingual options if needed.	✓
	Offer flexibility for families experiencing financial difficulties by providing scholarships or payment plans for school fees.	2025
	Actively engage with local communities to understand their specific needs. Host community forums or surveys to hear from different demographics.	✓
	Celebrate diversity through events and curriculum that honour different cultures, traditions, and perspectives.	✓

	Create clear pathways for families of students with special needs to access enrolment. Offer early intervention services, flexible learning programs, and specialised support for students who require it.	✓
	Ensure that the school has resources and trained staff to support students with disabilities or learning difficulties, making the school an accessible choice for all.	2025
	Share data regarding the diversity of the school population (e.g., socioeconomic status, students with disabilities, language backgrounds) with the community. This can help build trust and show the school's commitment to inclusivity.	2025
	Ensure the school's physical environment is accessible for all students and families, including those with physical disabilities. This may include ramps, accessible bathrooms, and accommodations for those with mobility issues or classroom environment adjustments	2025

LEARNING AND TEACHING

Commitment	Pursuing excellence in learning, teaching and student outcomes across all Catholic schools and centres in South Australia.	
Outcome 4.1	Schools and centres demonstrate high quality curriculum, pedagogy, assessment and reporting practices.	
GOAL	<i>To develop instructional leadership in Literacy for whole school agreed practices</i>	ACTIONED
STRATEGIES	Model high impact teaching e.g. Learning intention, success criteria, explicit teaching, differentiation and scaffolding and refer to whole school Agreed Practices	✓
	Class mentoring/coaching alongside teachers on a weekly basis. Modelling the Reading to Learn pedagogy teaching cycle to scaffold reading and writing different text types.	✓
	Lead Clarity to whole staff: after school staff meetings in The Case Management Approach in 2024	✓
	Professional Development of Reading to Learn after school sessions for new and beginning teachers	✓
	English planning with units focused on language features of text types and how to bump up writing levels	✓
	Inform staff of NAPLAN data and whole school focus for improvement in 2025 (Week 9 Term 3)	✓
	Lead functional grammar with knowledgeable others to share with staff in units during PLT	✓
	Lead Years 1-2 staff meetings for Catholic Northwestern Community to develop knowledge and understanding of the performance standards in Mathematics, using Performance Standards for assessment tasks	✓
	Develop Scope and Sequence for writing R-6	✓
	Professional development in Reading to Learn Pedagogy (Scaffolding Literacy) & Functional Grammar continues to be prioritised and led by Knowledgeable Others within the school and coaching session with teachers and their classes in Reading to Learn strategies developing their writing goals (EAL teacher and Leader of Learning)	✓
	Provide PD in LEAP levels – supporting teachers to bump up writing	✓
	Lead Reading Buddies with Year 5/6 students	✓
	Moderation of assessment tasks in writing	✓
	Explicit teaching	✓
	Continue to drive other aspects of Clarity using the CESA module PowerPoints to continue to keep pedagogy at the forefront	✓
	Promoting Literacy Development (PLD) 3-6	✓
	Review IXL online programme for Years 3-6 English	✓
GOAL	<i>To develop instructional leadership in Numeracy for whole school agreed practices</i>	ACTIONED
STRATEGIES	Reception to Year 6 teachers released to work to create Yearly Overviews for each year level (whole curriculum mapped for each term) and assessment design.	Commenced
	PAT-M once a year in term 4 to monitor learning progress	Commenced
	Consolidate use of PAT-M Early Years	Commenced
	Children in Year 2 to 6 do Numerical Acumen daily	Commenced

	Complete a 1-minute test every term for students in Year 2 to 6	Commenced
	Consolidate the Mathematics Intervention Program 'Catch Up' in its 2nd year led by Leader of Learning in Mathematics	✓
	Leader on Learning in Mathematics to train all ESO's in Catch Up	✓
	Analysing data time allocated	Commenced
	Children are supported in learning all timetables by the end of Year 4	Commenced
	Year 5/6 students to use IXL.	2025
	Assessment criteria and rubrics will be sent home to parents from Term 2, 2024 – all rubrics to be sent using SEQTA in 2025	✓
	Utilise System Coach support throughout the school year to continue to support and development assessment tasks mapped to Performance Standards, and each year level curriculum outcomes	Commenced
	Essential Assessment introduced for Mathematics Year 2-4	Commenced
	To do a stock take of resources and all resources to be catalogued and borrowed out appropriately. (barcode to be photocopied and sent to Olivia)	2025
	Provide support for Highly Abled Learners	Commenced
	Offer ICAS Assessment for students in Year 2 to 6	Commenced
	Revise Agreed Practices	Commenced
	Promote the use of Investigations using the performance standards	Commenced
	Focus on daily reviews in Mathematics	Commenced
	Use the Numeracy Progressions to develop "Bump it Up Walls"	Commenced
GOAL	<i>Developing Pedagogy and Agreed Practices with all curriculum areas aligned to our Teaching and Learning Policy</i>	ACTIONED
	Regular meetings with POR and Knowledgeable others	✓
	Teachers released to plan and co construct Agreed Practices with a Knowledgeable Others.	
	To create a Yearly overview for the school that teachers will utilise starting in week 0 of 2025 and upload on SharePoint or SEQTA to inform Leadership and to support the knowledgeable others when teams are released.	✓
	Use version 9 Australian Curriculum for planning	✓
	Promoting Literacy Development (PLD) 3-6	✓
	ESO Curriculum staff delivering Enrichment Program	✓
	All QPT complete Learning Walks and Talks promoting a culture of self-assessment, peer assessment, Bump-It-Up Walls – findings to be collated	✓
	Developing Agreed practices in learning areas	✓
	Use Agreed Yearly Overview	✓
	Use Agreed Unit Planner for release time with Knowledgeable Others	✓
Outcome 4.2	Students experience and engage in learning that is responsive to their individual needs.	
GOAL	<i>To introduce the Key Capabilities and plan for implementation</i>	ACTIONED
STRATEGIES	Focus on one key capability per semester.	2025
	To build teacher capacity of the Key Capabilities.	2025
	To build student capacity of the Key Capabilities so they can identify where they are at and the actions on where to go next. (develop Whitefriars student handbooks)	2025
Outcome 4.3	Students achieve excellent learning outcomes.	
GOAL	<i>Strengthen whole school approaches in assessment and monitoring data</i>	ACTIONED
STRATEGIES	Numeracy Learning Leader to develop assessments based on performance standards	✓
	Pre and post writing samples are collected and levelled for EALD students each term to track student progress. (Reception semester 2)	✓
	"Performance Standards Folder for Moderated Work Samples Assessment " (1x per Year Level Unit) - A Curated Collection of Student Work Samples (Tasks A-E for years 1 to 6, working toward, working at and working beyond for receptions) with Annotated Notes for Grading and Justification	✓
	PAT-M and PAT-R Adaptive (Year 2-6) PAT-M and PAT R (reception – 1) twice a year	✓

	Promote co-construction rubrics. Unpack co-construction with the teachers as part of Learner agency through Clarity PD	✓
	Work with CESA professional learning standard and assessment team on whole system rubrics.	✓
	Upload in SEQTA library SEQTA leader to model to staff on how to use in marks book	✓
	Pre and post writing samples focussing on relevant elements of language (aligned with LEAP levels)	✓
	Essential Assessment in Maths 2-4	✓
	Continue to develop Electronic Data wall – Putting Faces to Data	✓
	Whitefriars Assessment Schedule is published and referred to consistently each term.	✓

PEOPLE, LEADERSHIP AND CULTURE

Commitment	Enhancing a culture of professional growth in Catholic schools, centres and offices that attracts, sustains and values people, their leadership and workforce excellence.	
Outcome 5.1	Employees excel with respect to relevant industry standards.	
GOAL	<i>Encourage all staff to engage with the EA Hub Page for updates</i>	ACTIONED
STRATEGIES	Ensured that Enterprise Agreement is being delivered	✓
Outcome 5.2	High employee engagement, agency, satisfaction, and effectiveness is established across all workplaces in Catholic Education South Australia.	
GOAL	Provide opportunity for continuous learning.	ACTIONED
STRATEGIES	LLL Survey	✓
	Staff surveys eg release time	✓
	Staff release for planning in Religious Education, English, Mathematics, EALD LEAP Levels, STEM	✓
	Coaching led by Knowledgeable Others in English and Mathematics	✓
Outcome 5.3	Workforce sustainability is optimised and fulfils system human resource requirements.	
GOAL	<i>Provide a working culture that promoted well-being and strong sense of purpose.</i>	ACTIONED
STRATEGIES	Retaining your staff and making sure adequate TRT's available	✓
	Well-Being Leader weekly supporting staff with Well-Being strategies	✓
	Social Committee organizing staff events and fun activities.	✓
	Providing opportunities to celebrate at the end of each term at our last staff meeting time and end of the term	✓
	Promote the right to disconnect	✓
Outcome 5.4	All workplace cultures enable people to thrive.	
GOAL		ACTIONED
STRATEGIES	Staff are welcome to join for lunch on the last day of school each term.	✓
	Week 5 Wednesday staff morning tea	Commenced
	Support staff training and PD	✓
	PIDS appraise meetings	✓
	Feedback	✓

FINANCIAL STEWARDSHIP AND IMPROVEMENT

Commitment	Investing effectively in infrastructure, resourcing and capital development, and facilitating a system wide plan aimed at improving student outcomes and system growth.	
Outcome 6.1	System growth per annum is more than population growth, and consistent with our mission and purpose.	
GOAL	<i>Optimal staffing</i>	ACTIONED
STRATEGIES	ESO and teaching staffing levels guided by CEO guidelines	✓
	Ensuring staff are working 23 hours face to face per week	✓
	Ensuring that, in accordance with work hours, employees receive an equal number of hours of non-contact time	✓

	Other Professional Activities (OPA) guidelines are followed	✓
GOAL	<i>Optimal Enrolment</i>	ACTIONED
STRATEGIES	Hold 3 to 4 school tours each term	✓
	Hold enrolment meetings for Reception approximately children 2 years in advance	✓
	Maintain strong communication regarding enrolment processes	✓
Outcome 6.2	Sustainable, high-quality infrastructure and facilities are ensured for all students, schools and centres.	
GOAL	<i>To financially complete Stage 1A, 1B and Stage 2 with the support of BGA, school funds and loans</i>	ACTIONED
STRATEGIES	New Blinds for Caritas building classrooms	✓
	Meet fortnightly with INCA Construction – Whitefriars Variation	✓
	Planning with Detail Studio, first stage of 2A (refer to plan)	✓
	Community consultation after school with Staff and School Board – Detail Studio and WAX landscapers – re draft landscape concept	✓
	Liaise closely with the Site Manager (Mark)	✓
	Promote new building with the school community and prospective parents	✓
	Updating whole school sound system	Commenced
	Updating whole school security cameras	Commenced
	Updating OSHC facilities (eg kitchen, cupboard, play space)	✓
	Signage for building names and class numbers to coincide with evacuation map	✓
	Refurbished office area	Commenced
	Mary MacKillop Mosaic in school office entrance	Commenced
	New Trophy cabinet in school office	Commenced
	Hot Desk renovations – dividers and filing cabinets	Commenced
	Continue to purchase sound systems to support staff and students	Commenced
	New temporary lawned play space in preparation for 2025	Commenced
Outcome 6.3	Financial stability and viability are ensured across all schools, centres, and the system.	
GOAL	<i>Develop budgets for curriculum areas and other important school viability</i>	ACTIONED
STRATEGIES	Business Manager to meet with leadership to develop yearly budgets	✓
	Plan and purchase shared resources for unit teams Reception, Year 1, 5 and 6 classes	✓
	Sport Coordinator to research and purchase outdoor sport activities eg table tennis tables	✓
GOAL	<i>Maintain high availability of resources in Information and Communications Technology, Digital Technology and STEM</i>	ACTIONED
STRATEGIES	Each child in Year 4, 5 & 6 has a laptop and allow to take home	✓
	Each child in Year 2 & 3 has an iPad. Allow Year 3 to take iPad home.	✓
	10 iPads dedicated for children in Year 1 which have an in-class intervention program called Reading Doctor	✓
	All teachers' iPads updated at the beginning of the year	✓
	Purchase new laptop and protective bags for each Year 4 students and new iPads, protective screens and hard cover in Year 2	✓
	Maintain 11 iPads for every Reception and Year 1 class, removing the oldest from circulation.	✓
	Year 5 and 6 teachers registered with Canva as educators.	✓
	Purchasing new MicroBits for the use in Year 5	✓
	Acquired a third 3D printer through a Maker's Empire PD	✓
	Purchase Maker's Empire licence for future use	✓
	Maintain Bluetooth microphones for video use on iPads (previously purchased 6 sets)	✓
	Reserved the use of the VR sets from the CEO for Year 6 STEM program	✓
	Green wall painted outside of the Performing Arts room for greater access to creative movie making	✓

	Laptops allocated for each class for use of TRTs	✓
	Selling old electronic devices	✓

PARTICIPATION IN MISSION AND PURPOSE

Commitment	Ensuring that Catholic schools, centres, and offices in South Australia are committed to educational excellence, enlivened faith formation, accessibility, and growth.	
Outcome 7.1	Schools, centres, and offices understand and work within a corporate governance framework that is consistent with Canon Law, relevant legislation and system obligations to fulfil our mission and purpose.	
GOAL	<i>Further strengthen worshipping community and school community as one Parish</i>	ACTIONED
STRATEGIES	Principal, Deputy Principal & APRIM regularly attending Friday morning Parish Mass & Family Mass on 2 nd Weekend of the month – Children to lead with readings	✓
	Being Church meetings continuing once a term	✓
	Parish Sacramental Program highlighted as central celebration in the school	✓
	APRIM plan and deliver the Sacramental Program with the Sacramental Coordinator	✓
	In Whole school Masses and Class Mass to be a focus part of school community life	✓
	Invite Father Charles and Father Sam to the school for events and classroom visits	✓
	Altar servers from our school trained and active at Class Masses	✓
	Father Charles invited to support the Journey to Emmaus	✓
	School to support Parish Social Justice initiatives	✓
Outcome 7.2	Our system demonstrates high quality practices relative to stakeholder engagement, political liaison and advocacy, strategic project delivery and all professional services.	
GOAL	<i>Developing Capacity in the use of all aspects SEQTA and CIVICA</i>	ACTIONED
STRATEGIES	Review required of Assessment practices utilising Performance Standards, and Marks book on SEQTA – across all curriculum areas	✓
	Teaching plans unit directly into the SEQTA proforma	✓
	Key Teacher to develop Knowledgeable others in each Professional Learning Team to increase capacity in SEQTA	✓
	Notes and Videos added to SharePoint as concepts taught	✓
	Half a day releases for Knowledgeable Others	✓
	SEQTA Leader adds to Staff memo	✓
	Folder of resources developed for all staff	✓
GOAL	<i>High opportunity for parents to be working in partnership with teachers in the process of learning</i>	ACTIONED
STRATEGIES	Meet the Teacher Night	✓
	Learning Conversation in Term 1 and Term 3	✓
	Hold a Cybersafe Parent Session	✓
	MITIOG Parent session	✓
	Parent sessions: Reading with your child at home, InitialLit	✓
	SEQTA	✓
	Audiri communication	✓
	Weekly Newsletter using Audiri format	✓
	Regular Facebook posts	✓
	Liaise with NDIS providers and Allied services as wrap around approach	✓
	Encourage Parent at school with LAP, reading, excursions, sport	✓
	Annual STEM Showcase	✓
	Seesaw messages Reception to Year 3 Emails Year 4 to 6	✓
GOAL	<i>High opportunities for parents to participate in the life of the school and school events</i>	ACTIONED
STRATEGIES	Strong School Board representation	✓

	Have parent representation on the Finance Committee, OSHC Advisory Committee, Sport Network Committee, Canteen Committee	✓
	Parents and Friend Chairperson to hold Parents and Friends meeting twice a term supported by the Principal and Deputy Principal	✓
	Parents and Friends emailing list open to all parents developed to include all parents who would like to be involved with P&F	✓
	Hold school community events such as Movie Night, School Disco, Carols on the Green Continue promoting Parent Reps for each year level	✓
	Invite parents to events such as Sports Day, Book Week Parade, STEM Showcase, Open mornings, Carnevale	✓
	Encourage volunteers	✓
	Year 6 Graduation Party	✓

VALUE ADDED PROGRAMS AND SERVICES

Counselling Program

In 2024, Whitefriars Catholic School increased the provision of a counsellor from 1.5 days to 2 days a week for our school community through Centacare.

National Well-Being Program

In 2024, Whitefriars Catholic School continued to provide a Well-being Officer 1 day a week with funding from the Federal Government.

ICT Technician

In 2024, Whitefriars Catholic School continued to be part of the CESA ICT Support network and provided an ICT Technician 2.5 days a week to support the ICT infrastructure of the school as well as support the 1:1 iPad for Year 2 to 3 and 1:1 Laptops for Year 4, 5 & 6.

After School Sports

In 2024, our PE teacher continued to be provided with a day per week to coordinate after school sports, as well as sporting carnivals. Through the generosity of our parent volunteers, our school has been able to continue providing a range of after school sports for 220 children in

- Basketball and Netball for Years 2 to 6
- Soccer for children from Reception to Year 6.

Instrumental Music Program

In 2024, 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 2024, The Year 3 children experienced a sleepover at school, the Year 4 teachers planned a two-day camp at Nunyara at Belair and whilst the Years 5 & 6 children took part in Surf Education.

Canteen

Our canteen continued to remain open 5 days a week providing 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 loss of \$2,524.

Out of School Hours Care (OSHC)

YMCA continued to provide a valuable service in offering quality Before School (6:30-8:30am), After School (3:00pm to 6:00pm) and Vacation Care (6:30am to 6:00pm) 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).

29 class teachers, 6 specialist teachers (Science, Performing Arts, PE and Italian), 2 English as an Additional Language and 1 Transition teacher.

There were 21 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

Whitefriars Catholic School continues to maintain high staff retention for a school with 67 staff members.

At the end of 2024:

- 2 teachers won permanency at other Catholic Schools: Chantel Farina and Bianca Kovacevic
- 4 teachers completed their contracts: Melanie Bonython (1-day EALD Teacher), Bianca Holler (1-day Transition teacher), Bethany Gibbons (1-day Performing Arts teacher), Aimee Naderi (Term 3 Reception teacher)
- 2 curriculum ESO completed their time: Robyn Mercer (retired) & Jaiden Diamantis

During 2024 Whitefriars Catholic School appointed:

- 2 full-time permanent full-time teachers: Matthew Hiern and Vy Ly
- 2 admin staff: Diana Maraia, Hannah Drogemuller
- 1 additional finance support person: Lina Sotiropoulos
- 2 full-time replacement teachers: Hannah Dalidowicz & Julie Sosa
- Part-time replacement teachers: Kelsey George
- 3 Curriculum ESO: Claire Mercer, Brianna Mastromihalis & Ruby Loizos.

TEACHER QUALIFICATIONS

In 2024, there were 42 teachers including members of the Leadership Team who all hold a Bachelor of Education.

In addition, the Principal (Frank Congedi) and the Term 1 APRIM (Joshua Page) hold a Masters' Degree, whilst the Deputy Principal (Catia Frasca) and Term 2, 3 & 4 APRIM (Josie Minorchio) are currently studying Masters Degree in Catholic Educational Leadership.

2024 STUDENT PROFILE

Total Enrolments (August Census)	645 Female: 318 Male: 327
Indigenous Students	7
English as Additional Language Dialect	255
Students on Nationally Consistent Collection of Data (NCCD)	135

The 2024 (August Census) enrolments were made up of the following year level cohorts:

Reception	124
Year 1	87
Year 2	87
Year 3	87
Year 4	89
Year 5	86
Year 6	85
TOTAL	645

Student Attendance

Student Attendance	2022	2023	2024
Term 1	86.9%	93.0%	92.3%
Term 2	90.6%	91.2%	90.9%
Term 3	91.0%	92.2%	90.8%
Term 4	90.3%	92.3%	92.0%
YEAR TOTAL	89.6%	92.2%	91.5%

NAPLAN

In 2024, Whitefriars Catholic School achieved above Australian Average and State Average in all 5 NAPLAN Areas (Reading, Writing, Spelling, Grammar and Numeracy). Please note that in 2020, NAPLAN online was cancelled due to COVID-19 pandemic.

Year 3					
	2019	2021	2022	2023 (New NAPLAN Format)	2024 (New NAPLAN Format)
Reading	98%	99%	100%	98% Mean Score: 413.6 School Proficiency Level: Strong	99% Mean Score: 405.5 Strong Proficiency Level: Strong
Writing	100%	99%	97%	98% Mean Score: 450.1 School Proficiency Level: Strong	99% Mean Score: 435.6 Strong Proficiency Level: Strong
Spelling	98%	98%	100%	98% Mean Score: 445.2 School Proficiency Level: Strong	99% Mean Score: 433.9 Strong Proficiency Level: Strong
Grammar and Punctuation	96%	99%	100%	98% Mean Score: 432.5 School Proficiency Level: Strong	99% Mean Score: 411.1 Strong Proficiency Level: Strong
Numeracy	100%	96%	100%	98% Mean Score: 416.8 School Proficiency Level: Strong	99% Mean Score: 411.5 Strong Proficiency Level: Strong
Year 5					
	2019	2021	2022	2023 (New NAPLAN Format)	2024 (New NAPLAN Format)
Reading	100	96	99	99% Mean Score: 513.3 School Proficiency Level: Strong	98% Mean Score: 511 Strong Proficiency Level: Strong

Writing	100	96	100	99% Mean Score: 509.3 School Proficiency Level: Strong	98% Mean Score: 519.7 Strong Proficiency Level: Strong
Spelling	100	98	100	98% Mean Score: 528.2 School Proficiency Level: Strong	98% Mean Score: 530.9 Strong Proficiency Level: Strong
Grammar and Punctuation	100	98	100	98% Mean Score: 526.9 School Proficiency Level: Strong	98% Mean Score: 517.7 Strong Proficiency Level: Strong
Numeracy	98	95	99	99% Mean Score: 517.8 School Proficiency Level: Strong	98% Mean Score: 519.3 Strong Proficiency Level: Strong

2024 SCHOOL INCOME

Government Federal	6,600,178
Government State	1,995,597
Tuition fees	1,217,187
Student Contribution	84,333
Other Recurrent	92,828
CEO Salary Adjustments	398,070
Capital Income - CEO	152,516
Capital – Government Grants	0
TOTAL	\$10,540,709

2024 SCHOOL EXPENDITURE

Tuition

Teaching Salaries + Super	5,083,041
Salary Support Staff	621,055
Worker's Compensation	66,008
Class, Library & Computing	253,053
Sport, Excursions, Camps	128,337
Miscellaneous Tuition	26,550
Sub-total	\$6,178,044

Administration

Salaries + Super	491,411
Maintenance, Grounds & Cleaning	354,588
Utilities & Insurance	178,933
Other Administration	185,133
CEO Levies	526,214
Staff Training	16,696
Loan Interest	215,820
Depreciation	897,877
Sub-total	\$2,866,672

Capital

Fixed Equipment & Improvements	511,870
Furniture & Equipment	104,000
Computer Equipment	276,500
Building Project - Work in Progress	172,864
Sub-total	\$1,065,234
Total Expenditure	\$10,109,950

Live, Learn, Lead Survey

Parents and Caregivers (Out of 6) 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:

	2022 (42 Participants)	2023 (73 Participants)	2024 (56 Participants)
Catholic Identity			
Catholic Education	4.72	4.82	4.65
Learning and Well-Being			
Learning Support	4.31	4.30	4.34
Enjoyment of School	4.72	4.47	4.55
Autonomy and Independence	4.21	4.34	4.20
Community			
Welcoming Community	5.14	4.98	4.95
Parent-School Partnership	4.49	4.41	4.16
Safe School	4.88	4.70	4.77
Resourcing			
Infrastructure	4.83	4.61	4.67

Student Perceptions (Out of 5) 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:

	2023 Yr 2-4	2024 Yr 2-4	2023 Yr 5 & 6	2024 Yr 5 & 6
Catholic Identity				
Catholic Education	4.60	4.48	4.48	4.49
Religious Education Class	4.44	4.40	4.35	4.29
Learning and Well-Being				
Learning Support	4.56	4.57	4.55	4.51
Student Influence	3.90	3.84	3.59	3.62
Autonomy and Independence	4.40	4.39	4.45	4.36
Community				
Welcoming and Safe Community	4.32	4.30	4.43	4.52
Resourcing				
Infrastructure	4.32	4.43	4.43	4.53

Conclusion

I would like to particularly thank Catia Frasca who was Acting Principal in the second semester Terms 3 and 4 in 2024. Her hard work, commitment and dedication to this school community and to her leadership role is exemplary and the continued success and progress in 2024 is due to her outstanding leadership qualities.

I would like to thank all the 67 staff members of Whitefriars Catholic School who strive to provide the best learning school environment and fostering the well-being of all.

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 335 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 ways. I especially thank the School Board and Parent and Friends for their efforts in working to continue building our community.

I would like to acknowledge and thank our eight 2024 School House Captains for their leadership this year and for being great role models.

Patrick Team: Greyson E (6C) and Zoe H (6LH)

Tenison Team: Biong A(6GH) and Daisy P (6LH)

MacKillop Team: David J (6C) and Stella R (6C)

Joseph Team: Eithen J (6C) and Amelia O(6LH)

I also would like to acknowledge and thank our 2024 Performing Arts Leaders Dance and Drama: Ivana C, Elmira S, Ben H, Bethany S, Nicholas C, Jacqueline N, Yshmael A and Parker B for their support of our school with Music, Dance and Drama.

Thank you to those who served on the School Board in 2024:

1. Father Charles Lukati (President)
2. Samara Bell (School Board Chairperson)
3. Sally Wilson (Deputy School Board Chairperson)
4. Sarah Hutson (Secretariat)
5. Andreia Santos (Finance Chairperson)
6. Lina Sotiropoulos (Parents and Friends Chairperson)
7. Jade Lehmann (Finance Committee and Canteen Committee)
8. Pania Rawlins (Sports Network Committee)
9. Kerry McKeogh (OSHC Advisory Committee)
10. Rochelle Bauer Bailey
11. Amanda Fletcher
12. Shauna Fragomeli
13. Frank Greco
14. Sam Williams
15. Frank Congedi (Principal)
16. Catia Frasca (Deputy Principal)
17. Phuong Chi Twigden (Staff Rep)

Retiring Members: **Samara Bell & Sarah Hutson**

New 2025 School Board Member: **Bonnie Culshaw**

New 2025 School Board Chairperson: **Sally Wilson**

Frank Congedi
February 2025