



WHITEFRIARS  
CATHOLIC COLLEGE FOR BOYS

# Annual Report 2010

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CATHOLIC COLLEGE FOR BOYS

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# Chairman's Report

Key aspects of the life-at-Whitefriars College in 2010 can be summarised in the seven points below.

## 1 Holistic development of all students remained a key objective

- + All Year 12 students – have a three day Community Building Retreat Program,
- + Most Year 11 students – have a three day Kairos camp
- + Across all Year Levels – there was implementation of Programs for:
  - Leadership and Structures,
  - Social Justice (eg awareness programs of East Timor).
- + The Vertical Pastoral Program supports the full integration of spiritual and leadership development across the six Year Levels.

## 2 Our Strategic Plan process and some key features

- + During the year the College commenced the process of developing the next five year 'School Improvement Plan'. This Plan will be finalised in early 2011.
- + Some features of our current Plan include:
  - An alternative (more trade/vocational based programs for Year 11 and 12 students – termed VCAL).
  - More focused learning support for students with special needs, and
  - An extension program for those more capable students.
  - The College has continued to be successful in retaining and attracting talented staff. On-going staff development remains a key element of our Plan.

## 3 College Physical Master Planning

- + The second phase (\$4+ million) of our 2008 Physical Master Plan is now complete. These works include further new/refurbished classrooms (completed in 2009) plus a new Chapel (which sits 230 students) that was opened in May by the Prior General of Carmelite Order.

## 4 Carmelite Charism and Spirituality

- + The availability of the new Chapel – coupled with our committed religious education team – has served to enable us to place emphasis on our Carmelite identity in many and obvious ways, demonstrating *how Whitefriars College lives out Carmelite Spirituality within the context a Catholic Boys Secondary College, in the 21<sup>st</sup> Century.*
- + The College Principal, Director of Religious Education and a Board Member attended a Global Carmelite Educational Seminar where Carmelite Colleges shared experiences of living the Carmelite Spirituality in an Educational context.

## 5 College Finances

- + The current financial position of the College remains strong.
- + The five year financial plan indicates that the college is confident of continuing to deliver its planned educational philosophy within current funding levels.

## 6 The College

- + The College celebrated its 50<sup>th</sup> year in 2010. The highlight of year was the opening of the new Chapel. Also a book was produced which outlined the wonderful early 1960's vision of the Carmelite Order in establishing the opportunity for (now) in excess of 8,000 Melbourne boys having gained their education within the Carmelite Charism.
- + There continues a strong demand for students to attend the College. The College enrolment is presently 1160+ students, which includes 40+ International Students.
- + In 2010 the College continued its policy of a maximum class size of twenty-six.

## 7 Governance – Operations of the Board of the College

- + In 2010 the Board of Whitefriars College Incorporated, inclusive of its three specialist subcommittees, held seventeen meetings. This (more than) fulfilled its requirements as laid down in its terms of appointment by the Carmelite Provincial Council.
- + The Board completed all reporting requirements to the required Statutory Authorities for the 2010 year.



# From the Principal's Desk

Fr Paul Cahill

## Strategic Focus

As our five-year Strategic Plan came up for review in 2010, we were introduced to the **School Improvement Framework (SIF)**. This is the mechanism by which most Catholic Schools in Victoria prepare, under the auspices of the Catholic Education Commission of Victoria (CECV), for their Statutory Review by the Victorian Registration and Qualifications Authority (VRQA). This formal CECV/VRQA Review for Whitefriars College takes place in May 2011, but preparations for it began in July 2010.

The SIF draws schools into a process by which they review their performance in five critical spheres of operation:

- † Education in Faith
- † Leadership and Management
- † School Community
- † Student Wellbeing
- † Learning and Teaching.

All teaching staff and as many non-teaching staff as wished to be involved, were invited to join one of these spheres. Over the course of the latter part of the year, they participated in three review meetings in which they focussed on what we were doing well in the particular sphere to which they were attached, as well as any concerns they had about our performance in that sphere of our operation. They were then challenged to come to some agreement about priorities for improvement in that sphere for the future. Their discussions and deliberations were informed by three surveys which were conducted in the reflection process. These surveys involved all teachers and a representative sample of parents and students. The results of these surveys were mapped, in the first instance, against results from all schools in Victoria and then against all secondary schools. With this data and process all taken into consideration, Sphere Group leaders were asked to prepare a Report of their group's discussions and recommendations. This will be considered by the College Leadership Team in early 2011, before a final comprehensive Report is prepared for the official College Reviewers who visit in May. Following this formal Review, the College will then prepare its School Improvement Plan, along with Annual Action Plans, for the next four years. Whilst this is a comprehensive and time-consuming process, we are confident that it will yield a valuable Strategic Plan – or School Improvement Plan – for the next phase of Whitefriars' development.

Whilst our engagement with the SIF process has been the major element of our Strategic Focus over 2010, we have continued to progress the outcomes of our 2009 Information, Communications and Learning Technologies (ICLT) Review. Teachers have been involved in projects whereby they developed their skills in integrating technology into the Learning and Teaching process and sharing these with each other. In 2010, they will move to the second stage of our specific three-year ICLT plan: *To educate boys for the twenty first century and prepare them for an ever-changing world*. This process and plan has been valuable for the ongoing development of our teachers in this digital era.

## Student Outcomes

VCE results improved significantly in 2010 over those of previous years. This was a very pleasing outcome, given the focus and effort that has been put on developing the learning culture at Whitefriars over recent years. This is something that applies right through the years, not just at the senior end – so that students come to these years with good study habits and a clear appreciation of what is expected of them. The challenge, of course, is to sustain and further develop this culture in the future. We have a strong commitment to do so and have put various practices and processes into place in an effort to ensure this outcome. Mr Kevin Lindorff, Deputy Principal – Studies, will report further, elsewhere in this Annual Report, on the specific details of VCE results and other learning outcomes in the College in 2010.

### Tertiary Destinations

Post-school destinations (inclusive of VCE, VCAL and International Students) of Year 12 students in 2010.

Destination	Numbers
University	112
TAFE	30
Private Colleges	6
Apprenticeships	9
Employed Full time	3
Defence Force Academy	2
Unemployed	2
Unknown	3
Deferred Study	1
Other (AFL Draftee)	1
Overseas	3

Of the eight senior VCAL students in 2010, six gained apprenticeships, one has gone on to further study and one is engaged in full-time employment.

### Co-curricular Activities

A wide variety of sporting and other co-curricular opportunities continued to be taken up by students in large numbers and with great enthusiasm and skill. The large number of orchestral, choral, band and ensemble groups who performed throughout the year, complemented by strong support for the outstanding Whitefriars-Siena production of *Beauty And The Beast*, was evidence of a strong Performing Arts presence in the College. The excellent exhibition of VCE Art again demonstrated the quality of work that students consistently produce in this area. Vibrant debating and chess competitions and a very active Environment group and a host of other SRC and House events were witness to the enthusiasm and commitment of students, generously and well supported by staff, in these activities. Contributions by students to various community events, particularly those that occur within the City of Manningham, as well as the large involvement in donations to the Red Cross Blood Bank, various House charities and the annual *Walk for East Timor*, provided gratifying evidence of student involvement in community service actions.

The Transition program at Year 7, underpinned by the camp at the beginning of the year, along with the Outdoor Learning Program and its camps at Years 8, 9 and 10, the Kairos Retreat at Year 11 and the Community Building Retreat at Year 12 all continued to play an important role in the holistic development of students. Their social, spiritual and emotional needs were, we believe, all well nurtured through the valuable experiences that these camps and retreats offer.





# WHITEFRIARS

## CATHOLIC COLLEGE FOR BOYS

### Pastoral Care

The Pastoral Care program, based on the vertical House based structure, again served us well in meeting student welfare and management needs, as well as for fostering a sense of safety, security, belonging and connectedness. Our eight House, Lisieux, expanded into Year 9 and its development across six Year Levels continues on track. The issue of Cybersafety and the development of students as good digital citizens remains a special challenge, one which continued to address through our Personal Development and Pastoral Care programs and one to which we are committed to paying ongoing close attention.

### Satisfaction Levels

The SIF surveys, whilst indicating areas on which we might focus efforts for improvement, painted a picture of staff, students and parents who were all reasonably satisfied with their experience of the College. Staff indicated they experienced quite high levels of job satisfaction. A staff attendance rate of 95.9% throughout the year and a retention rate from 2009 of 89.7% re-inforces this generally very positive impression of satisfaction levels among staff. In the SIF survey, staff also reported experiencing students as quite cooperative and well behaved. Students indicated that they felt very connected to others at the school, that their general wellbeing was an important consideration and that teachers were empathetic and helpful and generally taught in a purposeful and stimulating manner. An overall student attendance rate of 93.6% for the year seemed to confirm generally high satisfaction levels among students, as did a student retention rate between Year 9 in 2007 and Year 12 in 2010 of 89%. They also indicated that they could be more motivated about their learning. Parents' responses were also very positive, indicating high levels of satisfaction with their relationships with teachers, with the curricular and co-curricular and pastoral care programs of the school, with the learning environment and with the safe environment provided by the school for their sons. Reporting emerged as an issue on which we should focus efforts for improvement.

### 50<sup>th</sup> Year and beyond

2010 was a memorable year in the life of Whitefriars College, marking, as it did, the fiftieth year of the College's operation. From humble beginnings of one class of Year 7 students in 1961 and four teachers – all Carmelites, the College grew, by 2010, to a total enrolment of 1065 students, served by 160 staff, among whom three were Carmelites. Along with the growth in numbers of both students and staff, programs and facilities have also grown dramatically in both extent and complexity. The completion of a history of the College, *Whitefriars – 50 Years*, was a significant achievement in 2010, along with the construction of a substantial Chapel, taking pride of place in the centre of the campus. The gathering of a number of current and former students and staff with talents in the entertainment world for a 'gala' Concert during the year, as part of the 50<sup>th</sup> Year celebrations, showcased the commitment to music and the arts which has been such a feature of the College for so long. Complemented by a 50<sup>th</sup> Anniversary Ball, the Golden Jubilee celebrations were a real witness to the spirit of community and honouring of individual talent on which the College prides itself. All these celebrations will be brought to a fitting conclusion when we gather as current and former families and friends of Whitefriars for a 50<sup>th</sup> Anniversary Mass in St Patrick's Cathedral on 13 February 2011.

As we move into the future, we hope to build on the vision, the commitment, the hard work, the drive and the energy of the pioneers of Whitefriars to enable our College to continue to forge its own unique contribution to the landscape of Catholic Boys College in Melbourne. We aim, in the modern context in which we live and work, to enable the students of Whitefriars to grow into true gentle-men, empowered to live meaningful lives and make their special contribution to the building of a just and peaceful society. As always, we do this in the spirit of our College motto, *In the care of a loving mother.*

**Fr Paul Cahill, O.Carm**  
Principal



*Fifty Years*

# Learning and Teaching

Kevin Lindorff

## Key Student Outcomes

### National English and Mathematics test results.

In 2010 all Year 7 and year 9 students throughout Australia were involved in NAPLAN tests. The results of the tests gave us data that showed how Whitefriars College students were performing compared to other students in the state and across the nation.

Student performances in each area were measured according to a scale from 1 to 1000, and scaled score means were calculated.

The following table gives a brief snapshot of the mean performances of Whitefriars College students in Year 7 and in Year 9 in tests of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy and the corresponding performances of boys in Years 7 and 9 in schools across the state and nationally:

	Whitefriars boys Year 7 2010	Boys state-wide Year 7 2010	Whitefriars boys Year 9 2010	Boys state-wide Year 9 2010
Reading	564.9	549.4	597.7	576.9
Writing	550.0	523.8	574.8	559.7
Spelling	554.6	536.9	589.4	573.3
Grammar and Punctuation	552.6	529.9	601.3	575.5
Numeracy	576.1	561.2	626.4	603.3

Note that in all areas, without exception, Whitefriars students performed significantly better than boys as a whole across the state and across the nation.

## Proportion of 2010 Students meeting National Minimum Standards (as assessed by the NAPLAN tests):

NAPLAN test performances were used to determine what proportion of students met the Federal Government National Minimum Standards. The results are shown below:

### Proportion (%) of students meeting National Minimum Standards

	Year 7				Year 9			
	2007	2008	2009	2010	2007	2008	2009	2010
Reading	95.4	99	100	100	N/A	100	99.1	98.9
Writing	100	96	98.9	98.5	N/A	96.2	95.3	92.3
Spelling	N/A	97.5	98.9	98	N/A	96.2	94	95.9
Grammar and Punctuation	N/A	97.5	100	97.1	N/A	97.3	97.2	99.4
Numeracy	96.3	100	100	99.5	N/A	100	99.5	100

### Change in Proportion of Students meeting National Minimum Standard

	Year 7				Year 9			
	2006–07	2007–08	2008–09	2009–10	2006–07	2007–08	2008–09	2009–10
Reading	-4.1%	3.6%	1%	0%	N/A	N/A	-0.9%	-0.2%
Writing	0.5%	-4%	2.9%	-0.4%	N/A	N/A	-0.9%	-3.0%
Spelling	N/A	N/A	1.4%	-0.9%	N/A	N/A	-2.2%	+1.9%
Grammar and Punctuation	N/A	N/A	2.5%	-2.9%	N/A	N/A	-0.1%	+2.2%
Numeracy	3.2%	3.7%	0%	-0.5%	N/A	N/A	-0.5%	+0.5%

### Average Standardised Results (Estimated VELS Equivalent Score) – Year 9

	Average Standardised Results				Change in Average Standardised Results			
	2007	2008	2009	2010	2006–07	2007–08	2008–09	2009–10
Reading	5.6	5.54	5.65	5.47	0.07	-0.06	0.11	-0.18
Writing	5.42	4.61	4.48	4.33	0.01	-0.81	-0.13	-0.15
Spelling	4.9	4.87	4.71	4.90	-0.24	-0.03	-0.16	+0.19
Grammar and Punctuation	N/A	4.81	4.8	4.92	N/A	N/A	-0.01	+0.12
Numeracy	5.29	5.18	5.29	5.16	-0.25	-0.11	0.11	-0.13

Note that:

1. There are marginal changes in the test outcomes for Whitefriars students from year to year in the various areas being tested. Given that the students in a given Year Level are different students from one year to the next, small changes are to be expected.
2. The results for Whitefriars students in every test at both Year 7 and Year 9, in each calendar year that these tests have been administered, are significantly higher than the equivalent state and national averages

### Other Key indicators of student performance in 2010

These include:

VCE median study score:	32
Satisfactory VCE completion	100%
Satisfactory VET completion	95%
Satisfactory VCAL unit completion	98%

### Value Adding in other areas

It is noteworthy that, apart from our mainstream academic programs, the significant benefits of a range of other College programs and approaches have also been highlighted by various measures and various forms of feedback, including anecdotal evidence from teachers, students and parents. The following are brief outlines of a selection of such programs offered in 2010 and some of their benefits:

- † The Year 11 spiritual retreat, Kairos – students have the opportunity to ‘step back’ from the hurly burly of day to day life and reflect on what is important in life and grapple with some of the ‘big questions’. Feedback each year from the boys who have taken part is overwhelmingly positive.
- † The Outdoor Learning Program – in natural outdoor environments, away from the comforts of city living, students are encouraged to draw on their own physical and mental resources to handle difficult situations outside their comfort zone and, for most of them, outside of their previous experiences. They develop a greater sense of confidence in themselves and also a greater appreciation of the benefits of group cooperation. Students are invariably very enthusiastic about the program. Later, as adults, many have reflected that the program was one of their most enjoyable life-shaping experiences.

- † Integrated use of Notebook computers across the curriculum by all students in Years 7 to 12 – students use information and communication technology as a powerful learning tool and are able to move easily into a wider world of work and further study where familiarity and competence with such technology are increasingly expected.
- † Personal Development programs, including programs to improve student resilience, programs to raise awareness of and minimise instances of bullying, programs to help students deal effectively with grief and loss, a driver pre-education program, faith enrichment seminars and programs to help students who may be experiencing anxiety, are among a raft of programs available to students at Whitefriars
- † The myriad of opportunities for students to participate in extra-curricular activities including debating, public speaking, chess, environmental action, science projects such as the Orang-utan Project, the Book Club, peer tutoring, the inter-school collaboration to produce the Shared Stories Anthology, involvement in an annual school musical production, instrumental music and involvement in any of a multitude of teams for a plethora of sports.
- † A wide range of opportunities for students to take part in various state, national and international competitions including effective speaking competitions, creative writing competitions, various maths, science, information technology and multi-media challenges and competitions, the Stock Market Challenge, the Premier’s Reading Challenge, the Dante Alighieri competitions for students of Italian, to mention but a few from a very extensive list – such opportunities have given many of our students a better idea of what is required to attain excellence and perform at a high standard in front of judges or audiences beyond their usual school setting
- † Various programs designed to stimulate and challenge gifted and talented students
- † Individually tailored programs to help students needing support in literacy or numeracy

**Kevin Lindorff**  
Deputy Principal – (Studies)



# Professional Development 2010

Greg Stewart

The Professional Development of our staff continues to be supported through the provision of funding and time release for professional learning both internally and external to the College. The focus of this support is determined in the context of the College's Vision, Mission and Value statements. The Professional Development of staff is also undertaken with reference to the Victorian Institute of Teaching requirement that all teachers with full registration complete 100 hours of professional development activities over a five year period in accordance with the VIT standards of Professional Practice.

The College provided four in-service days in 2010, two of these focussing on all teaching staff and two related to all staff on issues of student welfare and our Carmelite identity. Staff in all areas of the College accessed a range of learning opportunities provided on site and were also supported in participation in workshops, conferences and other activities provided by external providers.

For 2010 the details of student-free days were as follows:



## 1 Friday 5 March

### Information Communication Learning Technologies (ICLT), Day #1

ICLT and Educational consultant, Travis Smith from 'Expanding Learning Horizons', delivered a keynote address on a range of programs and strategies that embed the effective use of ICLT for authentic learning. Travis has a broad range of experiences, previously as a classroom teacher and Director of Computing at Frankston High School, and now working nationally and internationally with schools to make sure that there is maximum transfer of teacher learning into the classroom. Travis' experience is that only so much change actually occurs in the classroom as a result of one-off workshops and presentations because teachers need time and expert support to create curriculum which incorporates the effective use of ICLT.

The remainder of the day enabled some of our own staff to run workshops in which they shared with colleagues, their knowledge and experiences of various ICLT programs facilitated in their classes.

## 2 Friday 3 April

### Carmelite History and Spirituality Immersion Day

Following the transportation of all staff to the Carmelite Churches of Port Melbourne and Middle Park, Fr David Hofman, Parish priest of Port Melbourne/Middle Park, presented an engaging and insightful examination of the historical events that led to the establishment of the Carmelite community in Australia. He then proceeded to contextualise the role of the Carmelites in establishing and maintaining the communities at these locations and the history of the subsequent development of Whitefriars College. This day also included celebration of the Easter Liturgy for staff and Carmelites at Our Lady of Mount Carmel Church, Middle Park.

## 3 Monday 12 April

### Information Communication Learning Technologies, Day #2

This day enabled all teaching staff to collegially prepare and trial a variety of Information and Communication Technologies, related to their ICLT Projects, with the aim that it would allow them to facilitate the effective use of ICLT for authentic learning in their classes.

## 4 Monday 18 October

### Suicide Intervention

This PD Day traditionally has 'Wellbeing & Staff Welfare' as its focus.

In the morning session, three presenters from Living Works presented 'suicideTALK', which is a community-oriented program exploring issues and attitudes in suicide prevention. The program is designed to play a role in mobilising participants' resolve to work toward the creation of safer communities. The program invites participants to explore attitudes about suicide. It recognises that, often, the first barrier to involvement may not be a lack of knowledge or skills but anxiety and fear. It is intended that suicideTalk participants will be better prepared to:

- † Embrace life-protection, preservation and promotion activities
- † Contribute to growing community awareness of suicide as a serious community health problem
- † Begin breaking free from the stigma and taboo which inhibits open and honest talk about suicide and how to prevent it
- † Apply basic TALK steps (Tell, Ask, Listen and Keep Safe)
- † Increase personal commitment to and action in suicide prevention
- † Support the growth of training opportunities and networking activities

The afternoon session was organised by the Staff Welfare Committee and involved a selection of 1 1/2 hour workshops and activities promoting staff health and welfare.



### Support for PD activities – funding and time release:

The total funding for Professional Development was \$53,688. Of this, \$51,550 related directly to funding of PD activities for 108 FTE staff, thus equating to an average expenditure of approximately \$477. This was possible largely through the engagement of CRTs to release staff and included student free days, external workshops and conferences. Our staff spent the equivalent 317 days in total on external PD activities and this was supported by the equivalent of 299 days of time release.

The following tables show the top fifteen priorities in terms of allocation of PD resources to particular categories. As each activity is recorded, the foci of the activity are also noted – activities will often relate to more than one category.

The figures represent the % of the resource which relates to each PD category. For example 13.1% of the time and 15.0% of the spending on PD activities related to activities linked to the specific use of learning technologies.

**Table 1 – PD Participation**

**Total days of staff participation in PD activities:**

317 days (*excluding* student free days)

PD Categories	% of Time
Learning Support	19.6%
Senior Pathways Subject-Related	16.2%
7 – 10 Subject Related	13.8%
Learning Technologies	13.1%
Student Management	6.5%
Learning Enhancement	6.4%
Literacy	4.1%
Careers	3.5%
Student Welfare	3.3%
Beginning Teachers	2.8%
Cybersafety	2.6%
Health & Safety	2.5%
Counselling	2.3%
Personal Development	2.1%
Outdoor Education	2.1%

**Table 2 – Funding in \$**

**Total funding for PD Activities \$53,688**

(*including* student free days)

PD Categories	% of Budget
Senior Pathways Subject-Related	15.1%
Learning Technologies	15.0%
7 – 10 Subject Related	10.2%
Student Management	9.2%
Learning Support	6.7%
Health & Safety	4.5%
Learning Enhancement	3.7%
Student Welfare	3.0%
Counselling	2.5%
Personal Development	2.0%
Careers	2.1%
Beginning Teachers	1.8%
Literacy	1.7%
Outdoor Education	0.7%
Cybersafety	0.5%

As a school with high use of technologies, an area of budgetary consumption that continues to grow is PD related to the effective training and delivery of Information and Communication Learning Technology (ICLT). The main priorities of this PD reflect the core business of Whitefriars in the delivery of a relevant curriculum. This was evident in 2010 through a continued deliberate focus on the development and differentiation of our curriculum and the utilisation of ICLT in facilitating higher order thinking skills in the classroom.

While we continue in our endeavours to provide a 'Vision to educate boys for the 21<sup>st</sup> century and prepare them for an ever-changing world', one of the key strategies for implementing this vision involves designing learning programs that embed the effective use of ICLT for authentic learning. Consequently, all teaching staff began the first of three one-year ICLT projects requiring ongoing, specific Professional Development. This PD is collaborative, collegial, and supported by time and specialised external PD support where required and will continue for a period of three years.

This ICLT focus for all teaching staff, including one of the internal PD days, consumed 15.0% of the PD budget.

**Mr Greg Stewart**

Director of Staff Development

# Whitefriars College Teaching Staff 2010

## Abrahams, John Gregory

B.ED / MASTERS.ED (LEADERSHIP)  
(INCOMPLETE)

## Agnew, Alison

B.ED / GRAD DIP

## Akers, Alessandra

B. APP. SC. (CHEM/BIOCHEM),  
GRAD. DIP. ED., GRAD. DIP. APP.  
SC (APPLIED STATISTICS)

## Bates, Taryn

B.ED / B.APP SCI

## Beggs, Felicity

DIP. VIS ARTS / B.A /B.TCH (SEC)

## Benne, Claire

B.MED STDS / B.ED (PRIM. & SEC)

## Berg, Duncan

B.ENGINEERING / B. SPORT  
COACHING / GRAD DIP ED

## Berkley, Stephen

DIP TEACHING / B.ED / GRAD DIP ED ADMIN

## Biggins, Stuart

B.A / DIP.ED

## Bird, Brad

B.ED / DIP ED ADMIN / M. ED

## Borg, Lena

B.ECON / DIP.ED

## Box, James Mark

B.BIOL SCI / DIP.ED

## Brunato, Mara

BA / DIP ED / B. ED

## Bucknell, Christopher David

B. APP SCI / DIP.ED / DIP. OUT.ED

## Burton, Vincent

TPTC / B.A / B.ED

## Carboon, Daniela

B.APP.SCI / GRAD DIP ED (SEC)

## Ciardulli, Peter Anthony

B.ED

## Collidge, Stuart

B. MUSIC / GRAD. DIP. ED

## Collins, Trent James

B.APP SCI / B.ED

## Contogouris, Nicky

B.A / DIP.ED / B.ED

## Corveddu, Stephanie

B.A SOC.SCI / DIP.ED/ DIP TESOL

## Cotter, Shane Garnet

B.ED

## Crossan, Neal

B.A / DIP ED / DIP R.E. / B.THEOL. / DIP  
ED ADMIN / DIP ED STUD / M.ED

## Crossman, Penelope Anne

HDTs / B.ED

## Dalrymple, Andrew Thomas

B.ED / DIP.CURRIC/ M.ED

## Davis, Paul

B.SCI (HONS) BIOL SCI/DIP.ED

## De Jong, Eddy Joseph

B.SCI HONS / DIP.ED / B.ED/M.  
ED / PHD PHIL.

## Dembalas, Vicky

B.A. (HONS)/ DIP.ED

## Denning, Leigh Anthony

B.A / DIP.ED.

## Doolan, Joe

B.ARTS / MASTERS THEOLOGY  
/ GRAD DIP SECONDARY

## Duff, Jonathan

B.ED. / DIP. SPECIAL NEEDS

## Dunne, Pauline Mary

B.A / DIP.ED.

## Ensor, Marina

B. ARTS / GRAD DIP ED

## Fields, Emilia Filomena

TPTC / B.ED / M.ED

## Fischer, Jason Leigh

B.ED

## Fox, Nathalie

B A (COMM) / DIP ED

## Freeman, Jeremy

B.A / B. ED / MASTERS ED

## Freeman, John Michael

B.BUS / DIP ED/MASTERS ED

## Frezzato, Erika

PHD FOREIGN LANG. / POST GRAD  
INTERNATIONAL TRADE / DIP ED

## Garzia, Charles

B.SCI / DIP.ED / DIP.INFO TECH / DIP.  
ED. STUDIES / GRAD CERT. CATH  
STUDIES/ ACCRED. CERT TO TEACH RE

## Georgakopoulos, Elizabeth

B.ED

## Gidley, Bernadette Ann

B.A / DIP.ED / DIP.ENG

## Goodall, Stephen

B. SCI HONS / PHD GENETICS  
/ POST GRD ED.

## Gunasegaran, Anthony

B. A TESL/ENG/INDO / DIP ED

## Haddrell, Christine Joy

B.ED

## Hardiman, Dominic Henry

B.A / B.ED

## Hazelwood, Diana Bronwyn

B.A / DIP ED / DIP.LOTE MTH / DI.LANG.

## Height, Kristan

B.APP.SCI./ DIP.ED

## Hooper, Jessica

B.PYSIO / GRAD DIP SEC.ED

## Hourigan, Amanda Jane

B.A / DIP.ED

## Hudgson, Alix

B.A / B. ED

## Johnson, Michael

B.A.INDUST.DES. / DIP.ED / DIP. TECH ED

## Kaufmann, Peter

B. THEOLOGY / DIP. ED /  
M.ARTS / M.THEOLOGY

## Kearney, Karen Anne

B.TCH./ B.TCH LIB. / M.ARTS

## Kellar, Gavin James

B.APP SCI / B.ED

## Keyes, Tamara

B.APP.SCI / DIP ED

## La Velle, Nadia Maree

B.ED

## Langer, Tracey

B.ED (SEC) / M. MP (VCA)

## Lawrence, Shane Anthony

B.SCI / DIP.ED

## Legge, Malcolm

ASS.DIP. CARTOGRAPHY / B.ED  
/ M.ED (COMP IN ED)

## Lindorff, Kevin Maxwell

B.ENG / DIP.ED / M.ED

## Lovell, Graeme

B.ENG / MBA / DIP ED

## Luo, Wei Hong

B.A / DIP. BUSINESS / GRAD DIP

**Ma, Heap Lay**

B.A. ED / GRAD DIP TESL

**Malatt, Dianne**

B.A ED (SEC) / B.ED MATHS

**Mannion, Andrew William**

B.SCI / DIP.ED / M.ED.STUDS

**Marshall, Una**

B.A / DIP ED

**May, Nicholas Charles**

B.ED / DIP.ANIMATION

**Mc Gregor, Heath Curtis**

B.APP.SCI

**Morra, Gina**

B.ED STUDS / GRAD DIP ARTS MAN.

**Newell, Janine Frances**

B. A

**Noontil, Karina**

B.ED / GRAD DIP TESOL / GRAD DIP ED  
/ GREED DIP - ARTS (MOD LANG)

**Notting, Dean**

B.ED

**O' Donaghue, Sean**

B.A / DIP.ED / MASTERS.ED

**O' Hara, Patricia**

B. SCI / MASTERS DEG. / GRAD  
DIP ED (MATHS)

**Oltvai, Joseph Gabor**

B.MUS / M.MUS

**Payne, Ashley**

B.SCI / DIP.ED / MASTERS.ED

**Phelan, Tracey**

B. ARTS/SCIENCE / M.BIOETHICS  
/ GRAD DIP ED.

**Pollock, Simone**

B.ED

**Poole, John**

B.TEACH (SEC) / B.A

**Pospischil, Frank Aloysius**

DIP TEACHING

**Power, Lyn**

B.A / DIP ED

**Powling, Rhonda Lynne**

DIP.LIBRN / B.ED

**Pryer, Murray**

B.ED

**Raspa, Rita**

B.A

**Rennie, Peter**

B.ED

**Riddle, Samantha Michelle**

B.ED (LIB ) / DIP.ADOL. HLTH & WELFARE.

**Robertson, Catherine**

B.A / DIP. LIT

**Robinson, Roslyn Louise**

B.ED / DIP VIS COM & ED

**Ross, Nicole Therese**

B.SC.ED

**Rotar, Anna**

B.A / DIP.ED

**Rowley, Simon**

B. FINE ARTS /GRAD DIP ED./  
ADV CRT- SMLL BUS MAN.

**Sapardanis, Helen**

B.ED (SEC)

**Scarmozzino, Susan**

B.A / DIP ED

**Scott, Karen**

B.A / DIP.ED

**Sheko, Tania**

BA (HONS) / DIP ED / M.A  
(GERM) / M.ED (LIB)

**Smith, Katherine May**

B.APPL.SCI / DIP ED

**Sorockyj, Peter Mykola**

CERT.TEACH./ DIP.ED

**Stevens, Joanna**

B.SP.SCI / DIP ED

**Stewart, Gregory James**

B.SCI / DIP.ED / DIP ED (STUD WELF)

**Sykes, Tom**

B. SCI (HONS) / POST GRAD ED

**Tecklenburg, Elske Antonia**

B.A / DIP ED

**Thompson, Simon**

B.SCI / DIP. ED

**Thornton, Evelina**

B. ED / MASTERS DEG

**Topham, Timothy**

B.MUSIC / DIP ED/M.B.A. (ED. LEADERSHIP)

**Treyvaud, Joel**

B.A / GRAD DIP ED.

**Valentine, Rachel Clare**

B.A / DIP.ED

**Venneri, Sandra**

B.A / DIP.ED / GRAD DIP

**Vollebergh, Melissa Jane**

B.SCI / DIP.ED

**Vujcich, Joshua**

B. THEOLOGY / GRAD.DIP.  
ARTS / GRAD.DIP. ED

**Walker, Dianna**

B.A (ED)/DIP.ED/G.D.DRAMA ED/G.D. COMP.  
ED/G.C.APPL.SCI./G.D.ED/M.ED/CERT.IV ED  
& TRNG./M.NEW MEDIA/CERT3 & 4 FITNESS

**Wells, Catherine Michelle**

B.ED / MASTERS ED

**White, Darralyn May**

DIP.PRI TEACH / B.ED / M.A (COUNS)

**Wicks, Darren**

B.MUSIC ED / B THEOL / POST GRAD  
DIP STUD WELF / M. MUSIC ED.

**Wight, Anne-maree**

B.ED

**Wright, Doug**

B.SCIENCE / GRAD DIP-EDUCATION  
/ GRAD DIP CURRIC. / GRAD DIP.  
ED.ADMIN / MASTERS.ED

**Yeo, Anthony Pen Tiong**

B.SCI / DIP ED / B.ED

**Cahill, Paul**

B.A / B.A HONS / DIP. ED

**Keefe, Sean**

B.A / MASTER

**Kierce, Noel**

B.ARTS/DIP. ED / MASTER ARTS  
/ MASTERS EDUCATION

# Financial Performance

## Glenn Aspinall

Reporting Framework	Modified Cash \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	4,542,485
Other fee income	2,094,898
Private income	358,150
State government recurrent grants	1,699,693
Australian government recurrent grants	6,090,099
<b>Total recurrent income</b>	<b>14,785,325</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	11,226,297
Non salary expenses	5,125,255
<b>Total recurrent expenditure</b>	<b>16,351,552</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	295,506
Capital fees and levies	2,064,559
Other capital income	88,694
<b>Total capital income</b>	<b>2,448,759</b>
<b>Total capital expenditure</b>	<b>1,570,607</b>
<b>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</b>	
Total opening balance	5,518,458
Total closing balance	4,633,420

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.





