

# Ursula Frayne Catholic College



## 2016 ANNUAL COMPLIANCE REPORT

### Contextual Information

Ursula Frayne Catholic College is a metropolitan coeducational College catering for approximately 1340 students and operates on two campuses situated in Victoria Park (Years 7-12) and East Victoria Park (K-Year 6). The College places a strong emphasis on pastoral care. The needs of students are catered for by comprehensive academic and vocational courses. The College operates an Education Support Unit (Years 7-12) that provides for the needs of educationally or physically disabled students. The addition of sporting activities, music, drama and the fine arts provides for rounded personal development. A significant commitment has been made to collaborative learning and the College has developed an innovative Middle School structure. Ursula Frayne Catholic College has a unique structure, spanning both campuses of the College. The College is divided into four sub schools, each led by a Head of School. The Head of School is supported by one or more Cluster Leader(s). The Cluster Leader has a particular focus on the care of students and their pastoral well-being. Further support is available on the Duncan Street Campus from the various Learning Area Co-ordinators. Cross-campus leadership falls to the Principal, Vice Principal, Campus Minister and the Business Manager.

### Teacher Standards and Qualifications

In 2016, Ursula Frayne Catholic College employed 92 teaching staff, comprising full-time and part-time staff. All members of staff have their qualifications listed in the 2016 College Annual and are summarised as follows:

Qualification	No. held by teaching staff
Certificates	16
Grad. Certificates	5
Diplomas	27
Bachelor Degrees	106
Graduate Diplomas	38
Masters Degrees	26
PhD	0

### Workforce Composition

According to the 2016 Census (August) Ursula Frayne Catholic College personnel included the following:

- 68 Full-time Teaching staff. Includes: 26 males and 42 females.
- 28 Full-time Non-teaching staff. Includes: 8 males and 20 females.
- 24 Part-time Teaching staff. Includes: 4 males and 20 females.
- 32 Part-time Non-Teaching staff. Includes: 3 males and 29 females.
- 1 Aboriginal and Torres Strait Islander staff. Includes 0 males and 1 female.

## Student Attendance at School

Ursula Frayne Catholic College had a student attendance record of 92% for 2016, as shown below:

PP	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	Y11	Y12
87%	93.4%	94.1%	93.3%	94.4%	91.9%	94.6%	95.3%	93.1%	93.8%	91.2%	87%	88%

Parents/Guardians are requested to inform the College of any student absences by contacting the College's direct Absentee Line, either by leaving a message or speaking with Student Services staff.

Form/Class teachers monitor and follow up all student absence within their Form or Class Group. Student patterns of attendance are closely monitored through a computerised attendance system and are closely monitored by the Form/Class teachers, Subject Teachers, Cluster Leaders and Heads of School.

Parents/Guardians are contacted by Student Services on the day of absence when students have been marked as absent and no notification has been received confirming this.

## Senior Secondary Outcomes

Results for the 2016 Year 12 cohort were as follows:

95.8% of our Year 12 students achieved the Western Australian Certificate of Education.

The College's median Australian Tertiary Admission Rank (ATAR) of 84.45 was above the State median of 80.85. Based on the median ATAR score for students who enrolled in four or more ATAR courses, the College ranked thirty second in the State in relation to 185 eligible schools.

Of the students eligible to obtain an ATAR:

- 14 (16.7%) students achieved an ATAR greater than 95
- 28 (33.3%) students achieved an ATAR greater than 90
- 41 (48.8%) students achieved an ATAR greater than 85
- 57 (67.8%) students achieved an ATAR greater than 80

The College was placed in the top schools in the State for the following subjects:

- English
- Modern History
- Mathematics Methods
- Geography

In 2016, there were 56 students participating in VET. Out of those 56 students, all completed 220 hours or more of VET in Year 12. Based on the percentage of students who achieved an AQF VET Certificate 1 or higher qualification in Year 12, the College ranked equal 1st in the state with a completion rate of 100%.

More detailed information in relation to the senior secondary has been reported in the parent Newsletter and the College website.

## Post School Destinations (Year 12 2016)

- University: 70.6%
- Alternative Entry Pathways: 7.5%
- TAFE: 5.0%
- Apprenticeship/Traineeship: 10.9%
- Employment: 2.5%
- Other: (e.g. travel, gap year) 3.5%

## National Assessment Program Literacy and Numeracy (NAPLAN) Information

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are administered by the Ministerial Council for Education, Early Childhood and Youth Affairs (MCEECDYA). The information from different NAPLAN tests can be used to monitor student progress over time. The data from these test results give schools and systems the ability to compare students' achievements against national standards and with student achievement in other States and Territories. The results are reported using a scale that has an average score of 500 across all students. The spread of scores has been set so that just over two thirds of the students' scores lie between 400 and 600. The data shows the percentage of students at or above the benchmark.

The table below shows state and school averages and the percentage of Years 3, 5, 7 and 9 students at Ursula Frayne Catholic College who achieved the National Reading, Writing, Language Conventions (Spelling; Punctuation & Grammar) and Numeracy Benchmarks.

<b>Year 3 – 2016</b>	<b>All Australian Schools' Average</b>	<b>Ursula Frayne Catholic College Average</b>	<b>% of students who achieved at or above the National Standard</b>
Numeracy	402	412	100%
Reading	426	460	100%
Writing	421	434	100%
Spelling	420	441	100%
Punctuation/Grammar	436	472	100%

<b>Year 5 - 2016</b>	<b>All Australian Schools' Average</b>	<b>Ursula Frayne Catholic College Average</b>	<b>% of students who achieved at or above the National Standard</b>
Numeracy	493	513	100%
Reading	502	513	100%
Writing	475	484	100%
Spelling	493	507	100%
Punctuation/Grammar	505	512	98.4%

<b>Year 7 – 2016</b>	<b>All Australian Schools' Average</b>	<b>Ursula Frayne Catholic College Average</b>	<b>% of students who achieved at or above the National Standard</b>
Numeracy	549.5	572.7	99.4%
Reading	541	560.6	98.1%
Writing	514.7	548.3	98.1%
Spelling	542.9	581.4	97.5%
Punctuation/Grammar	540.2	565.2	98.1%

<b>Year 9 - 2016</b>	<b>All Australian Schools' Average</b>	<b>Ursula Frayne Catholic College Average</b>	<b>% of students who achieved at or above the National Standard</b>
Numeracy	588.8	633.6	100%
Reading	580.6	617.2	99.3%
Writing	548.4	590.2	96%
Spelling	580.3	628.9	100%
Punctuation/Grammar	570.3	612.1	98%

## Parent, Student and Teacher Satisfaction

Ursula Frayne Catholic College is committed to listening to the views and expectations from key stakeholders and regularly seeks feedback on such areas as Catholic ethos, academic performance, pastoral care, co-curricular, teaching and learning, communication, community engagement and College facilities. The College conducts regular, formal surveys to parents/guardians, staff and students (School Climate Survey) to which a high proportion respond. This feedback greatly assists the College with its operational and strategic planning and its pursuit to continually improve the educational experience offered to students.

The College also receives feedback, both formally and informally in the following ways:

- Staff Interviews
- Appraisal processes
- Parent/Guardian Information Evenings – excellent attendance
- Parent/Teacher Interview Evenings
- Portfolio Afternoons
- Student Leadership Team
- Social Functions
- Open Days
- College Tours
- Parent Council
- College Board
- College Board Sub-committees
- Performance Evenings (Music, Drama and Dance)
- College Art Exhibition
- Staff Meetings and Briefings
- Staff Social Club
- Survey Instruments
- Sport Coaching
- College Musical

Generally, there is a high degree of satisfaction with the College and its ongoing development.

## School Income

School Income – Please refer to the *My School* webpage for Ursula Frayne Catholic College on the ACARA website at the following address: <http://www.myschool.edu.au/>

## SCHOOL IMPROVEMENT PLANNING

GOALS	SUCCESSFUL ACHIEVEMENT IN 2016
<p><b>TEACHING FOR LEARNING POLICY</b></p> <p>During 2016, the College will commence a process of structured professional learning and consultation with key stakeholders in order to develop a <i>Teaching for Learning Policy</i> that will provide a clear and agreed upon statement of the principles and practices of learning and teaching at UFCC.</p>	<ul style="list-style-type: none"> <li>• Increase in professional conversations.</li> <li>• Professional learning conversations shared in formal settings that has been fostered.</li> <li>• Culture of reflective openness is emerging.</li> </ul>
<p><b>DIGITAL LEARNING</b></p> <p>By the end of 2016, designated teachers in each sub-school will have developed a least one new competency in the use of iPads or laptop computers by accessing support from mentors so that student outcomes are enhanced beyond that which could be attained using other technologies.</p>	<ul style="list-style-type: none"> <li>• Teachers on the Balmoral campus provided with Ipads.</li> <li>• <i>NextLearning</i> engaged to provide individualised professional learning for self-nominated groups of teaching staff.</li> <li>• Increase in the use of digital resources to support student learning.</li> </ul>

<p><b>ECOLOGICAL CONVERSION AND ENVIRONMENTAL SUSTAINABILITY</b></p> <p>By the end of 2016, the ELT will have developed a strategy to enable the College community to develop a plan to promote <i>ecological conversion</i> and <i>environmental sustainability</i> in order to raise awareness and change associated practices within the Frayne community in relation to this matter.</p>	<ul style="list-style-type: none"> <li>• Executive Leadership Team reflection on <i>Laudato Si'</i> – <i>An encyclical letter on ecology and climate</i> (Pope Francis).</li> <li>• Reduction in use of paper through an enhanced use of digital communication platforms.</li> <li>• Consideration given to the ecological impact of the Stage 12 building program.</li> </ul>
<p><b>LOOK AFTER EACH OTHER AND OUR CAMPUS CAMPAIGN</b></p> <p>By the end of 2016, the College would have utilised a range of opportunities and a variety of methods to embed the mantra '<i>At Frayne we look after each other and our campus</i>' in order to enhance the College as a happy and a safe place to learn.</p>	<ul style="list-style-type: none"> <li>• Provision of this mantra is displayed in the form of signage.</li> <li>• Focus on this mantra by students and staff in both written and forms.</li> </ul>
<p><b>YEAR OF MERCY</b></p> <p>During 2016, the College will celebrate the Year of Mercy by focusing and developing a deeper understanding of the Mercy charism so as to enliven the Frayne community and our Church.</p>	<ul style="list-style-type: none"> <li>• Provision of a Mercy Door.</li> <li>• Utilisation of <i>Regular Acts of Mercy</i> cards across the College.</li> <li>• <i>Mercy</i> focus in major College events.</li> </ul>
<p><b>CHRISTIAN MEDITATION 101</b></p> <p>During 2016, all students and staff of the College will be provided with the opportunity for regular times of stillness and silence through instruction in the method of Christian Meditation (CM) so that they can rediscover the benefits of <i>stillness in the silence</i></p>	<ul style="list-style-type: none"> <li>• Staff in the Junior School provided with Professional Learning in relation to the theory and practice of Christian Meditation with children.</li> <li>• Christian Meditation experienced by students in the Junior School on an almost daily basis.</li> </ul>
<p><b>CHRISTIAN SERVICE LEARNING</b></p> <p>During 2016, the College will work with staff, students and parents/caregivers to enhance the involvement of students in CSL through the provision of clear opportunities and encouragement for students to give generously of their time in order to cultivate a disposition of being <i>called to be people for others</i>.</p>	<ul style="list-style-type: none"> <li>• Review of the College's Christian Service Learning program commenced.</li> </ul>
<p><b>LET'S DECODE STRATEGY</b></p> <p>By the end of Term One 2016, all year levels encompassed in the Preparatory School will adopt the '<i>Let's Decode</i>' teaching and learning strategy with the English Learning area through a structured process of professional learning so as to improve student outcomes in literacy.</p>	<ul style="list-style-type: none"> <li>• Learning and teaching oriented towards realising the vision</li> <li>• Professional learning focused on student learning and school goals</li> <li>• New staff received induction and mentoring support</li> <li>• Collaborative working and collective learning focused on enhancing learning experiences and outcomes of students and/or staff practice</li> </ul>
<p><b>EXPLICIT INSTRUCTION</b></p> <p>By the end of Semester One 2016, all teaching staff in the Preparatory School will draw on the <i>Explicit Instruction</i> framework through a process of structured professional learning so they can deliver the appropriate syllabus content in Spelling, Grammar and Number.</p> <p>During Semester One 2016, Learning Outcomes for students will be identified through a process of continuous assessment in regard to their retention of curriculum content in order to determine their mid and end of year achievement standards.</p>	<ul style="list-style-type: none"> <li>• The learning experiences and outcomes of all students enhanced.</li> <li>• Learning and teaching oriented towards realising the vision.</li> <li>• Staff collaborated, learned from and exchanged knowledge with peers in other schools</li> <li>• Development of a culture, structures and conditions to enable the facilitation of professional dialogue, collaboration and knowledge exchange</li> </ul>

<p><b>LEXIA CORE 5</b></p> <p>During 2016, students in Years One and Two will have online access to the <i>Lexia Reading Core5</i> program both at home and at school to enable explicit, systematic and personalised learning under six fundamental reading skills and provide norm-referenced performance data and analysis.</p> <p>To progress Junior School staff understanding and knowledge of the <i>Lexia Core 5</i> software program through professional development so as to improve student outcomes in literacy.</p>	<ul style="list-style-type: none"> <li>• The Lexia Core 5 program implemented in Years 1, 2, 3-6.</li> </ul>
<p><b>1:1 IPAD PROGRAM</b></p> <p>By the end of Term One 2016, teachers in the Junior School will have developed a least one new competency in the use of iPads by accessing support from mentors so that student outcomes are enhanced beyond that which could be attained using other technologies.</p>	<ul style="list-style-type: none"> <li>• 1:1 Ipad Program successfully implemented in the Junior School (Years 3-6).</li> <li>• Various parent workshops conducted in relation to the themes of <i>Digital Citizenship</i> and <i>Understanding Your Child's Ipad</i>.</li> <li>• Development of a <i>21<sup>st</sup> Century Classroom</i> designated learning space that can be accessed by any class on the Balmoral campus.</li> </ul>
<p><b>SUPPORTING STUDENTS WITH LEARNING DIFFICULTIES</b></p> <p>During 2016, the College will continue to enhance the processes used to identify students with learning difficulties and develop programs to improve student outcomes in literacy and numeracy.</p>	<ul style="list-style-type: none"> <li>• Refinement of development of CAPS and IEPs.</li> <li>• Enhanced collaboration and data collection from partner primary schools (and the Balmoral campus).</li> <li>• Professional Learning in relation to the efficient and effective use of Teaching Assistants.</li> </ul>
<p><b>IMPLEMENTATION OF NATIONAL AND STATE CURRICULUM REQUIREMENTS</b></p> <p>During 2016, continue to implement the State and National Curriculum requirements in the Middle and Senior schools to ensure that the College is compliant with all mandated requirements.</p>	<ul style="list-style-type: none"> <li>• Learning Areas develop SMART goals and associated strategies in relation to the College's three key focus areas: <i>Evanagelisation, Student Engagement and Building Professional Capacity</i>.</li> <li>• College on track in relation to the implementation of the requirements of the new WACE and the K-10 Curriculum.</li> </ul>

**Geoff Mills**  
Principal

## **COLLEGE ANNUAL BOARD CHAIR REPORT 2016**

In 2016 the College reached mid-point of the “School Improvement Plan 2015-2017” College Strategic Plan. In accordance with the Frayne Vision to be a vibrant, innovative and contemporary Learning and Faith Sharing Community, the following achievements for 2016 can be reported:

### **LEARNING; PROVIDING A SAFE & SECURE ENVIRONMENT FOR ALL**

There was an undertaking to “green” the spaces of both campuses and whilst not yet complete, the landscaping works as part of Stage 11 will provide expanded green space for Balmoral Street students; which has been designed to extend the learning experience out into play spaces. To keep abreast of advances in contemporary educational architecture, Stage 11 has certainly provided the College community with state of the art, contemporary learning spaces for our youngest learners and is already fast becoming the benchmark for Early Learning Building Programs across Catholic Education. Stage 11 will also provide a Nature Play environment which will be a project that the Board works with Friends of Frayne to deliver. To support the Stage 11 building program, the Balmoral Campus was able to utilise the facilities of the library undercroft area as temporary learning areas, which was a great use of existing facilities. On Duncan Street, the Anne Parker Library has certainly been re-energised since the refresh work was completed prior to commencement of classes in 2016.

### **LEARNING; CHALLENGE & SUPPORT OUR STUDENTS TO ENGAGE IN LEARNING**

In an effort to promote effective use of ICT to enhance learning outcomes the major IT project to introduce SEQTA continues to be rolled out across both Duncan and Balmoral Street parent groups, with all end of year student reports to be delivered via this functionality.

### **DISCIPLESHIP; ACKNOWLEDGE & CELEBRATE GOD’S PRESENCE**

To provide engaging and meaningful experiences of prayer and reflection across the College community the College Board again participated in a range of formation events in 2016. This was done to ensure a strong understanding of the College’s business structures, and reinforce a commitment to the Mercy Values of Compassion, Hospitality, Respect, Justice and Excellence. New Board members for 2016 also attended the CEWA Introduction Session for New Board Members.

### **ENGAGEMENT: FOSTER POSITIVE RELATIONSHIPS WITHIN THE COLLEGE & THE WIDER COMMUNITIES**

This focused on providing parents with opportunities to be fully immersed in all aspects of College life to achieve the best outcomes for their children. The College Board is a living example of this and there is a continued, strong relationship and support for Friends of Frayne. The Board has developed Role Descriptions for the Board, Members and Office Bearers, to provide an insight to the wider Frayne Community into what it means to be part of the Board. These will be published to the UFCC website and available to the community in 2017. In 2016 the Board, for the first time, published a half-yearly update to the Community. This will become a regular activity for the Board in future years. To ensure the on-going sustainability of enrolments, by effectively promoting a strong profile to reflect the College as a dynamic and vibrant learning and faith sharing community, the Board established a Marketing Strategy Sub-Committee in 2016; with the generous support of additional members of our community. This was done to maintain a focus on enrolments and economic trends that may impact enrolment levels and wait lists.

## **ACCOUNTABILITY; CALLED TO BE A COMMUNITY THAT IS 'CENTRED IN CHRIST' WITNESSED THROUGH OUR MERCY VALUES**

To ensure the College is an inclusive community in which the achievement of all students is acknowledged and celebrated the Board has a Fee Review Sub-Committee that meets quarterly. The review of Scholarships continued in 2016, reflective of the Bishop's Mandate for Catholic Education, to explore in detail how the Board can best impart the College's Mercy Values through a Scholarships Program. In order to provide effective, safe and functional management of staff, finances and risk, the Board Finance Sub-Committee meets monthly and provides advice and support to the College Business Manager.

### **OVERVIEW**

The major active Capital Development project for 2016 was the Stage 11 Early Learning Centre building project. With works now complete, and landscaping almost finalised, it is really satisfying to see such a dynamic educational facility for our early learners. The design and management of the Stage 11 project was focused on the best outcomes to support students and ensure a rich environment in which to learn. Looking to 2017, the College's next major building project, Stage 12, will be based at the Duncan Street Campus and will provide a modern Science Precinct and Year 7 Transition Centre. We have learned through the experience of previous builds, that planning is key to the success of our building projects, so our planning and collaboration with staff has been prioritised across the latter part of 2016 although this planning, in reality, commenced almost 18 months ago.

The Ursula Frayne Community is blessed to have a group of dedicated Board members, who are committed to a long-term, sustainable vision for the College – a vision that extends beyond individual tenure, and one that is structured to be adaptable to the changing economic landscape of Western Australia. I extend my thanks to each member of the 2016 College Board for their commitment throughout the year. This year Board activities have been strengthened through involvement of members from the broader Frayne community. I would like to acknowledge these people who have given generously of their time and expertise to assist on subcommittees to provide a richness of analysis and information to support key decisions for the Board.

The College Board could not function without the support of the leadership within the College, and I would like to extend the thanks of the Board to Geoff Mills, Veronica Parker, Jody Cabalzar and Mandy Williams for their ongoing support, and to Theresa Davis for her time assisting the Board during Terms Two and Three. The Board is also fortunate to receive support from the College Executive Leadership Team, who provide input and expertise in a range of Board forums. This work often happens outside of school hours and the Board acknowledges your dedication in continually working to create an educational environment to support excellence in the young people at our College.

Finally, on behalf of the College Board I thank the Frayne community for their continued support as the Board continues in its role to ensure the ongoing success of Ursula Frayne Catholic College as a Learning and Faith Sharing Community, Centred in Christ and Striving for Excellence in all that we do.

**Mrs Donna Di Bartolomeo**  
**Board Chair**