

URSULA FRAYNE
CATHOLIC COLLEGE



2022 ANNUAL COMPLIANCE REPORT

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Contextual Information

Ursula Frayne Catholic College is a metropolitan coeducational College catering for approximately 1500 students. It 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, enabling all students to have a sense of connection and wellbeing within and beyond the College community. The needs of students are catered for through a broad range of educational opportunities. The priority of the College is for “learning for every student, every lesson, every day”. Academic progress remains our highest priority with the expectation that all students at Ursula Frayne Catholic College are making progress. The College has a unique structure and is divided into four sub schools, each led by a Head of School. Across-campus leadership is provided by the Principal, Vice Principal, Head of Ministry and Business Manager.

Teacher Standards and Qualifications

In 2022, Ursula Frayne Catholic College employed 96 teaching staff, comprising full-time and part-time staff. The qualifications for all members of staff are summarised as follows:

Qualification	No. held by teaching staff
Certificates	28
Grad. Certificates	12
Diplomas	28
Bachelor Degrees	119
Graduate Diplomas	34
Masters Degrees	30
PhD	0

Workforce Composition

According to the 2022 Census (August) Ursula Frayne Catholic College personnel included the following:

- 77 Full-time Teaching staff. Includes: 27 males and 50 females.
- 38 Full-time Non-teaching staff. Includes: 9 males and 29 females.
- 19 Part-time Teaching staff. Includes: 6 males and 13 females.
- 33 Part-time Non-Teaching staff. Includes: 1 male and 32 females.
- 0 Aboriginal and Torres Strait Islander staff. Includes 0 males and 0 female.

Student Attendance at School

Ursula Frayne Catholic College had a student attendance record of 92.5% for 2022, as shown below:

PP	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	Y11	Y12
92.7 %	91.8 %	93.5 %	93.5 %	95.0 %	93.3 %	94.3 %	93.8 %	93.1 %	92.4 %	91.4 %	90.8 %	89.0 %

Despite the impact of the COVID-19 pandemic, student attendance rates remained high.

Parents/Guardians are requested to inform the College of any student absences by contacting the College Absentee Email or by speaking with Student Services staff or leaving a message.

Home/Class teachers monitor and follow up all student absence within their Home or Class Group. Student patterns of attendance are closely monitored through a computerised attendance system and are closely monitored by the Home/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 2022 Year 12 cohort were as follows:

96.88% of our Year 12 students achieved the Western Australian Certificate of Education (WACE). Our median Australian Tertiary Admission Rank (ATAR) of 89.75 was above the State median of 81.75. Based on the median ATAR score for all students who enrolled in four or more ATAR courses, Ursula Frayne ranked 21 in the state. The College has been ranked in the Top 50 secondary schools in Western Australia for the last ten years. In 2022 the College was measured against 194 schools. Of the students eligible to obtain an ATAR:

- 17 students. (22.75%) of ATAR students above 95
- 35 students. (46.7%) of ATAR students above 90
- 49 students. (65.3%) of ATAR students above 85
- 57 students. (76%) of ATAR students above 80

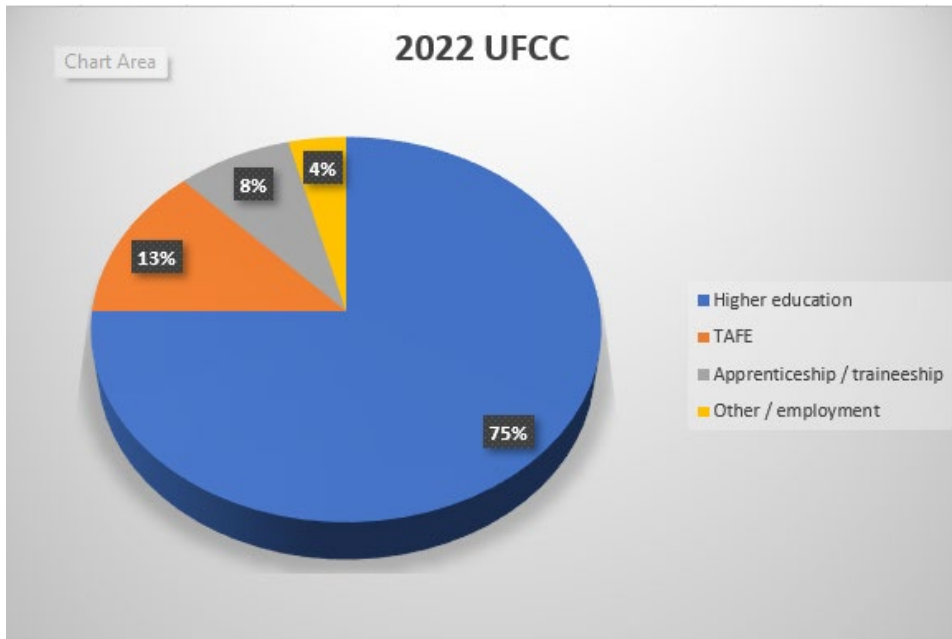
We were recognised as a high-performing school (Top 15%) in English, Maths Applications, Modern History, Religion & Life and Geography. English ATAR achieved the highest average for any Catholic college in 2022.

Through our **ASPIRE** Vocational Education and Training program, numerous students successfully transitioned into TAFE or university. Every student who undertook a Certificate IV program was offered a university placement.

For students from Year 12 who undertook a VET subject over Years 11 & 12:

- 26 students achieved a Certificate IV
- 38 students achieved a Certificate III
- 70 students achieved a Certificate II

Post School Destinations (Year 12 2022)



In 2022, 75% of our Year 12 students applied to study at higher education institutions utilising a range of admission pathways including ATAR, Certificate IV and university preparation courses. Of the 75% applying for higher education 50% of students used their ATAR and the remaining 25% used alternative admission pathways.

13% of students continued their education through TAFE programs while 8% of students applied for apprenticeships and traineeships.

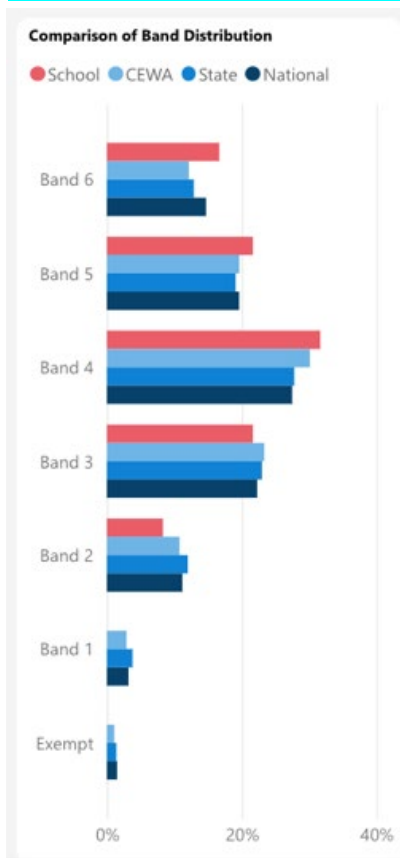
The ASPIRE program continues to support students who prefer to access work-based learning and alternative pathways to higher education.

National Assessment Program Literacy and Numeracy (NAPLAN) Information

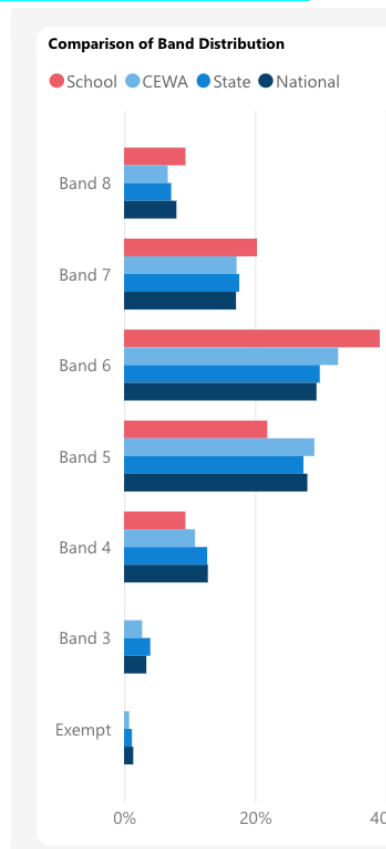
The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are administered by the Ministerial Council for Education, Early Childhood and Youth Affairs (MCEECDYA). The information from different NAPLAN tests can be used to monitor student progress over time. The data from these test results 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 Numeracy data as presented below provides an indication of the bands in which students at Ursula Frayne are placed in accordance with their assessment results. Across all NAPLAN years the results highlight the strong position that the College is in with regards to students demonstrating capacity in the higher bands. Our College is relentless in learning for every student every day. NAPLAN results are interrogated regularly as we continue to monitor trends and individual achievements.

Year 3 Numeracy

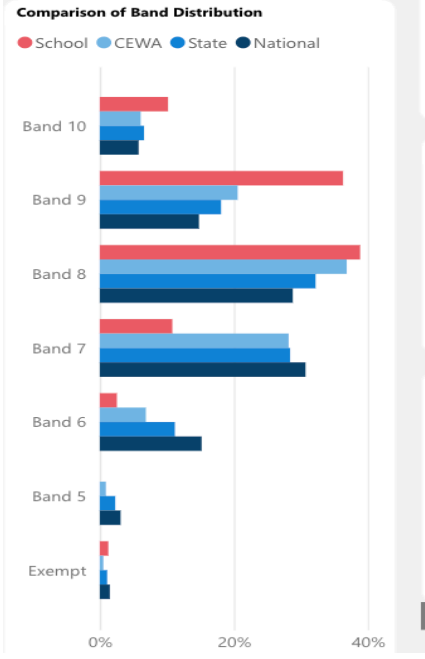
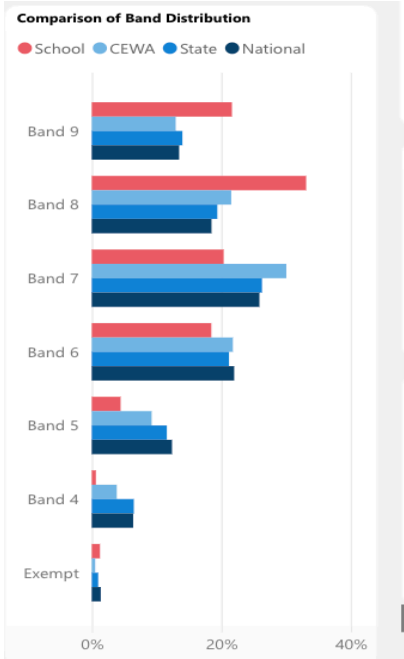


Year 5 Numeracy



Year 7 Numeracy

Year 9 Numeracy



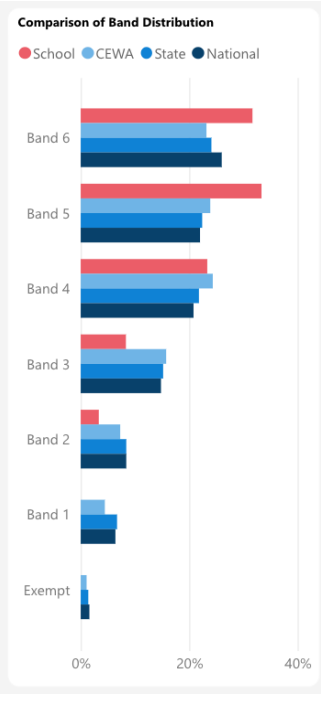
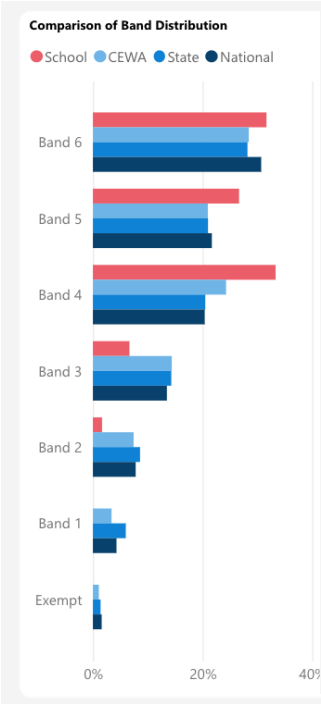
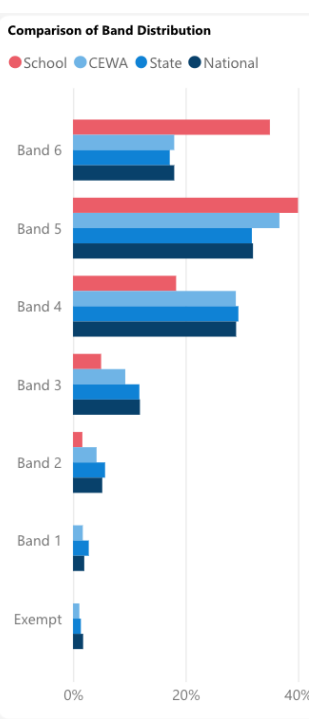
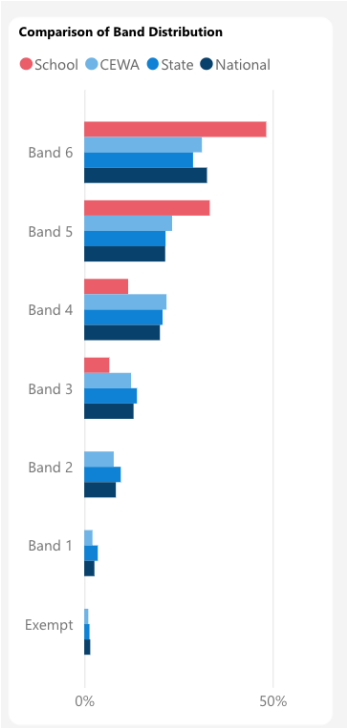
Year 3 Bands

Reading

Writing

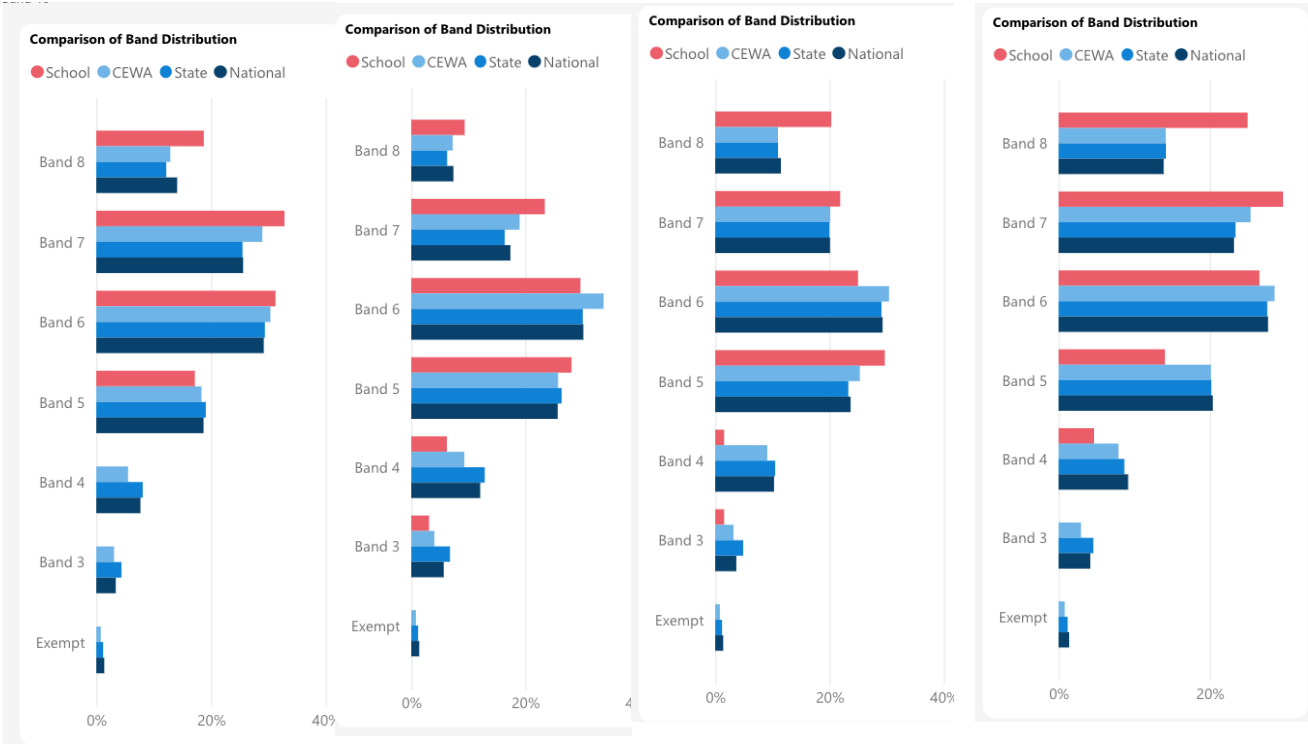
Grammar

Spelling



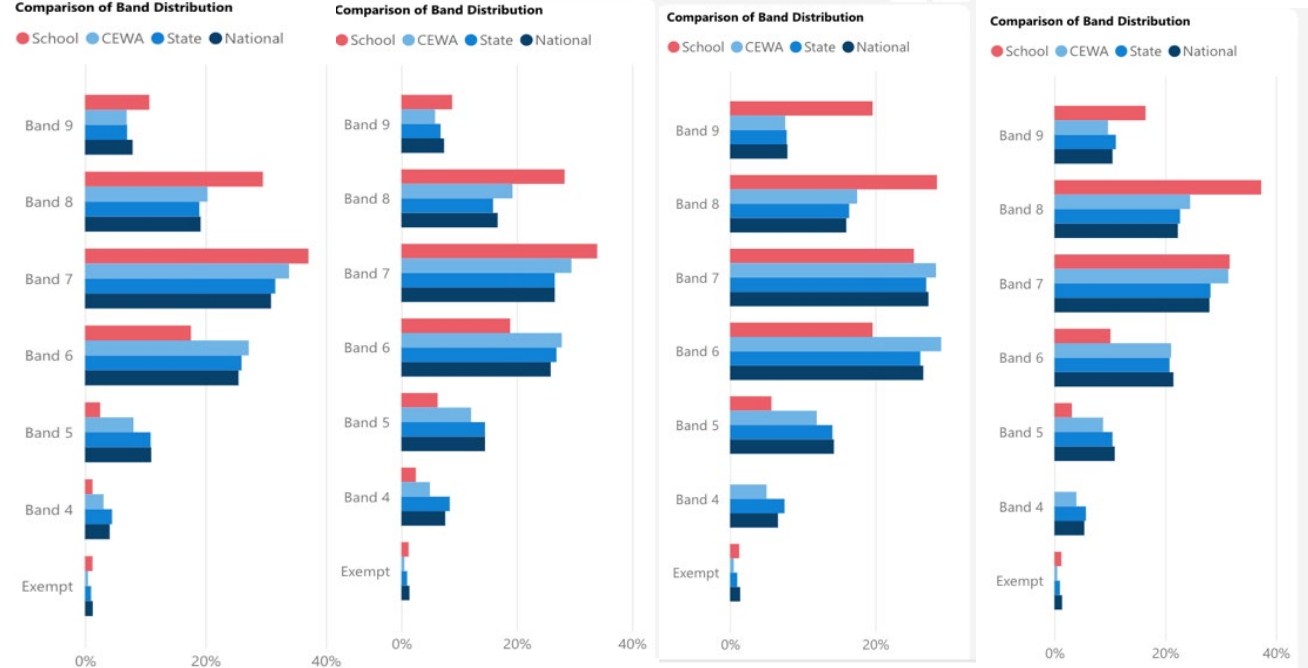
Year 5 Bands

ReadingWritingGrammarSpelling



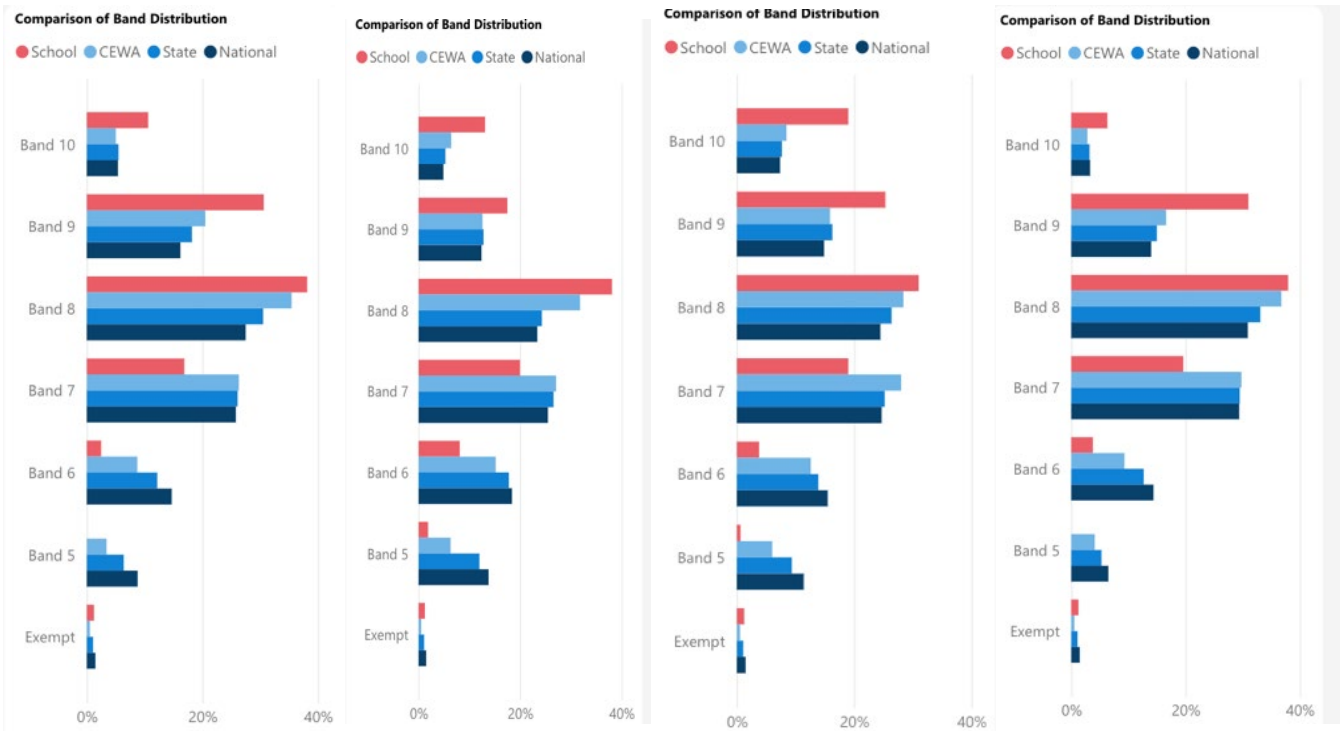
Year 7 Bands

ReadingWritingGrammarSpelling



Year 9 Bands

ReadingWritingGrammarSpelling



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, 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
- Cross campus meetings and professional learning sessions
- Appraisal processes
- Parent/Guardian Information Evenings – excellent attendance
- Parent/Teacher Interview Evenings
- Portfolio Afternoons
- Student Leadership Team
- Social Functions
- Open Days
- College Tours
- Friends of Frayne
- 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
- Exit interviews and surveys
- School Improvement Planning Focus Groups
- The Learning Project
- School Cyclic Review

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/>

Geoff Mills
Principal

2022 ASIP REVIEW

ANNUAL SCHOOL IMPROVEMENT PLAN 2022 – PROGRESS REPORT

CATHOLIC IDENTITY	
GOALS	SUCCESSFUL ACHIEVEMENTS IN 2022
<p>[1] RECONCEPTUALISING THE PROVISION OF CHRISTIAN SERVICE LEARNING WITHIN THE COLLEGE</p> <p>During 2021 and 2022, parents, students and staff will collaboratively develop an approach to Christian Service Learning that moves away from simply an ‘accumulation of hours and a brief reflection’ approach to a richer, age-appropriate program so that students will develop an enriched experience and understanding of ‘service’ in the Christian/Catholic tradition.</p>	<p><i>2022 was our ‘sandbox year’ for the new model of Frayne Service in which the revised K-12 model was presented to ELT and parent groups for consultation.</i></p> <p><i>A clear and well-articulated CSL Guidelines with associated timelines and processes was developed that all staff have had the opportunity to discuss.</i></p> <p><i>Information comes out throughout the College year to encourage a common language in relation to CSL.</i></p> <p><i>Learning areas and electives were provided an ‘Introduction to CSL’ as part of the Year 9 course.</i></p> <p><i>There has been a movement of CSL from an RE class to a Homeroom focus which is consistent with a renewed focus on the later as a key component in the provision of pastoral care on the Duncan Street campus. Staff started to comment meaningfully on their students’ involvement in the program rather than just the recorded hours. Students are more able to articulate and share their reflections with their Homeroom teachers and their families in a variety of ways.</i></p> <p><i>Reinforcement of CSL being a collaboration between home and school</i></p> <p><i>Was a key focus during all parent meetings throughout the year. These discussions highlighted the importance of CSL in relation to the lived experience of lives centred in Christ.</i></p> <p><i>Exploration of CSL moving toward an online model with Microsoft Teams established to house CSL information and student portfolios. The intent is for these to be viewed by staff, parents, and students.</i></p> <p>Status: Ongoing</p>
<p>[2] FOSTERING DISPOSITIONS OF STILLNESS AND SILENCE</p> <p>During 2021/2, students and staff (K-12) will continue to strategically develop an appropriate focus on age-appropriate stillness, silence, and reflection so that all involved will continue to develop a sense of reverence, community, peace, and joy.</p>	<p><i>This disposition continues to be modelled at staff meetings and briefings with exemplars saved to the Duncan and Balmoral Teams to encourage staff to use these in their classrooms.</i></p> <p><i>Staff continue to develop a variety of age-appropriate strategies and environments that are conducive to nurturing student capacity to be still, silent, and reflective.</i></p> <p><i>Students and staff demonstrate a greater capacity to be still and silent for increasingly longer periods of time during the year.</i></p> <p><i>Students are demonstrating an enhanced capacity to facilitate a variety of age-appropriate strategies and environments that are conducive to nurturing student capacity to be still, silent, and reflective. However, students and staff will continue to develop age-appropriate strategies to increase capacity to be still and silent for increasingly longer periods of time.</i></p> <p>Status: Ongoing</p>

EDUCATION	
GOALS	SUCCESSFUL ACHIEVEMENTS IN 2022
<p>[3] PROFESSIONAL LEARNING COMMUNITY at WORK (PLC@Work)</p> <p>During 2022, the College will continue to strategically implement the essential components of the <i>PLC@Work</i> and RTI frameworks through a whole school collaborative process to maximise every student's academic potential.</p>	<p><i>The College continued the practice of conducting a third Induction Day for teachers new to the College since the last induction to provide a thorough interrogation of the College's PLC@Work and RTI frameworks which guide the fundamental work of learning and teaching across the College.</i></p> <p><i>Teachers continue to work in subject / year level teams to refine the guaranteed and viable curriculum for specified Learning Areas.</i></p> <p><i>Continued development of staff understanding, and clarification in relation to Tiers 1, 2 and 3 Support. Integration of EA Support within year level teams (7-9) to both support and extend student learning. An increasing number of students exiting Tier 3 intervention continue to find success in a Tier 2 environment.</i></p> <p><i>Focus on the continuing refinement of the Guaranteed and Viable Curriculum to address overcrowded programs and an overemphasis on content rather than skill development.</i></p> <p><i>Staff undertaking proactive measures to address student needs and collaborating within teacher teams to develop targeted programs to meet student needs.</i></p> <p><i>Learning Area Coordinators (Duncan Street campus) coordinating in-house professional learning opportunities for staff.</i></p> <p><i>Teachers on Balmoral Street campus continue to develop a range of instructional strategies to target specific individual needs of students requiring Tier 2 interventions.</i></p> <p><i>Regular and ongoing moderation of student work samples and assessment tasks between and across year levels has been undertaken.</i></p> <p><i>Student performance data has been utilised to cater for the learning needs of students no matter where they are in the learning continuum.</i></p> <p>Status: Ongoing</p>
<p>[4] NQS REVIEW & TARGETED FOCUS</p> <p>During 2022 the Preparatory School Team will continue to implement the Standards within the National Quality Standard through ongoing professional conversation and reflection so as to determine sound pedagogical practices and Quality Areas requiring further focus.</p>	<p><i>PLC@Work model is employed to further engage staff in curriculum decision making in relation to the learning and teaching cycle.</i></p> <p><i>Utilised the NQS Group Reflection Tool to reflect upon and review again Quality Areas 1: Educational Program and Practice, recognised what we are doing well and areas for improvement at a class, year group and sub-school level.</i></p> <p><i>Evidence gathered in relation to elements within these Quality Areas which were targeted for attention in order to attain best practice.</i></p> <p><i>Establishment of 'non-negotiable expectations' which were agreed upon and set in relation to specific elements within Standards 1.1: Program, 1.2: Practice and 1.3: Assessment and Planning.</i></p> <p><i>NQS based Year level meetings were undertaken each semester with the Head of Preparatory School (HOPS).</i></p> <p><i>Evidence of more collective responsibility from all members of the PS Team including Teacher Assistants to enable reflective practice and the implementation of corresponding strategies and initiatives.</i></p> <p><i>Ongoing documentation was undertaken by the HOPS in conjunction with the overall review of the selected Quality Area</i></p> <p>Status: Ongoing</p>

COMMUNITY	
GOALS	SUCCESSFUL ACHIEVEMENTS IN 2022
<p>[5] REVIEW OF THE COLLEGE'S PASTORAL CARE POLICY</p> <p>Finalise the review of the College's Pastoral Care Policy so that it is reflective of current best practice and responsive to the needs of the College.</p>	<p><i>Homeroom Team Leaders (HTLs) appointed to enhance the Pastoral Leadership of the Duncan Street Campus. Work undertaken during the year has clarified and strengthened the working relationship between Cluster Leaders and the HTLs particularly in relation to their specific roles and associated responsibilities.</i></p> <p><i>Development of a table of College events and activities with nominated staff apportioned specific roles and responsibilities.</i></p> <p><i>Initial formulation of a revised structure of pastoral leadership to be formed through this initial year of discernment.</i></p> <p><i>Clarification of processes and procedures that are consistent in supporting all students across the College in pastoral care and wellbeing at Frayne.</i></p> <p>Status: Ongoing</p>
<p>[6] DEVELOPING A SHARED UNDERSTANDING AND COMMITMENT TO THE TRANSFORMING LIVES STRATEGY 2025</p> <p>During 2022, all staff will participate in the Community Cultural Immersion PD facilitated by CEWA staff to further enhance our individual and collective understanding and commitment to the Transforming Lives Strategy 2025.</p>	<p><i>During the annual Staff Spirituality Day, all staff were able to build on their 'cultural competency' through the knowledge of local stories of the Whadjuk</i></p> <p><i>People shared by indigenous guides. The focus was on the Swan River near Burswood and the significance of this area which is close to the land on which our two College campuses are located.</i></p> <p><i>Staff feedback reflected a greater appreciation of the culture of Aboriginal people they acquired through the process of sharing stories of the past and Present. This was facilitated by local Aboriginal people from within and beyond our community.</i></p> <p><i>All staff have a developing understanding of who the traditional custodians of the land on which our two campuses stand and the accompanying story/s that highlight the importance of this land to the traditional custodians.</i></p> <p>Status: Ongoing</p>

STEWARDSHIP	
GOALS	SUCCESSFUL ACHIEVEMENTS IN 2022
<p>[7] DEVELOPING AND FORMING A LEADERSHIP MINDSET THROUGHOUT THE COLLEGE</p> <p>Foster further direct engagement with and between students in matters that affect them through strategic encouragement to enhance student voice, leadership capacity, democratic processes, student-centred approaches, and learner ownership across the College.</p>	<p><i>The College Annual not only celebrates the achievements of students but is testament to the advances made in relation to encouraging authentic student voice and, with it, leadership capacity.</i></p> <p><i>During the pandemic we have detected in students an openness to and a growing confidence in being active participants in shaping their experiences at the College. Through the enhanced provision of and positive engagement in an increasingly responsive learning environment our students continue to develop a greater confidence in sharing their own voice.</i></p> <p><i>There is evidence of a greater undertaking by students to initiate and oversee new activities, projects and programmes to the extent that the College was the inaugural recipient of the 2022 CEWA QCE Secondary Student Led award for the 'Dress Down to Stress Down' student initiative.</i></p> <p><i>There has been further development of efficacy of Middle School Student Council through a review of its purpose with evidence of greater inclusion of student opinion rather than simply relying on designated student leaders.</i></p> <p><i>On the Balmoral Street campus, the empowerment of current student leadership groups has been enhanced as in:</i></p> <ul style="list-style-type: none"> <i>the Student Representative Council (SRC),</i> <i>Year 6 Councils, Climate Clever,</i> <i>Club, Sports, Choir and Band Captains to employ their student voice and be proactive in implementing initiatives and leading change.</i> <p>Status: Ongoing</p>
<p>[8] ECOLOGICAL CONVERSION AND ENVIRONMENTAL SUSTAINABILITY</p> <p>By 2025 the College community will have developed a strategy to enable the College community to develop a plan to promote ecological conversion and environmental sustainability to raise awareness and change associated practices within the Frayne community in relation to this matter.</p>	<p><i>To develop a K – 12 Plan which links to the Catholic vision of ecological stewardship. This plan will establish goals for the community over the next three years.</i></p> <p>Status: Not achieved</p> <p><i>Common language adopted in the College.</i></p> <p><i>Adoption of practices that demonstrate environmental awareness.</i></p> <p><i>Ability to explicitly analyse and review practices utilising a framework for a discernment.</i></p> <p>Status: Ongoing</p>

COLLEGE ANNUAL ADVISORY COUNCIL CHAIR REPORT 2022

The 2022 College Advisory Council comprised six community members, a Friends of Frayne Nominee, the Principal, and as non-voting members, the College Vice Principal and Business Manager. Advisory Council functions are guided by the Catholic School Advisory Council Terms of Reference which came into effect on 1 January 2022.

Advisory Councils have been established by the Catholic Education Commission of Western Australia (CECWA) to provide contextual advice to Principals, enabling the skills and expertise of Catholic school communities to be included within school decision-making processes. They support the Principal to fulfil their responsibilities in leading the Catholic Identity, Education, Community and Stewardship functions in pursuit of CECWA's vision to be Christ-centred and child-focussed.

The functions of the Advisory Council include:

- Supporting planning for the operation of the College.
- Communicating information about the College and Catholic education to the College community.
- Advising the Principal on College financial matters.
- Endorsing the College's annual budget, prepared by the College executive, before submission to CECWA for approval.

It is important to briefly reflect on the strategic environment in which we find ourselves. In WA, we are used to the sight of black swans. There was a time, however, when for a large part of the world, black swans were presumed not to exist. 'Black swan' theory refers to a metaphor for an event that arises as somewhat of a surprise and has a major effect. Like elsewhere in the Australian community, the Council has reflected on recent 'black swan' events, global in nature but with real local consequences. These include the continuing impacts of COVID-19, the war in Ukraine and the evolving evidence of climate change. These matters have economic and social impacts that create a challenge for planning and decision-making.

In 2022, the Advisory Council and the Finance Sub Committee met to plan for the new building programmes, stage 13A and 13B and contribute to the College's financial sustainability. Planning for Stage 13A- a new exam centre and 13B- replacement of the building that runs along Duncan Street has continued, including further consideration of the conceptual plans developed by College architects. It is planned that 13A and 13B will be independent builds- 13A will need to be completed to allow for classroom useability whilst demolition and construction occurs on Stage 13B. The original timeline associated with the build has been pushed back. At this point, with respect to Stage 13A, the aim is to commence construction in 2023 with a view to occupancy in 2024. For 13B, the aim is to commence construction in 2024 with a view to occupancy in 2025. These plans are, of course, subject to the associated costs being reasonable. At this stage, it can be stated with some certainty that the overall costs will be more than the \$11 million forecast in 2020 and the plans, including the issue of projected costs, will continue to be considered by the Advisory Council in 2023.

With the support and stewardship of the College Business Manager, the Advisory Council has maintained a \$22.6 million budget in 2022. The College continues to be in a strong position with respect to enrolments. While we remain in an acceptable position at the end of 2022, at the time of writing, discussions continue with Catholic Education Western Australia about the nature and level of fee increases for 2023. It is anticipated a settled position will be arrived at very soon.

From a formation perspective, a highlight was the opportunity to attend the Mercy Education Limited College Advisory Council Seminar, hosted by Mercedes College, in September 2022. Social justice issues, including educational opportunities for young indigenous people, were a main focus for discussion.

There is clearly much to navigate. Sound strategic thinking and planning is therefore critical,

particularly if we are to achieve the aspirations we have for our children, set out in the Frayne Graduate Statement.

I invite you to consider it if you have not read it in a while. Personally, it clearly sets out what my wife and I want for my girls and forms part of the reason why my family feels privileged to be part of this College community.

In this light, we are very fortunate to have a committed group of Council members who are willing to share their expertise, their professionalism and their time. Council meetings are always undertaken in a spirit of collegiality and I want to thank each member of the Council, the Finance Committee and the Executive Leadership team for their support and guidance throughout the year. Collectively we contribute to the overall success of the College. I would particularly like to thank Scott Formston (Treasurer) and Julie-Anne Simmons (Friends of Frayne nominee to the Council) who are about to complete their terms.

I would also like to thank the previous Advisory Council Chair, Tania Baharom, for her service to the College community. I would finally like to encourage everyone in our College community to be bold and willing to put their hand up when the opportunity arises to make a contribution. In general terms, by putting your hand up, your contribution enriches us all.

On behalf of the College Advisory Council I would like to thank the Frayne Community for your ongoing support as the Council continues its role to ensure the ongoing success of Ursula Frayne Catholic College.

Mr Richard Miles
Advisory Council Chair