

Ursula Frayne Catholic College



2023 ANNUAL COMPLIANCE REPORT

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. Cross-campus leadership is provided by the Principal, Vice Principal, Head of Ministry and Business Manager.

Teacher Standards and Qualifications

In 2023, 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	24
Grad. Certificates	9
Diplomas	21
Bachelor Degrees	125
Graduate Diplomas	29
Masters Degrees	30
PhD	1

Workforce Composition

According to the 2023 Census (August) Ursula Frayne Catholic College personnel included the following:

- 76 Full-time Teaching staff. Includes: 29 males and 47 females.
- 43 Full-time Non-teaching staff. Includes: 10 males and 33 females.
- 25 Part-time Teaching staff. Includes: 4 males and 21 females.
- 32 Part-time Non-Teaching staff. Includes: 1 male and 31 females.
- 1 Aboriginal and Torres Strait Islander staff. Includes 1 males and 0 female.

Student Attendance at School

Ursula Frayne Catholic College had a student attendance record of 93.1% for 2023, as shown below:

PP	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	Y11	Y12
93.3%	93.1%	92.8%	93.6%	92.9%	94.8%	93.7%	93.1%	93.3%	92.5%	91.7%	92.1%	92.8%

Despite the lingering presence of COVID-19 and a virulent flu season, 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

The College is very proud of the achievements of the Class of 2023 in the recent Western Australian Certificate of Education (WACE) examinations and overall Year 12 achievement. Congratulations to the students and staff who have worked hard to maintain such high standards.

RESULTS OVERVIEW

98.6% of our Year 12 students achieved the Western Australian Certificate of Education (WACE). Of the students eligible to obtain an ATAR:

17 students. (20.4%) of ATAR students above 95

41 students. (49.4%) of ATAR students above 90

57 students. (68.7%) of ATAR students above 85

68 students. (81.9%) of ATAR students above 80

Our median Australian Tertiary Admission Rank (ATAR) of 89.95 is the highest Frayne has ever achieved. The College has consistently ranked highly in terms of ATAR performance over many years.

We were recognised as a high-performing school (Top 15%) in Chemistry, English, Maths Methods, Maths Applications, Modern History and Applied Information Technology.

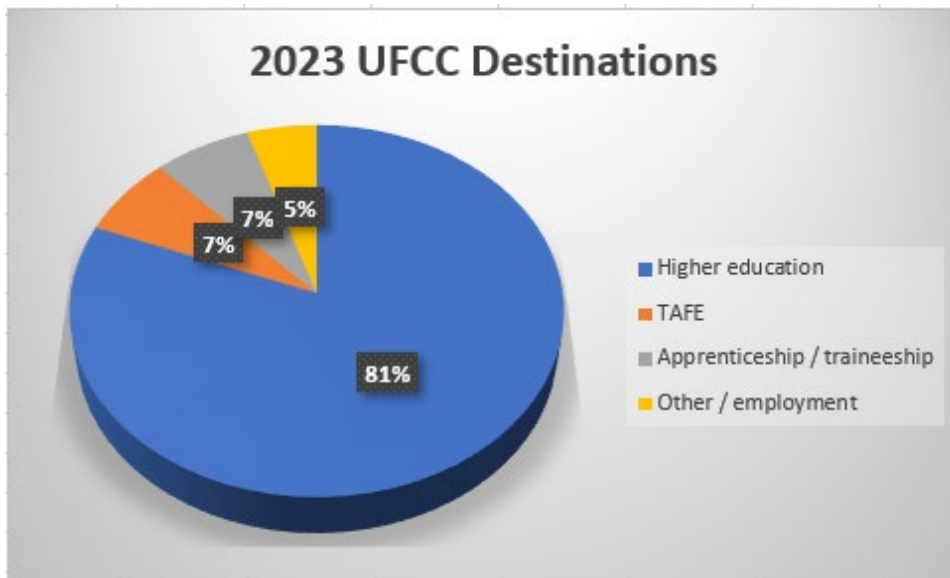
78 students out of 105 students have been offered their first preference at university this year (this includes students from various pathways).

Through our **ASPIRE** Vocational Education and Training program, numerous students successfully transitioned into TAFE, work, or university.

For students from Year 12 who undertook a VET subject in Year 12:

31 students achieved a Certificate IV
27 students achieved a Certificate III
28 students achieved a Certificate II

Post School Destinations (Year 12 2023)



In 2023, 81% 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 81% applying for higher education 57% of students used their ATAR and the remaining 24% used alternative admission pathways.

7% of students continued their education through TAFE programs while 7% of students applied for apprenticeships and traineeships. 5% students decided to work full-time during 2024

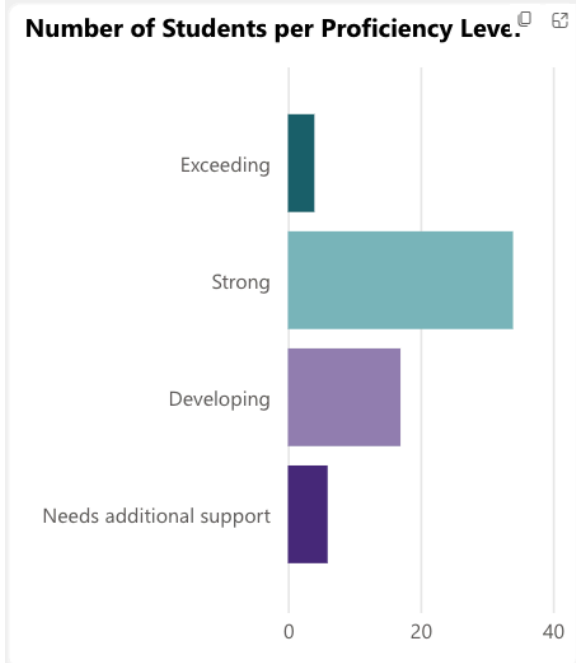
The ASPIRE program continues to support students who prefer to access work-based learning and alternative pathways to higher education.

National Assessment Program Literacy and Numeracy (NAPLAN) Information

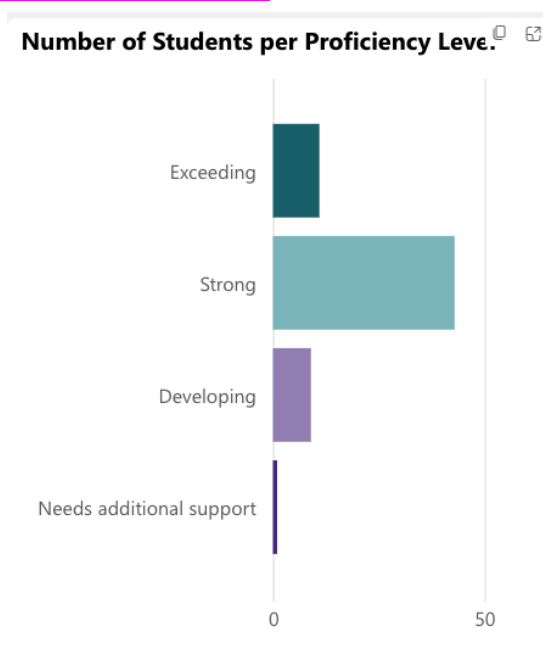
The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are administered by the Ministerial Council for Education, Early Childhood and Youth Affairs (MCEECDYA). The information from different NAPLAN tests can be used to monitor student progress over time. The data from these test results 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.

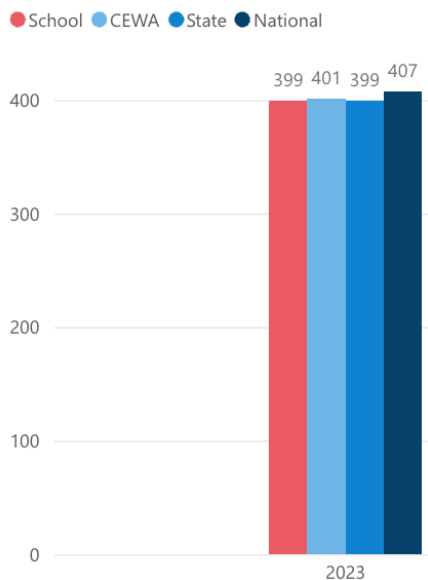
Year 3 Numeracy



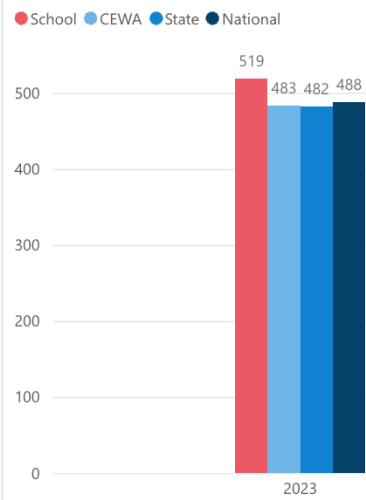
Year 5 Numeracy



Mean Score Comparison

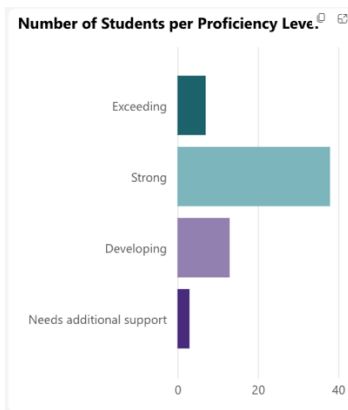


Mean Score Comparison

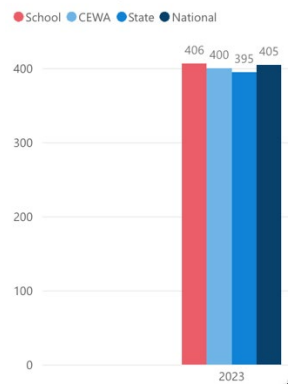


Year 3 Bands

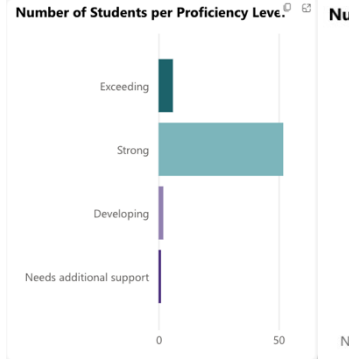
Reading



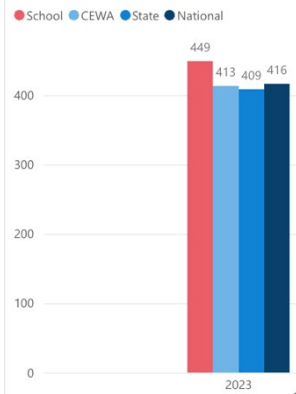
Mean Score Comparison



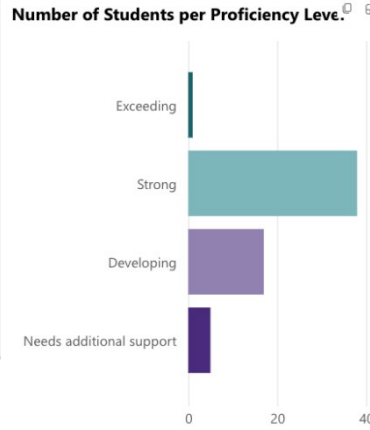
Writing



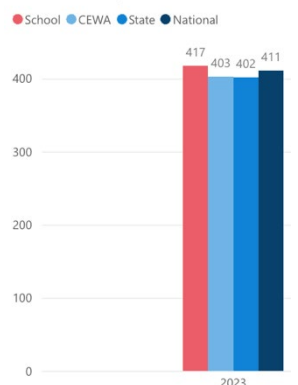
Mean Score Comparison



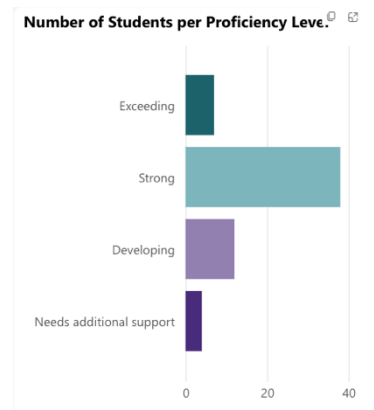
Grammar



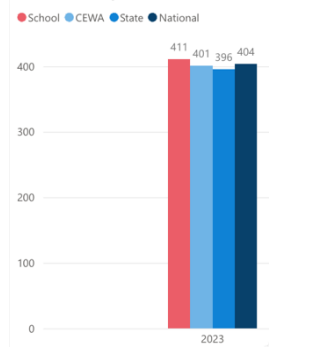
Mean Score Comparison



Spelling

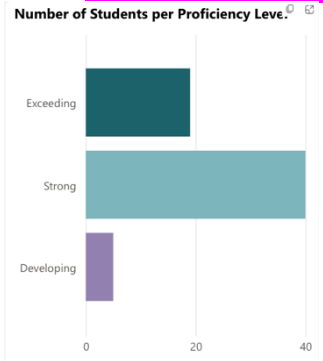


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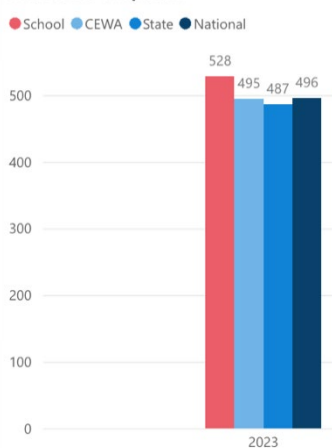


Year 5 Bands

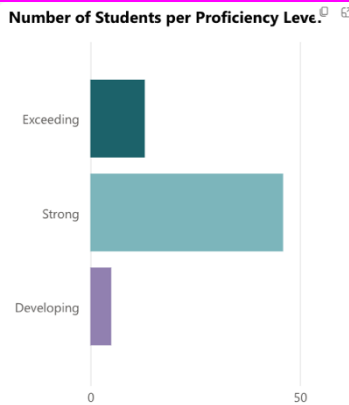
Reading



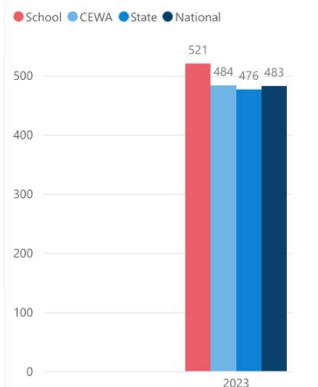
Mean Score Comparison



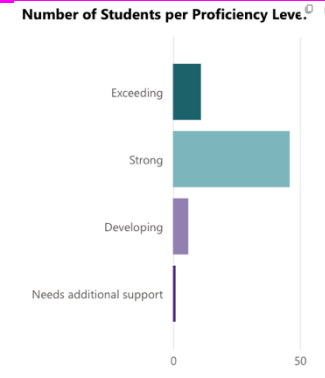
Writing



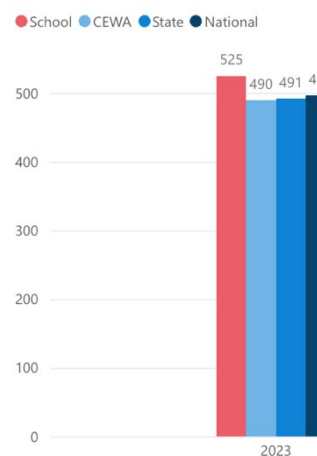
Mean Score Comparison



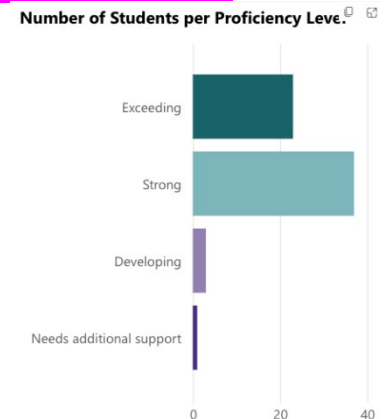
Grammar



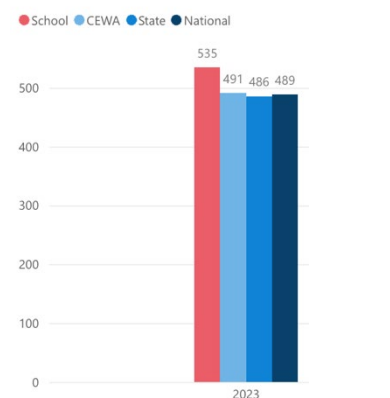
Mean Score Comparison

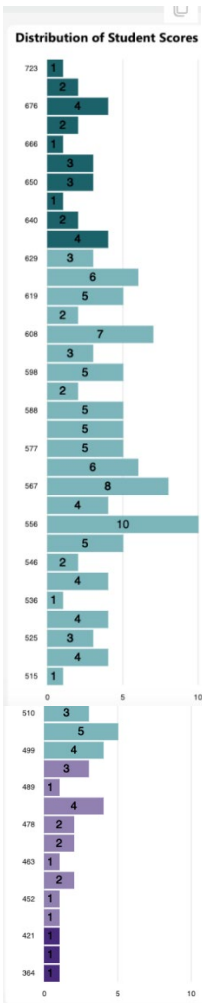


Spelling

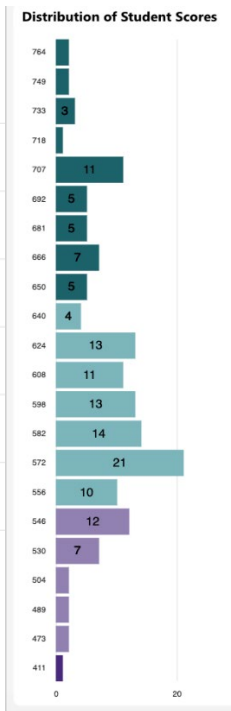
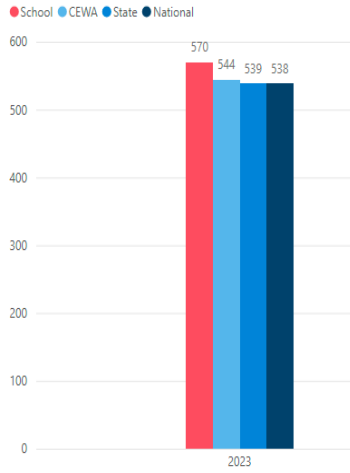


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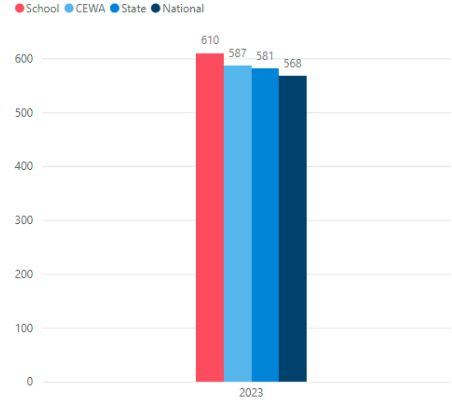


Mean Score Comparison



Distribution of Student Scores

Mean Score Comparison



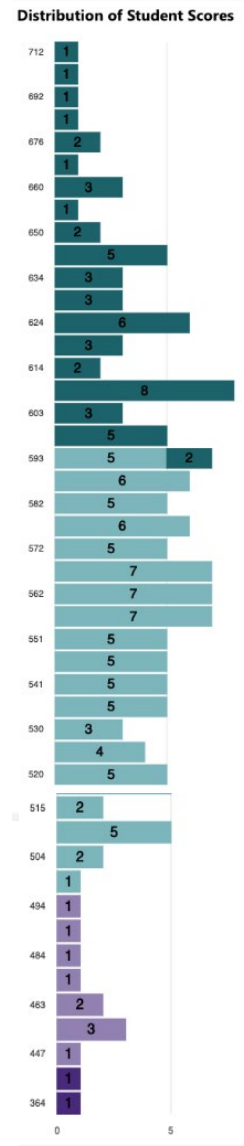
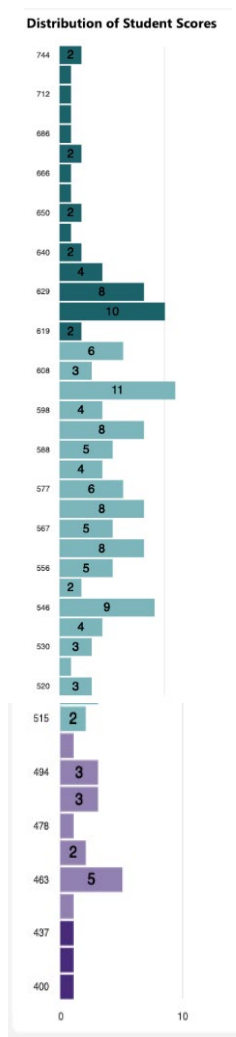
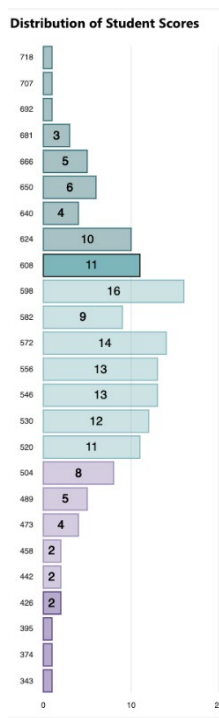
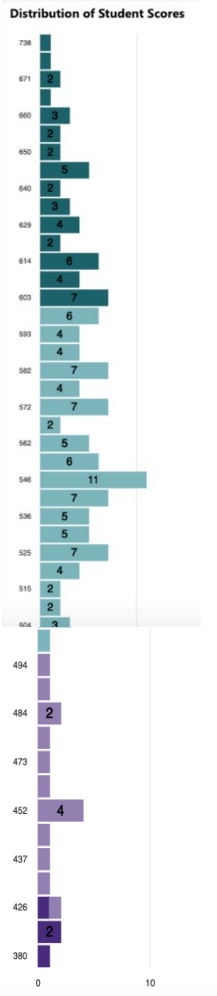
Year 7 Bands

Reading

Writing

Grammar

Spelling



Mean Score Comparison



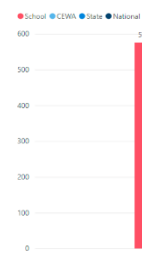
Mean Score Comparison



Mean Score Comparison



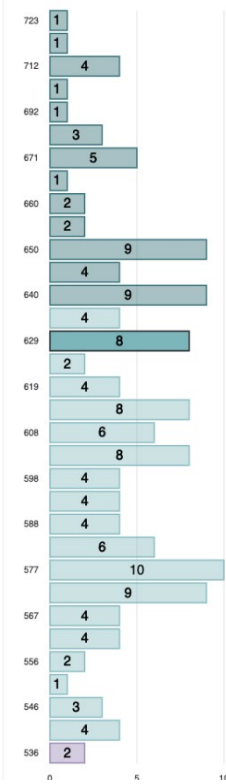
Mean Score Comparison



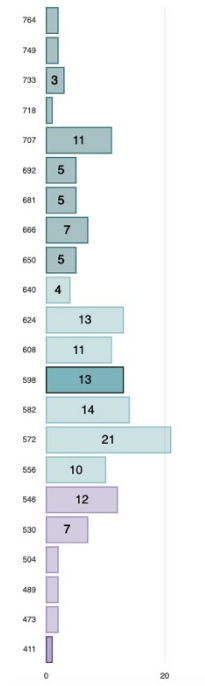
Year 9 Bands

Reading Writing Grammar Spelling

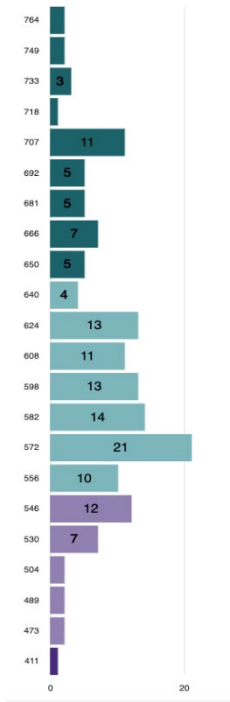
Distribution of Student Scores



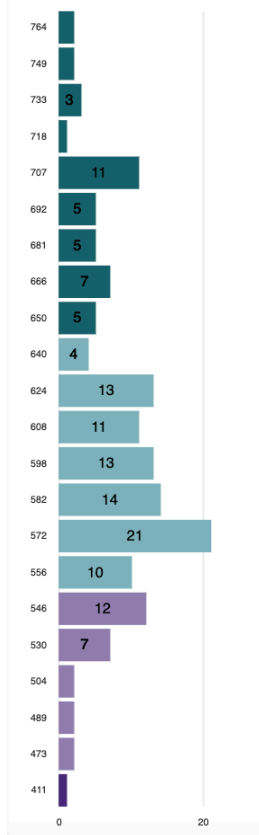
Distribution of Student Scores



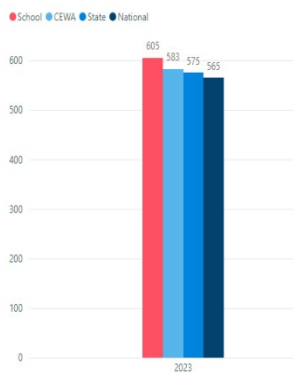
Distribution of Student Scores



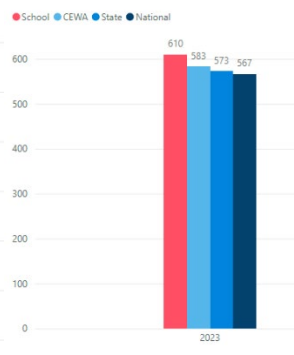
Distribution of Student Scores



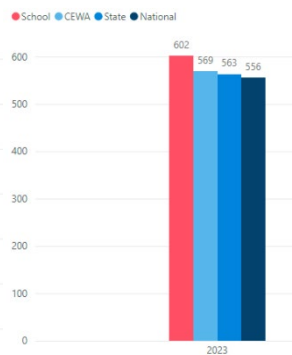
Mean Score Comparison



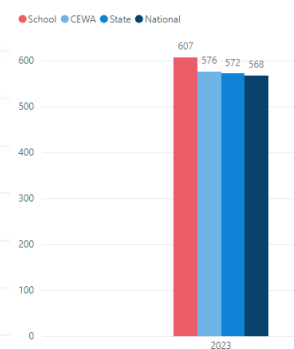
Mean Score Comparison



Mean Score Comparison



Mean Score Comparison



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 Council Meetings
- College Advisory Council (CAC) Meetings
- CAC Sub-committees
- Performance Evenings (Music, Drama and Dance)
- 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
- Quality Catholic Education 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/>

Mark Antulov
Principal

REVIEW OF CATHOLIC SCHOOL IMPROVEMENT PLAN 2023

CATHOLIC IDENTITY

IMPROVEMENT GOALS <small>Performance & development goal to be achieved (SMART Goal)</small>	PROGRESS
<p>Evangelising through the fostering of a shared understanding and commitment to prayer at Frayne through enhancing the engagement of students and staff in the planning, participation and conduct of liturgies and Masses.</p> <p>[QCE 1.1 a, b, d, e, f]</p>	<ul style="list-style-type: none"> All Duncan Street campus students have had the opportunity to participate in creating a Mass/liturgy scheduled for all of the College, including inclusion of Middle School Mass. Mass/Liturgy templates have been created and available via Teams. Feedback – important for teachers to be involved in Professional Learning on how to prepare for a Mass and Liturgy of the Word with students, especially for Preparatory School due to recent staff changes. There has been increase in relation to the regularity of Masses in Junior School. Hymn singing was trialled on the Balmoral Street campus but was deemed to be not as effective as initially envisaged. <p>Status: Ongoing</p>
<p>Reconceptualising the provision of Christian Service Learning (CSL) within the College.</p> <p>[QCE 1.1 b and d]</p> <p>From 2021- 2023 parents, students and staff collaboratively developed an approach to CSL that moves away from simply an ‘accumulation of hours and brief reflection’ approach to a richer, age-appropriate programs so that students will develop an enriched experience and understanding of ‘service’ in the Christian/Catholic tradition.</p>	<ul style="list-style-type: none"> 2023 responsibility for data collection and review was assigned to Homeroom teachers instead of Religious Education teachers. Parent, staff and student upskilling has occurred however more is required for staff to understand the ‘<i>why</i>’ or ‘<i>purpose</i>’ of CSL. Interest from Balmoral parents about how their child can engage in CSL at home, school or elsewhere as they want their child to develop awareness of others through giving (linked to <i>Frayne Graduate Statement</i>) . <p>Status: Ongoing</p>
<p>Fostering links with our Catholic community through developing our relationships with our connected parishes and parish priests</p> <p>[QCE 1.1 a, b, d, e, f]</p>	<ul style="list-style-type: none"> Parish Priest Morning Tea was conducted during the year. Balmoral staff attended the sacramental celebrations for Junior School, including proximal parishes. <p>Status: Achieved</p>

EDUCATION

IMPROVEMENT GOALS <small>Performance & development goal to be achieved (SMART Goal)</small>	PROGRESS
<p>Fostering a shared understanding and commitment to enhancing the wellbeing, motivation, and engagement of all students in the College.</p>	<ul style="list-style-type: none"> <i>Behaviour Tonics</i> program successfully implemented on Balmoral Street campus, with a particular focus on emotional coaching of the students. Audited K-12 of the <i>CEWA Wellbeing Framework</i> and provided that feedback to staff during one of the scheduled Professional Learning Days. It was noted that many staff selected '<i>behaviour and relationships</i>' for the Learning Project. Important that the focus on wellbeing is maintained to ensure that it translates in improved motivation and engagement for our students, in and out of the classroom. <p>Status: Ongoing</p>
<p>PROFESSIONAL LEARNING COMMUNITY at WORK (PLC@Work & RTI)</p> <p>During 2023, 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>	<ul style="list-style-type: none"> The launch of <i>Learning Project 3</i> was met with a generally positive response from staff noting that the timing of the process throughout the year needs to be considered. The need to ensure College based Professional Learning is inclusive of support staff was recognised and acknowledged. Need to ensure support programs are genuinely aligned to the various Tiers of instruction in the College's learning framework: <i>PLC@Work</i> and <i>RTI</i>. <p>Status: Ongoing</p>
<p>NQS REVIEW & TARGETED FOCUS</p> <p>During 2023 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>	<ul style="list-style-type: none"> Preparatory School staff have been upskilled this year, however with the changes in staffing this needs further consideration and as such requires an ongoing focus. <p>Status: Ongoing</p>

COMMUNITY

IMPROVEMENT GOALS <small>Performance & development goal to be achieved (SMART Goal)</small>	PROGRESS
<p>Developing a shared understanding and commitment to the <i>Transforming Lives Strategy 2025</i>.</p> <p>During 2023, all staff will participate in the <i>Community Cultural Immersion</i> PD facilitated by CEWA staff to further enhance our individual and collective understanding and commitment to the <i>Transforming Lives Strategy 2025</i>.</p>	<p>Status: Not achieved.</p>
<p>IMPLEMENTATION OF NEW PASTORAL CARE STRUCTRE (Duncan Street Campus)</p> <p>Following a thorough review of the College’s Pastoral Care Policy the revised pastoral care structure will be set up for commencement in 2024.</p>	<ul style="list-style-type: none"> Staff appointments made and initial formation of the Head of Year and Cluster Coordinator Teams undertaken during 2024. Initial induction of Duncan Street campus families in relation to the new structure has been undertaken. <p>Status: Ongoing</p>

STEWARDSHIP

IMPROVEMENT GOALS <small>Performance & development goal to be achieved (SMART Goal)</small>	PROGRESS
<p>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>[QCE 1.1 a, b, d, e, f]</p>	<ul style="list-style-type: none"> Cross campus leadership forums positively impacted on <i>Frayne Day</i>. Involvement of the Middle School Student Representative Council in the Semester1 Cross Campus Forum and the Senior School in the Semester 2 Cross Campus Forum. 2023 Student Executive ‘affirmations’ presentation to Preparatory School and Junior School has evolved to be a component of all Balmoral campus assemblies. <p>Status: Ongoing</p>
<p>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>	<ul style="list-style-type: none"> Student groups have been created on both campuses with a focus on ecological conversion and environmental sustainability. <p>Status: Ongoing</p>

COLLEGE ANNUAL ADVISORY COUNCIL CHAIR REPORT 2023

The 2023 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 four elements of Quality Catholic Education: 1) Catholic Identity 2) Education 3) Community and 4) Stewardship, 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.

Our College community is fortunate to have a committed group of Council members who are willing to share their expertise, their professionalism and their time. It is important that a spirit of collegiality is maintained in council meetings and I want to thank each member of the Council, the Finance Committee and the Executive Leadership team for their continued support and guidance throughout the year. I would particularly like to thank Bronwen Frangs who is about to complete her term as a Council member. Bronwen has a long association with the College and has been a great contributor as a Council member.

In 2023, the Advisory Council and the Finance Sub Committee continued to meet and plan for the new building programmes, stage 13A (a new exam centre) and 13B (replacement of the building that runs along Duncan Street) and to provide advisory governance, with a view to maintaining the College's financial sustainability. At this stage, 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. As advised in 2022, the original timeline associated with the build has been pushed back and planning continues with a view to ensuring that the scope and associated costs of the intended build are reasonable. This planning, including the issue of projected costs, will continue to be a focus for the Advisory Council in 2024.

With the support and stewardship of the College Business Manager, the Advisory Council has maintained a \$24.2 million budget in 2023. The College continues to be in a strong position with respect to enrolments. While we remain in an acceptable position at the end of 2023, at the time of writing, discussions continue with Catholic Education Western Australia about the nature and level of fee increases for 2024. It is anticipated a settled position will be arrived at very soon.

In 2023, the College was the subject of a Quality Catholic Education School Review and the Council had the opportunity to participate in the process and consider the pleasing outcomes. The Review considered key information and inputs to develop its understanding of the College and provided comment on its success across each of the elements of Quality Catholic Education. The outcomes and recommendations of the Review will help to inform the College's future strategic direction.

From a formation perspective, a highlight for the Council was the opportunity to attend the Mercy Education Limited College Advisory Seminar and Dinner, hosted by Santa Maria College in March.

In June, I had the pleasure of being part of the panel involved in the appointment of the new Principal, Mr Mark Antulov, who will commence in the position on 1 January 2024. Mark's express aim is to create contemporary, faith-inspired, inclusive and positive learning communities where every person is respected, valued and empowered. As reflected in my advice to parents on his appointment, may his leadership, words and actions continue to nurture and inspire the Frayne community, in the best interests of all our children.

I would like to finish by acknowledging the wonderful leadership and service provided by the College Principal, Mr Geoff Mills. Geoff has made a remarkable contribution over a long period of time to the Frayne community and we wish him every happiness.

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

Richard Miles
College Advisory Council Chair