



BLACKFRIARS

Annual Report

2024





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1 | Executive Summary

As Principal of Blackfriars Priory School, I am proud to reflect on 2024 as a year of growth, achievement, and steadfast commitment to our Dominican Catholic mission. Throughout the year, we have lived out the Four Pillars of Prayer, Study, Community, and Service, ensuring that our educational excellence goes hand in hand with spiritual development and social responsibility. This one-page summary highlights the year's key developments – in academics, wellbeing, enrolments, staff, facilities, finances, and cocurricular life – and how they align with our school's identity and strategic vision for the future.

Academic Excellence

Outstanding Year 12 Results: Our Year 12 cohort of 2024 achieved exceptional results. 100% of students successfully attained their SACE, and 31% earned an ATAR above 90. These outcomes enabled many graduates to enter competitive university courses, with 89.55% receiving an offer to their first or second preference of tertiary study. Popular fields included Health Sciences, Engineering, and IT; notably, over half of our graduates chose the University of Adelaide as their destination. In our junior and primary years, NAPLAN results showed improvement, reflecting our focus on literacy and numeracy foundations. From the Early Years through Year 12, a culture of study and scholarly excellence is evident in classroom outcomes and external benchmarks, affirming our pillar of Study in action.

Student Wellbeing and Engagement

Student wellbeing remained a central focus in 2024, underpinning our pillar of Community. After restructuring our pastoral care program in 2023, the Wellbeing Team continued a thematic approach emphasising belonging, health (including mental health), and positive citizenship. We strengthened the basics of school life – “doing simple things well” – through clear expectations for attendance and presentation. Consistent enforcement of uniform standards (with a brief lunchtime detention for lapses) and a renewed push for Home Group punctuality improved overall student discipline and pride. Attendance rates improved, indicating that our engagement strategies are working. We enhanced communication with families via SEQTA and regular contact from Home Group teachers, ensuring early intervention for any pastoral or academic concerns. Importantly, we reviewed our counselling services, resulting in a more formalised referral and triage process to support student mental health needs. These efforts have fostered a caring, inclusive environment where students feel safe, supported, and ready to learn – truly living our value of Community.

Enrolment Trends and Community Growth

Enrolments continued on a positive trajectory in 2024, reflecting strong community confidence in Blackfriars. Our August census recorded 760 students, up from 756 in 2023 and 735 in 2022. This



steady growth is largely driven by word-of-mouth recommendations from current families and strategic outreach efforts. We also welcomed 21 international students during the year, enriching our cultural diversity and global outlook. To support our growing and geographically expanding student body, we maintained robust school bus services; demand on our existing northern routes now exceeds capacity, prompting plans to introduce a third bus route in 2025. Beyond numbers, the sense of community at Blackfriars has flourished. Events such as the Mother's Day Liturgy, Harmony Day, Shrove Tuesday, and our annual Dominican Day celebration brought families, staff, and students together in faith and fellowship. These occasions, alongside new initiatives like year-level spiritual retreats, strengthened our shared identity and partnerships with parents. The introduction of Year-Level Retreats in 2024 provided students with meaningful, reflective experiences to deepen their faith and personal growth, reinforcing the pillar of Prayer and ensuring our Catholic ethos is tangible in daily school life.

Staff Development and Professional Growth

Our staff are our greatest asset, and in 2024 we invested significantly in their professional development to ensure high-quality teaching aligned with our mission. All teachers engaged in a structured two-year performance and development cycle, with 20 teachers participating in the intensive "Lead Learn" peer feedback program. This cycle included student feedback surveys, classroom observations by external mentors, and coaching conversations to set and achieve improvement goals. Additionally, 25 teachers took part in ALEDA coaching, focusing on individual goal-setting against the AITSL teaching standards. Every staff member underwent an annual performance review, ensuring accountability and growth in line with strategic priorities. We held a comprehensive Professional Development Week in July, where all staff undertook training in areas such as effective writing instruction (The Writing Revolution for R-12), First Aid, the "Keeping Safe: Child Protection Curriculum," and workplace safety protocols. ELC staff received specialised early childhood training, and time was allocated for collaborative planning and curriculum development. These initiatives demonstrate our commitment to the pillar of Study – not only for students but for our educators as lifelong learners – and they translate into innovative, informed teaching in the classroom.

Infrastructure Enhancements and Financial Stewardship

Campus development was a highlight of 2024, as we realized several major capital projects from our Master Plan to enhance the learning environment (pillar of Study) and community facilities. Notably, The Albert Centre, our new and blessed in November. This state-of-the-art building extends from the Aquinas Centre and now houses modern Science laboratories, a Food Technology kitchen, Year 9 classrooms, Maker Space areas, a Virtual Reality room, and a new Canteen/Café with a landscaped courtyard. In addition, we completed Stage 1 of the Library redevelopment (a new Primary Library) in April 2024, providing our younger students with a vibrant space for reading and research. Earlier in the year, the MacKillop Centre (Middle Years



hub) was refurbished with new connections between classrooms and a common collaborative area, ready for use by the start of Term 1. All these projects were delivered on budget, significantly expanding our capacity and the quality of facilities available to students. The new multi-purpose educational facility was completed on schedule – reaching practical completion in August 2024 and officially opened.

Financially, 2024 was marked by prudent management and strengthened sustainability. The school achieved a surplus of \$1.9 million for the year (up from \$1.1 M in 2023), even as we invested heavily in infrastructure. Gross income grew to \$23.3 M (from \$21.3 M in 2023), thanks to increased enrolments and funding support, while expenditure was carefully controlled at \$21.4 M. As expected, our capital works required additional financing – by 31 December 2024 our capital debt stood at \$17.9 M (up from \$11.6 M) – but these loans are part of a long-term strategy supported by the Catholic Education Office (including a committed \$1.5 M capital grant during 2021–2025). We maintained a solid cash reserve of roughly \$2.9 M to ensure operational stability. Importantly, we continued to live our values of justice and Service by making Blackfriars accessible: over \$1.1 M in scholarships and fee assistance was provided to support families in 2024. In summary, the school’s finances are healthy and mission-focused – enabling us to improve facilities and programs while upholding our commitment to inclusivity and responsible stewardship of resources.

Co-Curricular Achievements and Service

Blackfriars boys shone beyond the classroom in 2024, embracing a rich co-curricular program that develops well-rounded young men in line with our Dominican ethos. Participation was strong across a wide range of activities – sporting, academic, creative, and spiritual – each reinforcing teamwork, leadership, and personal growth. In sport, 2024 was a landmark year. Our students competed with passion and sportsmanship in many arenas, from fielding 8 soccer teams across year levels, to expanding our AFL Football Academy for Years 4–9, and engaging in cricket, basketball, swimming, and more. A standout accomplishment was at the annual Intercollegiate sports competition against CBC: Blackfriars hosted Intercol 2024 and reclaimed the overall Intercol Trophy for the first time since 2016. This victory was secured by winning multiple events, including trophies in Chess, Debating, Table Tennis, and a thrilling Senior Basketball win (41–39) that clinched the title. The pride and camaraderie displayed by our teams exemplified the pillar of Community and delighted the school. We also strengthened ties with Old Scholars through joint events and coaching support, emphasising that community extends beyond graduation.

In the arts and intellectual pursuits, students showcased talent and creativity. Our Primary Arts Night in Term 2 was a great success, with boys performing in music and drama and displaying visual art, highlighting the creative skills fostered at Blackfriars. Co-curricular clubs such as Art Club, Media Group, Robotics, Chess, Debating, and even E-sports provided avenues for students to explore their interests and excel competitively or for pure enjoyment. For instance, our chess



and debating teams not only won at Intercol but also honed critical thinking and confidence that feed back into academic performance. Across all these activities, the dedication of staff and coaches ensured that every student could find a place to belong and to lead, whether on the sports field, stage, or in community service.

Equally important, 2024 saw our students live out the Dominican pillar of Service in inspiring ways. Led by our student leaders and Social Justice coordinator, the school engaged in numerous charitable initiatives. Together, we raised over \$17,000 for Catholic and community charities over the four terms. This included supporting Caritas Australia's Project Compassion during Lent, the Leukemia Foundation's World's Greatest Shave (benefiting the Mary Potter Hospice) – which alone raised about \$7,500, campaigns for Catherine House and Breast Cancer research, as well as contributions to the St Vincent de Paul Winter Appeal (through a canned food drive) and Christmas Hamper Appeal. Students also raised funds for causes like Hutt St Centre for the homeless and prostate cancer research. These acts of service were often accompanied by awareness activities that educated our boys about compassion and justice. It was heartening to see students of all ages actively embodying service leadership, using their gifts to help others. Our student leadership team itself thrived this year, modelling servant leadership in daily school life – from mentoring younger students in our vertical House system to organising community events and charity drives. Through service and leadership, our young men learned that true greatness lies in serving others, a lesson at the core of our Dominican tradition.

Looking Ahead – Sustaining Our Mission

Firstly, I extend my sincere gratitude to our Executive Team and Educational Leadership Team for their strategic guidance, tireless dedication, and steadfast support throughout 2024. Their leadership has been instrumental in realising the school's vision across all domains. Most importantly, I acknowledge our teachers – the most decisive element in every classroom – whose daily work shapes the learning, growth, and formation of our students. Their professionalism, passion, and commitment to excellence underpin all that we have achieved as a Dominican Catholic school.

The accomplishments of 2024 have significantly advanced Blackfriars' strategic goals and reinforced our identity as a Catholic Dominican school. As we conclude our Strategic Plan 2021–2024, we do so having achieved key milestones in academic results, wellbeing structures, enrolment growth, staff capacity, and campus development. These successes not only benefit our current students but also set a strong foundation for the future. Moving forward, we remain committed to continuous improvement and innovation in all areas. In 2025 and beyond, our focus will be on consolidating the gains of our new facilities and programs, further enhancing learning outcomes (especially through data-informed teaching and curriculum refinement), and deepening the integration of the Four Pillars into every facet of school life. We will continue to nurture a faith-filled community by providing rich spiritual and service opportunities, supported



by our Dominican chaplaincy and traditions. We will also seek new ways to engage parents, Old Scholars, and the wider community as partners in our mission.

In conclusion, 2024 has been a year of significant achievement and affirmation of our vision. Our students are flourishing as confident, compassionate, and well-rounded young men – scholars, athletes, artists, and faithful citizens – which is the ultimate measure of our success. On behalf of the school leadership, I thank the School Board for its guidance and support in making these outcomes possible. United in the spirit of Veritas (truth) and the Dominican pillars of Prayer, Study, Community, and Service, Blackfriars Priory School is poised to stride confidently into the future, continuing our tradition of excellence with purpose and heart. I look forward to building on this momentum in the year ahead, as we “seek truth through knowledge and love” in everything we do.



2 | Enrolments

2022 August Census

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12	Total
Numbers	29	18	29	26	29	48	39	84	110	84	80	86	73	735

2023 August Census

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12	Total
Numbers	25	23	25	29	28	33	54	101	85	110	82	80	81	756

2024 August Census

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12	Total
Numbers	25	23	25	27	27	36	39	109	100	86	107	79	77	760

Growing Enrolments

Parent recommendations

Blackfriars continues to grow its enrolment base. Word of mouth recommendations to new parents from existing families continue to be the most reported reason at interview for initial consideration of Blackfriars as a school of choice.

School bus services

The school's bus services continue to provide ready access for our growing markets in the north-east and north-west. At the end of 2024, registered user numbers are significantly higher than seats available on both services. Both routes will be reviewed in 2025 with options to add a third bus and route alterations explored.

School tours

There were 18 Principal's Tours conducted in 2024 including:

- 11 in school hours
- After hours during Terms 1 and 4
- Saturday morning tours coinciding with Catholic Education Week (May) and Catholic Schools Open Week (August)
- Additionally, individual family tours were conducted as requested throughout the year.



Targeted marketing

- Blackfriars continues to geo-target digital / social media marketing around DECD schools to increase the frequency of information about Blackfriars is served to visitors on those sites.
- Year 7 enrolment information is distributed to families in CESA schools in our primary and secondary catchment areas during Term 1 including information for families about enrolment timelines and guarantees.
- Campaigns targeting enrolments for ELC and primary school conducted through Kiddo magazine, website and social channels.
 - These campaigns include advertorial as well as general advertising components.
- International student marketing continued in 2024 with off-shore activities conducted by the Adelaide Independent Schools Alliance and other contracted agents in Vietnam, Hong Kong, China, Cambodia and South Korea. In country events and agent visits were conducted in Vietnam, Hong Kong, Cambodia and South Korea.



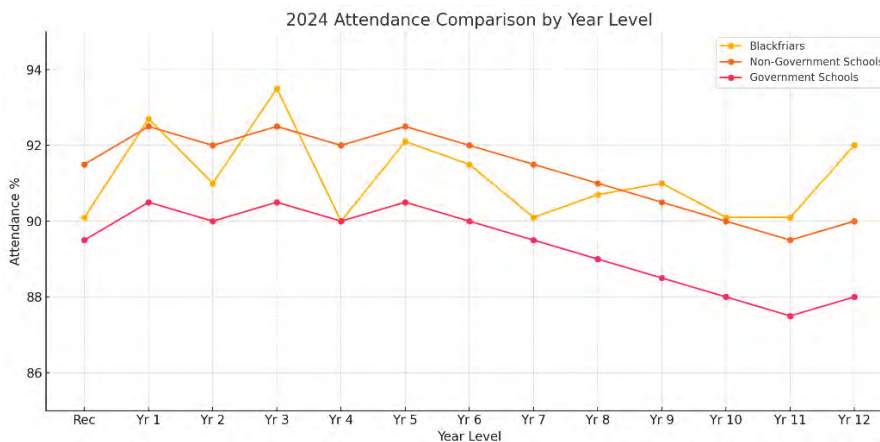
3 | Student Attendance

2024 Year Attendance Numbers

In 2024, the average student attendance remained steady at **91.1%** on a recurrent daily basis, consistent with the figure reported in 2023. This sustained attendance rate reflects strong student engagement and commitment to learning across Reception to Year 12.

Year Level	2024 Attendance %
Reception	90.1%
Year 1	92.7%
Year 2	91.0%
Year 3	93.5%
Year 4	90.0%
Year 5	92.1%
Year 6	91.5%
Year 7	90.1%
Year 8	90.7%
Year 9	91.0%
Year 10	90.1%
Year 11	90.1%
Year 12	92.0%
Average	91.1%

Blackfriars' average attendance closely aligns with, and in some cases exceeds, non-government school benchmarks. This consistent performance highlights strong student engagement and the school's effective strategies in promoting regular attendance from Reception through to Year 12.





Monitoring and Addressing Attendance

Student attendance is highly correlated to student achievement and as such attendance and punctuality are closely monitored by the Wellbeing Team. A mobile phone SMS message is sent to parents who have not informed the school of an authorised absence on any day to ensure that they are aware of their son's absence. Heads of House regularly communicate with Home Group teachers to ensure that patterns can be identified and, where possible, preventative measures can be put in place.



4 | Staff

Staff Composition, Development and Professional Learning

Teachers

There were 61 teachers employed at Blackfriars as at the August Census, 2024.

- This equated to 56.6 Full Time Equivalent (FTE) teachers; an increase of 1.2 FTE from 2023.

All teachers held the degree equivalent of teaching qualifications, and in addition:

- 28 held post graduate qualifications at Honours, Masters and PhD level. *Across Australian independent schools, typically 30–40% of teaching staff hold postgraduate degrees. Blackfriars exceeds this range.*

Non-Teaching Staff

There were 49 non-teaching staff at Blackfriars as at the August Census, 2024.

- This equated to 39.6 Full Time Equivalent (FTE) non-teaching staff.
- A number of non-teaching staff hold tertiary qualifications in a range of disciplines including education and psychology, including PHD level.

2024 Teacher: Student Ratios

The following Full Time Equivalent (FTE) teacher to student ratio information was formally reported in the School Census data, August 2024:

R to 12 August Census 2024

- Teacher: Student ratio was 1:13.4 (including the Principal)

During 2024, the school continued the process of re-aligning the number of teaching staff to projected enrolment numbers and work to the ideal *teacher to student ratios* as benchmarked by the Somerset report. Blackfriars aligns well with or slightly outperforms both national and sector benchmarks, suggesting strong staffing levels and capacity for individualised learning support.

- Somerset Median (Secondary schools): 1:14.5
- Somerset Median (K–12 schools): 1:13–1:15
- National Average (ABS/ACARA 2023): ~1:13.5



Student Learning and Wellbeing Support

Specialist staff supporting student wellbeing and the academic programs include:

Auxiliary Staff

- School Psychologist
- Student Counsellor
- Nineteen part-time Education Support Officers (FTE 10.6)
- Cultural Wellbeing and Inclusion Officer

Blackfriars Education Learning Leaders (BELL) Team

Principal	Deputy Principal	Head of Primary
APRIM	Assistant Head of Primary	Administration Coordinator
Director of Curriculum Innovation and Pathways	Director of Wellbeing	Leader of Learning – CADT
ICT, SEQTA and Learner Profile Coordinator	Head of Humanities (English & HASS)	Leader of Learning - LOTE
Leader of Learning - Science	Head of STEM	Leader of Learning - Mathematics
Leader of Learning - Performing Arts	Learning Leader - EAL	Head of Health, Physical Education and Experiential Programs
Learning Enrichment Coordinator	Leader of Learning - Religious Education	Head of House DeVitoria/ Lagrange
Head of House - Aquinas/Horten	Head of House – Denifle/Jarrett	
Head of House – Burke/ Lacordaire	Coordinator of Early Learning	

Chaplain

Blackfriars was fortunate to have the services of Fr Peter Toan OP who, through his chaplaincy, provides invaluable support to our Blackfriars community of students, families and staff, especially in their personal faith journey and living out the Dominican Traditions and Four Pillars.



Compliance and Merit

Children and Young People (Safety) Act 2017

The Children and Young People (Safety) Act 2017 replaced the Child Protection Act 1993.

Our staff are committed and trained to protect the children and young people in our care:

- All Education Support Officers and volunteers are required by the Children and Young People (Safety) Act 2017 to be screened and cleared to work with children
- Staff and Volunteers must hold a current “Working With Children Check (WWCC)” letter of compliance issued by the Department of Human Services (DHS) (formerly DCSI).
- Since 1 July 2019, teachers registered in South Australia are required to hold a WWCC. The Teachers Registration Board of South Australia (TRBSA) now accepts the WWCC as the official screening mechanism. A separate National Police Clearance is no longer required for teacher registration renewal.

Responding to Abuse and Neglect

Staff complete mandatory certification and undertake regular updated training in Responding to Abuse and Neglect in Education and Care Settings.

All staff complete annual Protective Practices training to support the commitment of Blackfriars to the protection of children and the implementation of a child safe environment.

Workplace Gender and Equity Report

The School completed the 2024 Annual Workplace Gender Equality Report:

- Blackfriars Priors School staff is approximately 51.5% female and 48.5% male (FTE Count: August Census)
- There were no self-identified indigenous staff members in 2024
- The composition of the Blackfriars School Board is 33% female 67% male.

Appointment to Positions

- All staff are appointed to positions based on application and merit.



Staff Development and Professional Learning

All Teachers participate in the two-year performance and development cycle.

Lead Learn Professional Feedback Cycle

20 teachers participated in the Lead Learn cycle in 2024. The cycle includes:

1. Classroom Climate Survey Pre-test (Anonymous Student Feedback on 8 Learning Criteria)
2. Observation of class by an External Mentor
3. Conversation with an External Mentor to review student feedback and personal reflection and to set improvement goals
4. Classroom Climate Survey Post-test (Anonymous Student Feedback on 8 Learning Criteria)
5. Review Conversation with an External Mentor.

ALEDA Coaching Conversations

25 teachers were engaged in the ALEDA coaching conversations which included:

1. Meeting with ALEDA coach
2. Identification of Strengths and Areas for Growth
3. Identification of SMART Goals based on AITSL Standards
4. ALEDA meet with Head of Primary, Deputy Principal, Principal to discuss staff goal setting conversations

Lead Learn Middle Leaders Feedback Cycle

As an extension of the 2023 leaders' cycle, ongoing conversations took place during 2024 between 13 middle leaders and ALEDA to discuss and re-evaluate their goals.

Executive Team

All members of the Executive Team participated in an Annual Review.

Role	Nature of Review	Review Organiser
Principal	Annual Appraisal	Board
Business Manager	Bi-Annual Review	Principal
Head of Primary	Bi-Annual Review	Principal
Deputy Principal	Bi-Annual Review	Principal
APRIM	Bi-Annual Review	Principal
Director of Development	Bi-Annual Review	Principal



Staff Performance Review Process

In 2024, Blackfriars Priory School continued its structured staff Performance Review and Development (PRD) process to support professional growth and alignment with school strategic priorities. The PRD process included goal setting, reflection against the AITSL Professional Standards, and a formal review meeting with each staff member's line manager. Reviews were informed by individual practice, professional learning engagement, and student outcomes where relevant. The 2024 performance review meetings commenced in Week 5, Term 3 (beginning Monday, 19 August 2024), with all staff completing the process by the end of Term 3.

Staff participation in School-based Professional Learning

2024 Professional Development Week 1 July to 5 July 2024

During Staff Week in Term 2, Week 10, all staff engaged in a comprehensive professional development program designed to enhance teaching practice, student wellbeing, and workplace safety. Key sessions included The Writing Revolution for R-12 teaching and classroom support staff, equipping them with practical strategies to improve student writing outcomes. All eligible staff also undertook First Aid training, while others participated in the Keeping Safe: Child Protection Curriculum training and Transfer and Positioning Support (TAPS) workshops. Early Learning Centre staff completed targeted training aligned with early childhood frameworks. The week concluded with time allocated for collaborative action research, curriculum planning, and SEQTA updates, ensuring readiness for Semester.

Action Research Project

In 2024, Blackfriars launched an Action Research Project to empower staff to improve professional practice through collaborative inquiry. Staff formed self-selected groups around shared interests such as student engagement, wellbeing, literacy, and curriculum delivery. From Terms 2 to 4, participants engaged in a structured process including topic selection, literature review, data collection, and implementation of strategies, supported by dedicated staff meeting time and professional development.

The project concluded in Week 0 of 2025 with a conference-style presentation of findings, where groups shared outcomes, assessed impact, and proposed future directions. This initiative strengthened professional reflection, peer learning, and continuous improvement aligned with AITSL and Dominican standards.

Individual Learning

121 staff members participated in individually selected and School supported external professional learning, equating to an average of approximately 15.4 hours per staff member.

- Education Support Officers including, Non-Teaching Professionals = 42%
- Teachers = 58%



5 | Early Learning Centre (ELC)

Overview

Blackfriars Priory School Early Learning Centre is a long day care facility licensed for 60 children per day. The building contains 3 home rooms each staffed with the equivalent of a Full-time Early Years Teacher and a Full-time Early Years Co-Educator.

A preschool session is run termly from 8:30am-3pm for children aged 3-5 years. Either side of this is Early Care 7:30-8:30 and Late Care 3-6pm.

Vacation Care is run in the school holidays from 8am-6pm.

Children from 3 years must attend a minimum of 2 days at ELC, children from 4 years must attend a minimum of 3 days at ELC.

The ELC is closed for 4 weeks over the Christmas / New Year period.

Staffing Components

Staffing at the ELC is as follows:

- 1 Coordinator of Early Years
- 3 Preschool teachers
- 3 Preschool support educators
- 1 Lunch Cover/Non-contact educator
- 2 Inclusion support educators
- 1 Care Supervisor
- 1 Late Care Educator (not full-time hours)

Current Structure

Full-time staff	Part-time staff
<ul style="list-style-type: none"> • 1 Director/ Coordinator of Early Years • 2 Co-Educators (ESO) • 1 Preschool Teacher 	<ul style="list-style-type: none"> • 4 Preschool Teachers • 4 Co-Educators (ESO)
Late Care	Early Care
<ul style="list-style-type: none"> • 2 Co-Educators 	<ul style="list-style-type: none"> • Staffed by 1 regular Co-educator and Care Supervisor.
Vacation Care	Inclusion Support Educators
<ul style="list-style-type: none"> • Care Supervisor oversees the program • Staffed by a variety of educators including Late Care ESO and Inclusions Support ESO as well as casuals ESO's just for the Vacation Care period. 	<ul style="list-style-type: none"> • 2 approved cases



Enrolment Data

Home room enrolment figures for Semester 1 – Terms 1 & 2

Homeroom	Monday	Tuesday	Wednesday	Thursday	Friday
Dello	17	19	21	19	20
La Forgia McGinty	17	20	19	19	17
Moretti/ Ruggiero	20	20	20	20	16

Home room enrolment figures for Semester 2 – Terms 3 & 4

Homeroom	Monday	Tuesday	Wednesday	Thursday	Friday
Dello	17	20	20	20	20
La Forgia McGinty	17	20	20	20	18
Moretti/ Ruggiero	18	20	20	20	16

Highlights

Development of the Outdoor Area

- The outdoor area continues to develop. I was able to work closely with Rebecca Marshall, lush green areas have been developed with a plan for planting to occur in 2025.
- Ongoing project with consultation and plans - with further planting to develop a lush, green, inviting area of play encouraging exploration, imagination and adventure.

Change of ELC structure and practice

- Critical reflection of staff to implement changes in practice including not moving rooms every semester (now once a year), changing the homerooms being set as curriculum rooms (literacy, arts, stem) – to providing all curriculum areas in each homeroom.

Programmed curriculum events

- Weekly Library visits
- Walks around neighborhood – to St Helen's Park, around the block and to the Schinella's
- Shrove Tuesday, Ash Wednesday, Holy Week
- Harmony Day
- ELC – Yr 12 Athletics Day
- Mother's Day Morning Tea in Frassati – held twice across the week
- Reconciliation Week
- National Sorry Day
- Celebration of Jane of Aza Feast Day with the Centre's 12th birthday.
- Book Week
- Indigenous Literacy Day



- Walk a Mile
- St Dominic's Day
- New format for Graduations held once with all children in JOD (Term 2 and Term 4)
- Nativity Performance – held twice across the week
- ELC End of Year Picnics

Community Events

- ELC End of Year Picnic
- Christmas Nativity
- Buddy activities with Kendal Schenk and the Reception Boys – weekly reading

Excursions/ Incursions

- Incursion – Scientific Bubble Show
- Incursion – reintroduction of nature education animals
- Incursion – Egg hatching
- Excursions – Museum, Botanic Gardens, Markets, Art Gallery and Oz Asia Festival
- ELC staff were involved in a lot of change across the year which in turn needed PD focused on collaboration and reflection - focusing on our philosophy and personal pedagogies

6 | Primary School

Preamble

The 2024 school year has seen the continued transformation of our Primary School into a vibrant, inclusive, and future-focused learning community. Guided by our commitment to equity, excellence, and the holistic development of every child, we have remained steadfast in creating a safe and dynamic environment where all students can flourish. Our efforts this year have centred on deepening learning, strengthening community connections, and embracing innovation.

With a continued focus on individualised student growth and well-being, we have expanded both our teaching programs and support systems to ensure that every student is seen, heard, and valued. From embracing environmental sustainability to embedding digital creativity, 2024 has been a year of growth, gratitude, and strong partnerships with families.

Literacy

Building on the foundational work from 2023, 2024 marked the consolidation of PLD (Promoting Literacy Development) across Reception to Year 6. With all primary staff now trained, our collective approach has ensured consistency and strength in phonics and early literacy instruction.

In 2024, the Primary School continued to embed a structured, evidence-based approach to literacy through the introduction of dedicated daily Literacy Blocks. Rooted in the principles of coherence, consistency, and effectiveness, these blocks ensured high-quality instruction in reading, writing, spelling, vocabulary, and oral language across all year levels. The Literacy Block model at Blackfriars is designed to explicitly develop the essential components of literacy – oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension – aligned with the “Big Six” framework. Through structured routines such as daily reviews, read-alouds, small group instruction, vocabulary development, grammar teaching, and independent reading and writing tasks, students are equipped to become confident, articulate, and capable communicators. This comprehensive and consistent approach supports equitable access to literacy learning and fosters strong academic foundations for lifelong success.

The implementation of DIBELS assessments continued to provide valuable data, allowing for early intervention and tailored instruction to support students at risk of falling behind. The DIBELS tools remain central to our tracking of individual student growth and to informing practice.

Reading intervention through the MultiLit programs—MiniLit and MacqLit—was again a key feature of 2024. In its second full year of implementation, the program has shown significant gains in student reading confidence and ability. This initiative reflects our commitment to ensuring every child is equipped with the literacy skills to succeed across all curriculum areas.



NAPLAN

Students in Year 3 and 5 in the Primary School participated in online NAPLAN testing in 2024 and we were pleased to see such an improvement in student results. Please refer to the NAPLAN Chapter for additional information and analysis of this data.

Numeracy

In 2024, we continued to explore best practice in Mathematics teaching across the Primary School and introduced daily reviews at the onset of each Mathematics lesson to ensure consolidation of concepts and the review of content. This approach developed collaboratively ensures a strong and cohesive mathematics experience for all learners. The focus has remained on deepening conceptual understanding through hands-on activities, mathematical discourse, and differentiated instruction.

The drafting of Shared Agreement documents in both literacy and numeracy were a focus this year as our Leader of Learning worked in close collaboration with a CESA System Coach to further enhance teaching and learning in these areas. These documents clearly outline our expectations as a Primary School and demonstrate consistency.

Composite Classes

Early-stage internal review at Blackfriars has shown that Year 5/6 students in composite classes have:

- Equal or improved **PAT Reading and Maths** scores compared to students entering Year 7 from external schools.
- Positive trends in **NAPLAN growth metrics**, especially in Reading and Writing.

Learning Enrichment

Our Learning Enrichment team continues to be instrumental in delivering personalised support to students. In 2024, our ESO staff provided classroom-based and individualised support, ensuring curriculum access and progress for all learners.

MultiLit and What's the Buzz continued to be delivered through the purpose-built intervention space, with students benefiting from targeted instruction. The Literacy Coordinator and Leader of Learning worked closely with classroom teachers to enhance student outcomes in reading and writing.

STEM

STEM remained a priority in 2024, integrated meaningfully across the curriculum. Collaboration with Secondary STEM staff supported Primary teachers in designing rich, inquiry-based STEM



experiences. Students engaged in tasks that involved designing, testing, and reflecting, building skills in problem-solving, teamwork, and innovation.

For the first time this year our Year 5/6 students participated in the STEM MAD Competition under the guidance and support of their class teachers, Matt Richards and Matthew Wallace.

An exciting new digital photography unit was introduced under the guidance of Matt Richards, involving an excursion to North Terrace where students captured architectural and cultural elements of Adelaide's streetscape using iPads. This project deepened students' digital literacy and creative expression.

Sustainability and Greenfriars

2024 saw the growth of our whole-school environmental action plan, Greenfriars, led passionately by Trent Allwood. Students took part in waste audits, recycling initiatives, and the "Wipe Out Waste" performance with the support of KESAB. These experiences contributed to student awareness of environmental responsibility and sustainability.

Primary Specialist Classes

- **Languages (Japanese):** Our bilingual, gestured Japanese program continued, offering weekly immersive experiences plus oral language sessions in classrooms. Students grew in confidence and joy in using the language in daily life.
- **Physical Education:** Students enjoyed two PE sessions weekly and participated in a range of carnivals and co-curricular events. The 2024 Sports Day and Swimming Carnival were highlights.
- **Music:** Specialist Music lessons included performance, singing, and instrumental practice. Students performed in choir and band groups and took part in the highly successful Primary Arts Night.
- **Visual Art:** Students engaged in diverse creative projects with expert instruction. Their work featured in the annual Prospect Art Show under the theme "Our World".
- **Digital Technologies:** Our 1:1 iPad program continued with enriched integration across curriculum areas. Under Matt Richards' guidance, students engaged in app coding and drone piloting and explored digital storytelling and photography.

Facilities

In 2024, the Primary School continued to benefit from purposeful learning spaces. The 3x3 Dream Court, completed at the end of 2023, remained a popular and vibrant space for active play and physical development. The renovations of the Primary Library and reconfigured intervention and



enrichment spaces supported our targeted programs, while flexible learning environments allowed for dynamic teaching across year levels.

Staffing and Community

We welcomed new teachers and Curriculum ESOs to the Primary team in 2024. All new staff quickly became valued members of the Blackfriars family.

Our community continued to thrive through events such as the Mother’s Day Breakfast and Liturgy, Harmony Day, Shrove Tuesday, Book Week, and Dominican Day. These moments brought joy and reinforced the strength of our partnerships with families.



Key Events and Initiatives

- **Canberra Camp:** For the first time, Year 5/6 students participated in a four-day civics and citizenship trip to Canberra. Highlights included visits to Parliament House, Questacon, and the War Memorial.
- **Book Week and Hero for HeartKids:** These events inspired creativity and community spirit, with the Hero for HeartKids dress-up day raising over \$2000.
- **Primary Arts Night:** Held in Term 2, this memorable evening showcased student talents in music, dance, and visual art.
- **Year-Level Retreats:** Newly introduced in 2024, these spiritual and reflective experiences helped students explore their personal and communal faith journeys.
- **Children's University:** This program continues to flourish, providing enrichment opportunities beyond the classroom and recognising student achievement through graduation.



Primary Awards Night and Year 6 Graduation

Held on Wednesday, 4 December in the Neill Gymnasium, this significant evening honoured the achievements and contributions of all Primary students. The event also marked the conclusion of our Year 6 students' Primary journey, celebrating their growth and leadership.

Major Award Winners

Yr Level	Award		Recipient
Reception	St Dominic Award	Commitment to Learning	William Borg
Reception	St Dominic Award	Commitment to Learning	Louis Foti
Reception	St Albert the Great Award	Academic Achievement	Francis Tashon
Reception	St Albert the Great Award	Academic Achievement	Levi Huynh
Year 1	St Albert the Great Award	Academic Achievement	Remy Wade
Year 1	St Dominic Award	School Spirit	Louie Vo
Year 2	St Albert the Great Award	Academic Achievement	Harry Le
Year 2	St Dominic Award	Commitment to Learning	James Lao
Year 3	St Albert the Great Award	Academic Achievement	Tomas Kropinski
Year 3	St Dominic Award	Commitment to Learning	Lucas Borg
Year 4	St Albert the Great Award	Academic Achievement	Jack Papillo
Year 4	St Dominic Award	School Spirit	Henry Wade
Year 5	St Albert the Great Award	Academic Achievement	Tobias Oswald
Year 5	St Dominic Award	Commitment to Learning	Phillip Tran
Year 5	St Albert the Great Award	Academic Achievement	Henry O'Neill
Year 5	St Dominic Award	Commitment to Learning	Tomas Hruska
Year 5	St Albert the Great Award	Academic Achievement	Spencer Moore
Year 5	St Dominic Award	Commitment to Learning	Reid Spratt
Year 6	St Dominic Award	Commitment to Learning	Steven Tran
Year 6	St Dominic Award	Commitment to Learning	Harry Bradbrook
Year 6	St Dominic Award	Commitment to Learning	Lucas Nguyen

Major Primary Awards 2024

St Albert the Great Award	Ethan Nguyen
St Dominic Award	Liam Wong
Frassati Co-Curricular Award	Noah Bentley

Conclusion

As we look back on a fulfilling and energising year in the Primary School, we express gratitude to our students, families, and staff. The collaborative spirit of our community and our shared commitment to nurturing every child's potential have continued to define our identity. We look forward with optimism and determination to the opportunities that the future will bring.



7 | Secondary School

EALD Overview

Over 40% of students at Blackfriars are identified as EALD learners, significantly exceeding the national average of approximately 25%. Additionally, around 56% of all students at Blackfriars have been identified as 'at risk' and requiring intensive language support. These students are currently assessed as performing at the Beginning or Emerging stages of the LEAP (Language and Literacy Levels across the Australian Curriculum) framework.

Targeted one-on-one intervention is provided to these students by the EAL team, led by Linda Harvey in close collaboration with classroom teachers. Language proficiency is tracked using the LEAP Levels assessment to monitor individual progress. Widening gaps are particularly evident in the senior years, where curriculum language becomes increasingly specialised and technical.

Approach and Action

Regular meetings have been held involving the Principal, Deputy Principal, Director of Student Wellbeing, Director of Learning, Teaching and Pathways, Head of Primary, School Psychologist, Student Counsellor, and EAL Coordinator. These meetings serve to identify at-risk students and allocate case management responsibilities based on individual student needs.

Bilingual Support Officers have played a critical role in communicating with parents, especially those with limited English proficiency, to strengthen school-family engagement. They have also provided ICT support to parents and helped clarify school systems, expectations, and protocols.

A twice-weekly literacy program has been implemented for EALD students in Years 7–12 who are identified as being in the Beginning or Emerging phases of English language acquisition. This program focuses on the development of core literacy skills in a scaffolded and culturally responsive manner.

In collaboration with Heads of House and other relevant stakeholders, the EAL Coordinator and Bilingual Support Officers have also designed tailored programs for students facing behavioural or intensive learning challenges that limit their ability to participate in mainstream schooling. These programs aim to re-engage students by aligning activities with their interests and prioritising relationship-building. Many of these students are also supported through intensive mentoring programs.

All EALD students have their LEAP assessment levels uploaded to SEQTA and are clearly identified as EALD learners on class lists. Accompanying documentation outlines individual strengths, areas for development, and recommended teaching strategies.

The EAL Coordinator has worked closely with middle school staff, with a particular focus on addressing the literacy demands within Mathematics. The role has also included coordinating with



teachers, counsellors, and leadership teams to plan and implement intervention strategies for students with high-level academic or wellbeing needs. Collaboration with external service providers has supported the development of further initiatives.

Bilingual Support Officers ensured that parents of 'at risk' students were contacted and encouraged to attend Parent-Teacher Conversations. Officers were present during these meetings to facilitate effective communication and address any concerns. They also worked in partnership with leadership and counselling staff to manage both academic and wellbeing-related issues.

The EAL Coordinator has also contributed to supporting senior students undertaking the Research Project. Working closely with the Research Project team, the EAL teacher, and Bilingual Support Officers, a targeted intervention program was implemented to ensure successful completion for students requiring additional support.

Learning Enrichment

The National Consistent Collection of Data for Students with a Disability (NCCD) is used to assess/determine school funding.

The School has identified 153 students with disabilities registered on the NCCD (Nationally Consistent Collection of Data) records for students with disabilities. This varies between students who need support 100 percent of their schooling time with 1:1 support and environmental modification to students who require some extra scaffold or extra time for assessments.

This does not interpret directly the exact number of students with needs or disabilities; a condition of enrolling a student on the NCCD is approval of parents. Therefore, when parent approval is not given, the School still continues to support the student, however they cannot be enrolled on the NCCD list. Students that fall into this category equate to an additional 27 students to the 153 mentioned above. The National Consistent Collection of Data for Students with a Disability (NCCD) is now used to assess/determine school funding.

Academic Statistics & Analysis

In 2024, Blackfriars continues to enhance its commitment to data-informed teaching through the ongoing implementation of the Progressive Achievement Tests (PAT), developed by the Australian Council for Educational Research (ACER). Students in Years 3 to 10 participate annually in assessments covering Mathematics (PAT-M), Reading (PAT-R), Critical Reasoning, and Writing (PAT e-write). These assessments provide valuable insights into student learning growth, informing teaching programs and supporting targeted instruction.

The PAT assessments form a key part of the school's evidence-based approach to teaching and learning. By leveraging ACER data, educators can tailor instruction to meet the needs of individual learners and promote continuous progress for all students, regardless of their current proficiency



levels. This approach recognises that students of the same age may be at varying stages in their learning journey and emphasises tracking and supporting student growth over time.

In 2024, Blackfriars has further refined its use of PAT data to enhance teaching strategies and student support. The school has integrated ACER's Data Explorer tool, enabling educators to analyse assessment results more effectively and identify specific areas for improvement. This integration supports a more nuanced understanding of student performance, facilitating personalised learning plans and targeted interventions.

By maintaining a focus on continuous improvement and leveraging the latest tools and methodologies, Blackfriars ensures that its students receive the support they need to achieve their full potential. The ongoing use of PAT assessments underscores the school's dedication to fostering an environment of academic excellence and personalised learning.



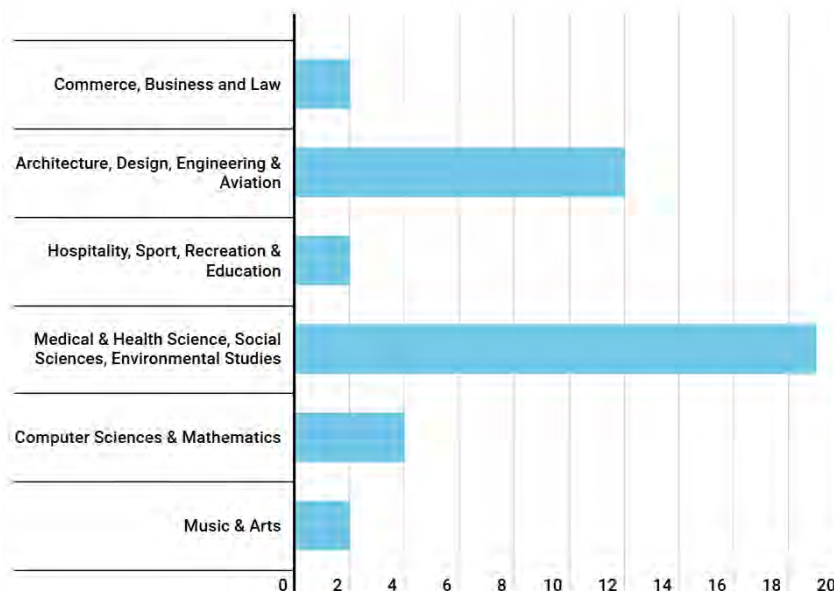
8 | Year 12 Results and University Destinations

The 2024 Year 12 results were exceptional, with all students successfully completing their SACE and many realising their goals of entering their chosen tertiary pathways in Adelaide and beyond. Thirty-one percent of eligible students achieved an ATAR above 90, enabling entry into highly competitive university degrees. For others, their success has translated into offers for traineeships or direct transition into the workforce. These results reflect the commitment, resilience, and determination of our students and the support provided by the Blackfriars community.

Interest in health-related courses remains strong in 2024, particularly in Medical and Health Sciences, Social Sciences, and Environmental Studies. Engineering, design, and aviation also continue to attract a significant number of students, alongside a steady interest in IT-related fields. While UniSA remains a popular destination (35%), the University of Adelaide has emerged as the top choice for over half of our graduates (51.67%). Notably, interest in Flinders University has grown to 13.33%, reflecting the impact of the newly opened city campus and broader appeal of its course offerings.

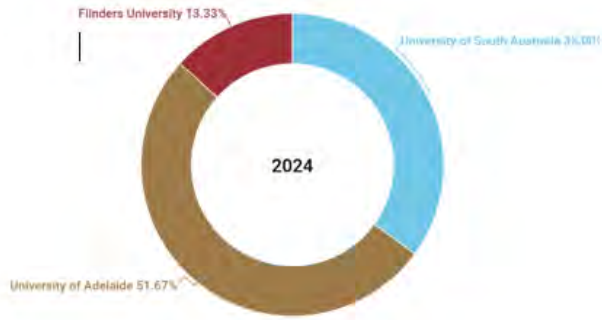
An impressive 89.55% of students received an offer to their first or second university preference, reflecting the alignment between student aspirations and the quality of their applications. This continues Blackfriars' strong tradition of supporting students to access their desired tertiary pathways.

Course selections by discipline for the year ending 2024.

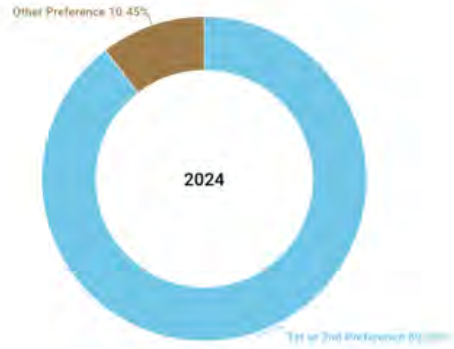




University Selection (by Institute)



University Preferences Received

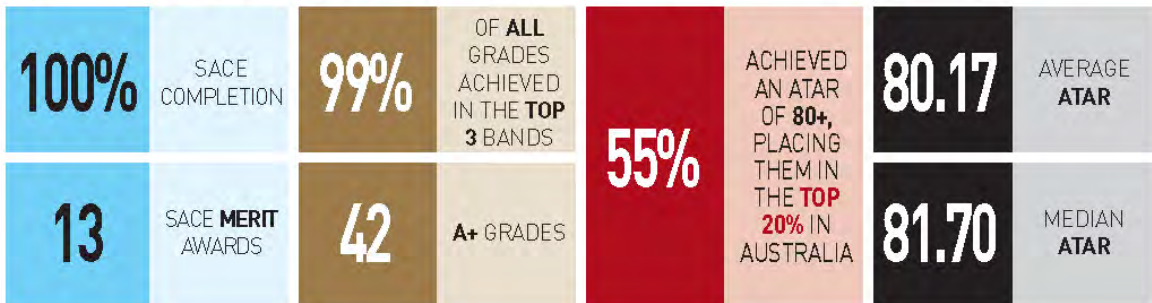




31%

OF ELIGIBLE GRADUATES

ACHIEVED AN ATAR OF 90+ PLACING THEM IN THE TOP 10% IN AUSTRALIA





9 | Student Leadership

Student leadership continues to play a vital role in shaping the culture and spirit of our Dominican Catholic boys' school. In 2024, leadership opportunities have fostered a strong sense of community while developing essential skills such as communication, problem-solving, initiative, and decision-making. These roles cultivate responsibility, accountability, and servant leadership—key qualities that align with our school's mission.

Our student leaders have served as inspiring role models, motivating their peers to step forward and lead with purpose. Through their involvement, they have actively promoted Catholic values and demonstrated how personal gifts and talents can be used in service of others. Leadership positions have also strengthened our vertical House system, encouraging collaboration, support, and mentorship across year levels. The student leadership program in 2024 has enriched school life, contributing meaningfully to the personal, social, and spiritual development of all students.

2024 Senior Leaders

Head Prefect: Michael Ward

Deputy Head Prefect: Nam Le

Prefects: Ben Baker, William Campbell, Dominic Canil, Matthew Jones, Christian Luppino, Daniel Mazarolo, Patrick Moore, Patrick Seal, Daniel Song, Max Sullivan

International Captain: Reach Clay





House Captains



Aquinas
Mohammed Mohsin



Horten
Benjamin Ward



Burke
Samuel Monteleone



Lacordaire
Andrew Bui



Denifle
Eli Scharfbillig



Jarrett
Harrison Smith



De Vitoria
Daniel Carlier



Lagrange
Tai-Son Nguyen

2024 Student Leadership Middle Years

Student Leaders were selected across Home Groups from the middle years in 2024 and were given opportunities to build their leadership capacity through a variety of Home Group and House based roles. They played a vital part in coordinating the raising funds for Caritas and St Vincent de Paul as well as supporting senior student leaders within their houses.

yLead Involvement at Blackfriars in 2024

During the school holidays, Head Prefect Michael Ward and fellow Prefect Daniel Song attended a three-day residential leadership development conference organized by yLead. The conference focused on personal growth and leadership skills, encouraging participants to discover their personal motivations for leading. Michael Ward described the experience as "very special," highlighting the strong connections formed and the valuable insights gained into effective leadership



2024 Student Leadership Primary Years

Reflecting on the 2024 school year, we take great pride in the breadth of student leadership opportunities offered within our Primary School. Leadership is regularly explored with our students, with an emphasis that true leadership is not defined by a badge, but by the positive actions and influence one has on others.

Each year, we are inspired by how our students embrace their leadership roles – from Student Action Council class representatives and Primary House and Deputy House Captains to Primary Monitors. Regardless of the title, every role plays an important part in shaping a vibrant school culture, encouraging a strong sense of responsibility, belonging, and community among our younger students.

2024 Primary House Leaders



Candler

Jasper Whitten (C)
Theodore Hatzipalousis (VC)



Dowling

Sekou Haba (C)
Anthony Garreffa (VC)



Cussen

Benjamin Simcock (C)
Harry Dontas (VC)



Spence

Michael Banicek (C)
Kobe Sutterby (VC)

2024 Primary Monitors

- Jordi Lambis
- Theodore Diamandi
- Liam Wong

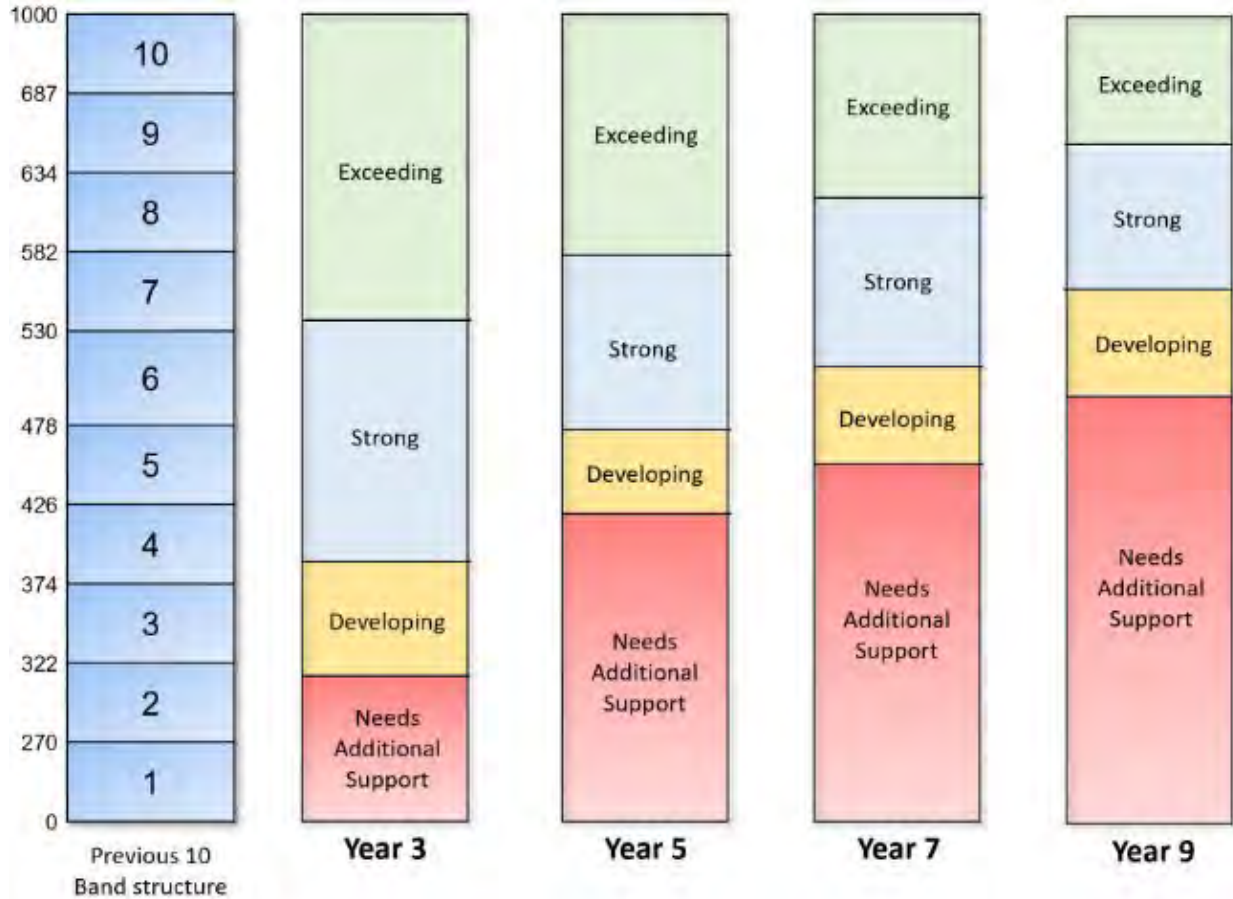
2024 Primary SAC

- Rec M William Borg & Advait Puri
- Rec S Levi Huynh & Louis Foti
- Year 1 Clark Williams & Stefan Musolino
- Year 2 Micah Lewczak & Alexander Zhu
- Year 3 Kacia Soar & Cyril Poongavanam
- Year 4 Gabriel dos Santos & George El Achkar
- Year 5/6 Allwood Rocco Asprea & Alexandros Bouras
- Year 5/6 Bratt Harry Bradbrook & Henry O'Neill
- Year 5/6 Niedzwiecki Dio Shyjo & Zachary White



10 | NAPLAN Summary

Bands used in NAPLAN





Year 3

	Participation Rate %	Proficiency Level	Blackfriars Mean Score	National Mean Score
Reading	100%	Strong	369	404
Writing	100%	Strong	425	416
Spelling	100%	Strong	438	402
Grammar and Punctuation	100%	Developing	375	409
Numeracy	96%	Strong	423	404

Year 5

	Participation Rate	Proficiency Level	Blackfriars Mean Score	National Mean Score
Reading	100%	Strong	504	491
Writing	100%	Strong	497	485
Spelling	100%	Strong	501	486
Grammar and Punctuation	100%	Strong	511	498
Numeracy	100%	Strong	509	489

Year 7

	Participation Rate	Proficiency Level	Blackfriars Mean Score	National Mean Score
Reading	99%	Strong	540	535
Writing	96%	Strong	539	540
Spelling	99%	Strong	548	540
Grammar and Punctuation	99%	Strong	534	537
Numeracy	99%	Strong	561	539

Year 9

	Participation Rate	Proficiency Level	Blackfriars Mean Score	National Mean Score
Reading	99%	Strong	569	565
Writing	98%	Strong	572	573
Spelling	99%	Strong	568	567
Grammar and Punctuation	99%	Strong	550	556
Numeracy	99%	Strong	578	566



Proficiency Standard report for Reading 2024 displaying the % of Blackfriars students in years 3,5,7 and 9 in each proficiency band (Needs additional support, Developing, Strong and Exceeding) compared to All CESA schools



Proficiency Standard report for Writing 2024 displaying the % of Blackfriars students in years 3,5,7 and 9 in each proficiency band (Needs additional support, Developing, Strong and Exceeding) compared to All CESA schools.

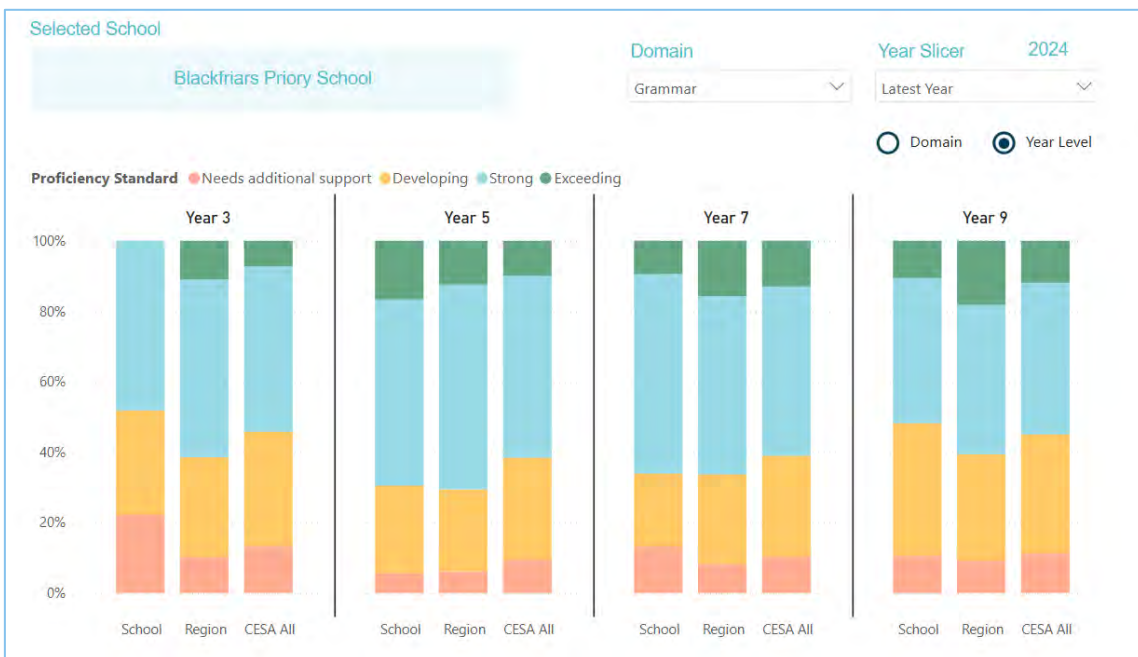




Proficiency Standard report for Spelling 2024 displaying the % of Blackfriars students in years 3,5,7 and 9 in each proficiency band (Needs additional support, Developing, Strong and Exceeding) compared to All CESA schools.



Proficiency Standard report for Grammar 2024 displaying the % of Blackfriars students in years 3,5,7 and 9 in each proficiency band (Needs additional support, Developing, Strong and Exceeding) compared to All CESA schools.





Proficiency Standard report for Numeracy 2024 displaying the % of Blackfriars students in years 3,5,7 and 9 in each proficiency band (Needs additional support, Developing, Strong and Exceeding) compared to All CESA schools.





Strategies for Improvement in Primary

- Develop and maintain non-negotiables and agreed practice for all staff
- On-going professional learning for staff – within school context and with experts in the field
- Model and teaching particularly for new staff and early career teachers- explicit, purposeful, systematic instructions – CESA System to coach to support with supporting staff
- Resources – continue to purchase and update resources
- continue to connect with evidence –based research
- Learning walks and talks - Walk through – of classrooms, sharing of good practice, classroom audits
- Continuously update the literacy framework to suit the needs of the students and the school and include current pedagogy – implementation of the literacy block in each class
- Promote low variance across the school – greater effect if everybody is doing it well
- Develop scope and sequence for phonics instruction – assessment of scope and sequence, progress – create a learning design for phonics

Strategies for improvement in Secondary

- Analysis of student data, in yr 7,8 and 9 using PAT-R and PAT-M, Dibels and MacqLit eligibility to identify students at risk. MacqLit implemented (Tier 3 program) in literacy to support these students with reading/comprehension.
- Using this data to identify students needing extension and additional support – Science and Maths classes yr 7,8 and 9.
- Collaboration with the Learning Enrichment team and analysis of PAT data to ensure ESO support is in place for all students achieving in the lower 25th percentile
- Development of English and Mathematics scope and sequence and strategic planning in relation to the timing of teaching units such as Narrative in Yr 6- 9 to support students in Naplan assessments
- Literacy coach, Alison Colombo working with Key teachers in yr 7,8 and 9 to implement Daily Reviews in literacy and numeracy using Ochre resources
- Continued development of data walls, both digital and physical to ‘put faces on the data’ - and engage teachers in ‘case management’ style discussions and moderation to identify individual learning needs.
- Building the capacity of teachers to use PAT teacher resources to support learning in Literacy and Numeracy for students requiring adjustments (those identified as needing additional support)
- Introduction of Mid-year and End of year exams for students in yr 7,8,9 – to gain authentic assessment data without student use of AI.



11 | International Students' Program

2024 Enrolments

- Blackfriars hosted 21 International students in 2024.
- Four students graduated and received university offers.
- Students transferred to Blackfriars from SA Government schools

Student	Year	Country	Started	Agent
CHAY, Chanvanrith	7	Cambodia	Y7, 2024 (T1)	Springboard 4 Education
KWOK, Kingsley	7	Hong Kong SAR	Y7, 2024 (T1)	Century Ocean
NGUYEN, Minh Trien (Terry)#	9	Vietnam	Y8 2023	n/a
NGUYEN, Phuc Trinh (Tom)	9	Vietnam	Y8 2022 (T4)	Bright Can Achieve
NGYEN, Trong (Bill)#	9	Vietnam	Y9, 2024 (T1)	n/a
BUI, Tan Tai (Michael)	10	Vietnam	Y10, 2024 (T1)	Global Link
CHEN, Tau Yu (Lachlan)	10	China	Y10, 2024 (T1)	AISA
LEE, Junhee (Daniel)	10	Korea	Y8 2022 (T3)	Study SA
LIU, Kairui (Kerry)	10	China	Y10, 2024 (T1)	n/a
NGUYEN, The Hung (Ben)	10	Vietnam	Y9 2023 (T1)	Agent Hai
PHAM, Viet Anh (Jason)	10	Vietnam	Y7, 2021	Avenue to Success
THAI, Jerry	10	France	Y10, 2024 (T1)	n/a
YU, Hanning (Lucas)^	10	China	Y10, 2024 (T1)	AISA
ZHAO, Jiale (Jason)	10	China	Y9 2023 (T3)	AISA
CHAY, Chanrithyreach (Reach)*	11	Cambodia	Y10 2023 (S2)	Springboard4education
NGUYEN, Minh Thien (Tony)#	11	Vietnam	Y10 2023	n/a
TSUI, Yan (Cyrus)	11	Hong Kong SAR	Y9, 2022 (T3)	AISA
NGUYEN, Thien Nhan#	12	Vietnam	Y10, 2022 (T3)	Global Link
PENG, Daofan (Jupiter)	12	China	Y11, 2022	Australian Migration DHC
PHAM, Hoang Anh (Eric)	12	Vietnam	Y8, 2020	Avenue to Success
YANG, Yunxi (Jacky)#	12	China	Y8, 2020 (T4)	DHC Group

* International Student Leader #Visa class 100 ^ Visa class 400



Student Recruitment Activities – Off Shore

We continued our off-shore marketing activities in 2024 with recruitment visits to Vietnam, Cambodia, Hong Kong and South Korea. These were conducted in association with AUSTRADE, the Adelaide Independent Schools Alliance (AISA) and StudyAdelaide.

AISA continues to represent Blackfriars in China and Indonesia.

The following table provides a summary of international students recruited during 2024 who are enrolled to commence in 2025 and 2026.

It should be noted that several students who had enrolled to commence during late 2024 and 2025, particularly from Vietnam, had Visa applications refused by the Australian Government. This is reflective of government policy rather than any shortcomings in our regular processes.

Student	Country	Commencement	Agent
BUN, Vatanak	Cambodia	Y9, 2025 (T2)	AISA / Springboard
KAN, Hau Lung (Ryan)	Hong Kong SAR	Y9, 2025 (T3)	AISA
LEUNG, Kiu Yan (Quintus)	Hong Kong SAR	Y9, 2025 (T2)	AISA
NGUYEN, Hung Nam (Jason)	Vietnam	Y9, 2025 (T1)	Global Link
LUONG, Duc Tri (Jackson)	Vietnam	Y10, 2025 (T1)	AISA / IDP
QIN, Huaxun (Jerry)	China	Y10, 2025 (T3)	Monkey King
UCH, Sophathana	Cambodia	Y10, 2025 (T3)	AISA / IDP
NGUYEN, Huu (Sam)	Vietnam	Y11, 2025 (T1)	Global Link



12 | Student Wellbeing

Wellbeing Team Focus

The Wellbeing Team at Blackfriars Priory School had significant success in 2024 focusing on our commitment to excellence and the importance of taking pride in our school. After a restructure of our Wellbeing Program in 2023, the thematic approach continued highlighting: Belonging and Community, Health, Mental Health and Positive Citizenship. Wellbeing staff supported students through the many challenges which arise during their education:

1. **Heads of House and Home Group Teachers** maintain regular communication with families. Given our vertical Home Group structure, Home Group teachers are encouraged to engage with families as the first point of contact, particularly in areas pertaining to attendance, lateness, uniform/presentation, or pastoral matters. Communication with families is encouraged through SEQTA Engage. Home Group teachers can develop positive relationships with students across a range of year levels. Considerable focus was placed on 'doing simple things well'. Home Group teachers, Heads of House and Director of Wellbeing focused on the way the school uniform was being worn from the beginning of 2024. Clear communication of expectations occurred with families with strict and prompt follow-up. A uniform lunch detention (20 minutes) was introduced each day – supervised by Director of Wellbeing and Heads of House - as means to support a simple consequence for students not meeting Blackfriars expectations. An automated message is used for SEQTA communication to families. Punctuality to Home Group continued to be a concern becoming a focus for Semester 2.

2. **Counselling Referral Review.** A review of our Counselling Referral Process was undertaken during 2024 to determine the effectiveness of the service which was being provided. Some key findings included:

- A formalised process of triage and review of student cases was necessary to provide students strategies to move both in and out of counselling.
- A clearer referral process was required so that counselling staff have adequate information/documentation and parents/students have consented to the process.
- An accessible referral process – allow digital referrals via SEQTA for Parents/Caregivers, Staff and Students.

Based on the findings, a new Counselling Referral Policy was compiled which included Primary and Secondary school specific information for families, referral forms for staff, families/caregivers and students, an automated process for referrals to be lodged, triaged by key staff and then noted at Students at Risk meetings. New process to be launched in 2025.

3. **Albi the Wellbeing Dog.** Introduced in 2023, prompted by research and partnered with Dogs Connect, Albi had her first full year at Blackfriars. After initial training for core staff, only a small number of other staff opted to take part in the training. This limited Albi's placement



across the school with only basic coverage in the Primary school. 2024 ended with a review of Albi's timetable, our key intentions for a school Wellbeing dog and Albi's continued welfare. Whilst Albi was well received in the Secondary school, it was clear that the interactions she was having with children in the ELC and Year 1 were meaningful and exciting. In Semester 2 changes were made to Albi's timetable to allow more time in the Primary school. Work with Albi's trainer – Tiffany Phillips – indicated that a more structured timetable in one part of the school would be better for Albi which will become a goal for 2025. Albi has provided wonderful connections for both staff and students and has attended school camps, excursions, retreat, Book Week and various events. One of the highlights of the year was the celebration of Albi's first birthday in June. The ongoing connection from both staff and students with Albi has been positive and she has both a calming and joyous effect on all.

4. There was continued development of the relationships between students of all ages across the school. **Mentoring and buddy programs** connecting students provided opportunities for leadership, empathy, care and support for students from and with each other. The buddy program was further expanded with a number of opportunities to develop relationships including: Getting to Know You, Buddy Breakfast for Pancake Tuesday, Harmony Day, Mother's Day, Father's Day, Reconciliation Week and Social Justice.
5. The Wellbeing team and Prefects led initiatives through the year to build connection across the school and to support the community:
 - Blackfriars Greatest Shave – raising in excess of \$10000 in support of Mary Potter Foundation.
 - The RUOK movement and Walk a Mile in my Boots were once again recognised to raise money for the homeless whilst sharing important messages about mental health and caring for each other as young men
 - Mental Health Week – including a Prefect led assembly showcasing a range of topics relevant to young men.
 - OLSCH collaborations providing activities and formation for Year 7 & 8 students organised by the Prefect group.

Wellbeing Programs and Activities

The development of a Pastoral Care program both in assigned lessons and through activities outside of scheduled Pastoral Care lessons included:

- Wellio has provided independence to create a program to span the Secondary school imbedding Child Protection Curriculum (CPC) and providing the school with data on individual wellbeing. Further alignment to CPC units occurred in 2024 based on an audit at the end of 2023 which indicated some areas were lacking coverage. Heads of House and Year level PC teachers have been able to monitor the level of connection/uptake from



students and address concerns if they arise. In 2024, the program was introduced to our Year 5/6 students with staff indicating that students found this to be a positive and engaging program that included content the boys were interested in.

- Thriving Minds online program was introduced in the Primary school – Reception to Year 4. The Program teaches primary school community tools to reach outcomes that improve happiness, wellbeing and productivity, applying 5 principles of Thriving: Connection, Compassion, Courage, Character and Composure. Together with Wellio, this provides a whole school R-12 approach to Wellbeing.
- Wellio Parent Seminars – online seminars from experts each term to provide support to parents.
- Year level-based units on wellbeing topics such as healthy living, risk-taking behaviour, cyber safety and mental health.
- Our Year 10 students once again participated in the PPEP program and continued to be one of the only all-boys schools to make a commitment to educating young men on period pain and endometriosis with the aim to promote men as supportive partners/friends.
- The Carly Ryan Foundation presented to Year 6/8 students on how to access online content safely. This was further supported as the year progressed with a visit from SAPOL to educate students on being responsible users of social media and the laws associated with its use.
- Encounter Youth presentations were provided to Years 10-12 as part of the 'Party Safe' program and Years 7-9 on alcohol and other drug awareness with a focus on building resilience and empowerment through knowledge.
- A continued focus on building resilience skills and the importance of belonging in a community. Some of the key, continuing challenges for boys in their adolescent years are developing stability in their mental health, living a healthy and active life and managing issues around technology, such as cyber bullying and excessive screen time.
- Engagement with school provided support services such as the School Psychologist and Counsellor.
- Regular 'Students at Risk' meetings involving key Wellbeing stakeholders managing the identification and support of students; particularly Year 12 students. These meetings triage and determine a plan of action to support the student's mental health, attainment of SACE and success in their educational pathway. Further 'Students at Risk' meetings were introduced for Primary and Secondary students with Head of Primary, Director of Wellbeing, Head of Learning Enrichment and
- The Year 12 Wellbeing program on Fridays, focused on key career advice, has allowed more time for study support. Activities included presentations from a Nutritionist, Sleep



Specialist, Yoga, Etiquette, MITIOG, House planning time with Heads of House, University presentations, SATAC applications and Year 12 Retreat.

- Programs for senior boys were established in the Orientation Week period (November 2024) to build skills and awareness for 2025. New Prefects and Leaders for 2025 also attended Year 7 Transition Day to lead activities with all students to support their introduction to Blackfriars.
- Compulsory session for parents in preparation for Year 12 Formal - parental and student engagement in safe partying, social skills, legal requirements and expectations. No student was permitted to attend formal without a parent/caregiver attending the session.
- Leadership Program - including activities designed to build an understanding of what a successful leader is. Year 11 students were invited to apply through a formal process for a leadership position and from this process, both Prefects and House Captains were appointed. Year 9 & 10 students were invited to apply for House and House Vice Captain positions and were again appointed through a process of interview. In 2024, the 2025 leaders were chosen to represent their combined Houses with extra Vice Captains with a view to be further involved in the Primary School. After the appointment of a leadership team, these students took part in the 'Maximising the Badge' program facilitated by yLead. Further development of leadership opportunities were offered to Year 7, 8 and 9 students with a group attending the GRIP Leadership Day.
- Road safety awareness and the understanding of the consequences of risk-taking behaviour were presented for students starting from Year 9. Programs include Road Set online program, RAP program, Street Smart, SAPOL guest speaker and the RAH Party Program were all offered in 2024.
- The Pulse Wellbeing Survey was completed by students in 2024 providing valuable data on students in our community and their pastoral needs. This data has been beneficial in planning programs into the future. SEQTA data on incidents throughout the school year also forms an important resource.



Camps

School camps again played an important role, especially in the middle years, in establishing independence, teamwork and outdoor education skills. All camps were organised in conjunction with Beyond The Classroom – an adventure education company specialising in the organisation of school camps.

- The Year 7 students completed their camp at Willow Creek in May 2024. A range of activities were offered including surfing, billy kart building, beach olympics, wildlife park, basic orienteering and team challenges. In 2024 all students were accommodated in tents and dorms were not utilized.
- The Year 8 students attended camp in Robe in November 2024. Students took part in mountain biking, zodiacs, team initiatives, swimming, fishing and beach walks.
- Year 9 camp was held at Victor Harbor in March 2024. This is a water-based camp involving surfing, raft building, kayaking, building an aqueduct, 'Survivor' team challenges and a Granite Island walk.

Across the camps there is a combination of both tent and dorm accommodation. Attendance at camp has shown that the use of tents is a better option for the management of student behaviour and student sleep. Given the location of the Year 9 camp in the public caravan park, a security guard is employed for each night to support with supervision and the safety of the students.

Retreats and Formation

Other out-of-school events continue to be a highlight for students:

- Year level Retreats throughout the school
- Student Leaders formation day, the Student Leaders Trivia Competition and activity afternoon with other Dominican schools in Adelaide and Prefect dinner with St Dominic's
- Attendance by Middle school students at a variety of school social events including the Kildare School Social.

Student Wellbeing and Academic Data 2024

Throughout 2024 further additions were made to our Learner Management system – SEQTA – to support staff in the follow-up of pastoral/behaviour management concerns. Supplementing the quick add functions for Uniform and Mobile Phone, one for Punctuality was added to emphasise the importance for students to attend class promptly. Automatic notifications for parents/caregivers are sent when a staff member logs one of these. Supporting our policies, once students log three such notifications, they are automatically assigned Community Service. There were mixed responses from families relating to this follow-up. In an effort to ensure that families were informed, some felt that the messaging was excessive. Despite this, student uniform and mobile phone use is excellent with improvement to punctuality and the process is streamlined for staff.



During 2024 there have been 2, 836 entries on SEQTA for wellbeing related matters compared to 3, 895 in 2023. From this data, we can identify that across the year there was a significant decrease in the number of entries for both uniform and mobile phone breaches. Compilation of weekly House-related data on punctuality suggests that staff were not consistently following up on punctuality and late arrival to school. This forms the focus for 2025 with Home Group staff. House reports on punctuality will be provided to Heads of House each Monday morning to support students who are consistently late and to assist with family conversations. Behaviour entries decreased which supports regular Student at Risk meetings.



13 | Religious Identity and Mission

Religious Identity and Mission (RIM) underpins every facet of what we do at Blackfriars Priory School. It is at the core of every decision we make as a Catholic school, as we continue the work of Christ in the Dominican tradition. This is actively supported with the regular presence of Dominican friars through the celebration of School Masses and in particular, Fr Peter Nguyen OP in the role of Chaplain.

Fr Peter, in his first year as School Chaplain (although Fr Peter has been here before), has developed excellent relationships with staff and students. His gentle and humble presence and participation in activities and events at the school has enabled the community to gain a deeper understanding of lived Dominican Spirituality.

A challenge for the Blackfriars Priory School RIM Team is our cohort context. How do we maintain the Four Pillars of Dominican Life, while fostering the sense of community throughout and within the School's cultural and religious diversity? We have many religions and Christian denominations represented across Early Learning Centre – Year 12. We remain predominantly Catholic and Christian but have a range of other faiths present such as Buddhist, Muslim and Hindu. Additionally, we mirror society in the growing number of those who have no religious affiliation.

The differing religious associations demonstrate the broad multi-culturalism of the school and the confidence this provides that we are bridging cultures and the lives of God's people through the truth and strength of all the Dominican Pillars. We have over 40 cultural backgrounds in our school.

*"The surest and quickest way to attain perfection is to strive for purity of heart."
St Albert the Great*



The Four Pillars

Whilst the Four Pillars underpin all that we do as a Dominican Catholic school, I have also considered the cornerstones of truth and compassion, the foundation of St Dominic's early call, to guide this report.

Truth

Veritas shapes men of integrity. In 2024 we built upon the Rites of Passage (Rite Moments) by initiating the Year 9 Rock and Water program to build a foundation for the path to the Men of Honour Rite of Passage to occur at the end of Year 10 (2025). We currently have two Rites of Welcome (Reception and Year 7 (secondary)) and are working towards celebrating the collective transition from Year 10 into the senior school (2025) where most of the boys demonstrate a positive shift in maturity and a readiness to engage in a productive pursuit of a pathway for the future. The Rock and Water program was delivered in key classes by accredited instructors and builds a sense of respect and resilience to prompt the journey through adolescence.

We continue to develop integrity through our Retreat Program which now spans R-12. In 2024 we celebrated the following themes on our Retreat Days:

- R-2 God as Creator
- 3-4 Indigenous Awareness
- 5-6 Sustainability and an Appreciation for Nature
- 7 Who we are as a Dominican School
- 8 Journeying Together
- 9 Challenged to Be
- 10 Walk4One
- 11 Positive Masculinity
- 12 A Blackfriars Graduate

Pillar of Prayer

Our community is grounded in prayer.

- Homegroup classes begin with a brief prayer as a means of remembering God's presence and actualising the intent to 'pray without ceasing'.
- We joined together as a whole school to celebrate religious feasts and days of civic importance: Ash Wednesday, Easter, Mother's Day, National Reconciliation Week, St Dominic's Day, Father's Day, St Albert the Great and Remembrance Day.
- All students have been engaged in meditation from 1:44pm – 1:50pm every day. Our mediation is led by Prefects over the public address system, beginning with an Acknowledgement of Country, followed by an invitation to silence for 3 minutes, finishing with a space for communal prayer and contemplation on being a person of truth in the



Dominican tradition and offering each person an extra moment for that individual connection to God.

- Students primarily from Years 3 and 4 (but with additional participants from a range of year levels) engaged in the Sacraments of Reconciliation, Confirmation and their First Holy Communion as part of the North Adelaide/Prospect Parish.
- Reconciliation was celebrated in our Chapel of St Albert the Great, Confirmation was celebrated at Rosary Church with Archbishop Patrick O'Regan and First Holy Communion at St Laurence's.

"Read over this Word in your heart, turn it over in your mind, let it be sweet as honey on your lips; ponder it, dwell on it, that it may dwell with you and in you for ever."

– Bl. Jordan of Saxony, second Master of the Order of Preachers

Pillar of Study

- The Year 12 Spiritualities, Religion and Meaning 20 Credit subject was run for the second time. This was undertaken by 15 students. There were 2 B+ results with the remaining 13 achieving in the A band (8 of which were A+ including one with Merit)
- New units of work and assessments have been created for various year levels and assessment tasks updated to reflect the refined Crossways Performance Standards.
- An audit of the Primary Religious Education program was undertaken and measures discussed to construct an R-12 Scope and Sequence.
- Silvana Cardone in her role as Religious Education Coordinator used Religion Faculty meetings to continue to work collaboratively with colleagues to enhance pedagogical approaches and deepen an understanding of the Religious Education with a focus on Crossways and MITIOG.
- As part of the Made in the Image of God (MITIOG) Human (Sexuality) Development program, and in an age-appropriate manner, religion teachers led students to critique the online environment in terms of the impact of pornography, MITIOG for Year 11 students was delivered in PC and in the RE classroom. The Men of Honour program was used for the first time with the Year 10 students as their MITIOG program.
- MITIOG Scope and Sequence edited for years 7-12.

Staff Professional Formation

- The Catholic reading section in the staff room was updated.
- A staff formation plan was presented to the Board and approved. This covered various stages of employment and also was inclusive of all roles within the Blackfriars Priory School.
- The Staff Retreat took place at St Ignatius Church and Hall in Norwood and we were blessed to have a presentation on St Mary MacKillop of the Cross, which further developed our understanding (particularly relevant given the naming of the redeveloped MacKillop



building which was blessed at our Opening School Mass). Staff then participated in a range of activities to connect to the MacKillop history and spirituality.

Pillar of Community

The Dominican pillar of Community is central to the life and mission of our school, reflecting the belief that we encounter God through authentic relationships and shared purpose. Throughout the year, our community celebrations have embodied this charism—drawing together students, staff, families, and the wider parish to build a culture of belonging grounded in Gospel values.

St Dominic's Day Celebrations

We celebrated St Dominic's Day as a whole school with our traditional fete style day and Mass.

St Albert's Day

The blessing of the Albert Centre was led by Prior Provincial Fr Dominic Murphy OP on the feast of St Albert the Great. This was an outdoor liturgy held in front of St Catherine's, well attended by invited guests and live-streamed into classrooms.

International Women's Day

We joined with a delegation from OLSHC to attend the International Women's Day Breakfast, reinforcing our commitment to raising awareness and understanding of the important role of women in society.

Mother's Day and Father's Day

For the first time we celebrated these significant days as an ELC-12 school with breakfasts and liturgies. Additionally, we attached two fundraisers to these days. For Mother's Day (and the month of May) we held our first annual Wear it PINK! Campaign to support Breast Cancer Research, selling scarves and ties. The boys were allowed to wear the pink ties as part of their uniform during May to raise awareness. We then supported Prostate Cancer Research close to our Father's Day celebration, selling blue scarves and shoe laces. These two cancers are the most frequently diagnosed in Australia and we wish to raise young men who will advocate for measures to find cures and improve care options for those who face these challenging times.

Walk a Mile/RUOK? Day

We participated in a range of activities around the missions of the Hutt St Centre's Walk a Mile, and the RUOK? Day messages.

Pillar of Service, grounded in Compassion

Blackfriars student annual fundraisers for Catholic charities included:



- Term 1 – Caritas Project compassion- \$1764; Greatest Shave Mary Potter Foundation- approximately \$7500; Catherine House - \$478
- Term 2 – Can Drive (Vinnies Winter Appeal); Breast Cancer Research - \$2214
- Term 3 – Catholic Charities- \$2811; Hutt St Centre - \$647; Prostate Cancer Research - \$1974
- Term 4 – Vinnies Christmas Hampers for families in need

*“It is by the path of love which is charity that God draws near to man and man to God.”
St Albert the Great*



14 | Co-curricular Program

The Blackfriars Priory School Co-Curricular Program offers a broad range of co-curricular activities that allow students to participate in a wide range of sporting teams, intellectual pursuits or creative expression. The program is continually evolving to ensure all students can positively participate in activities that enhance their skills in a supportive and encouraging environment. Our key focus is to develop well-rounded young men through providing a wholistic cocurricular program that aligns with the Four Pillars of Dominican Life.

Throughout 2024, Blackfriars enjoyed successes in numerous co-curricular activities, which highlights the strong dedication and commitment of not only the students participating but also the coaches and managers.

The aim of the Blackfriars Co-Curricular Program is to:

- Build confidence, self-esteem, team skills, develop new friendships and gain enjoyment from participation.
- Offer activities that encourage an active lifestyle as well as the option to participate in a competitive sport or activity at interschool and state level.
- Further develop the whole person by promoting leadership and social skills and enhancing a sense of personal responsibility in team and individual pursuits
- Improve, develop, and provide education on health, wellbeing, and fitness.

Student Participation

The Blackfriars Soccer Academy

The soccer program at Blackfriars continues to develop and offers students outstanding coaching with the aim of developing their knowledge and skills within the game. Ernie Luongo is responsible for everything that goes into the program as well as being the head coach at all sessions. Looking ahead to 2025, we can't wait to see how the 'Liverpool Way' contributes to the development of all our soccer players as we aim to produce good soccer players, but more importantly good people.

Throughout school we had 8 co-curricular soccer teams in 2024.

2024 saw David Moffa appointed as head coach of the 1st XI supported by Ernie Luongo, Jai King-Byrne and Christian D'Argenio. The 2024 brought many on-field challenges due to injuries and player availability. After a tough start to the season, the 1st XI finished strong and ended the season mid-table. For the first time, Blackfriars also entered a 2nd XI into the Wednesday Afternoon Soccer Competition as a way of developing some of our younger players. Although results weren't always in our favour, the lessons learnt will aid in the development of these players over the next two years.



The Blackfriars Football Academy

The AFL program at Blackfriars continues to develop and offer students outstanding opportunities to develop their knowledge and skills. The program was created in 2018 with the intention to benefit the growth of AFL participation within Blackfriars, creating a pathway program for students in Years 4- 9. Each year participation in Football grows and grows, it is an ever-changing sport that the students of Blackfriars love.

Mr Beau Leonard is continuing to coach the Blackfriars Football Academy across all years with the help of Harvey Vickery-Howe in the Primary School.

Lacrosse

In 2024, 34 Blackfriars students participated in lacrosse across a range of age groups and competitions, reflecting growing enthusiasm and engagement in the sport within our community. Our school entered teams into the Under 8, Under 11 (two teams), and Under 13 competitions, with an additional two students playing in the Under 15 competition for the Eagles Lacrosse Club.

Notably, our Under 8 team was coached by Blackfriars Year 12 student Jordan Schrapel, demonstrating the strength of student leadership and mentoring within our co-curricular program.

Three of our students were selected to represent South Australia at the Lacrosse Australia Under 15 National Tournament, held in Adelaide. Each student was placed in one of the three boys' teams entered by SA:

- Jonathan Bunyon – SA Stingrays
- Charles Roissetter – SA Phantoms
- Benjamin Jacobs – SA Buccaneers (Development Team)

A standout achievement in 2024 was the performance of our Under 13 team, who reached the grand final. After a challenging season the previous year with only one win, the team displayed remarkable improvement, finishing second at the end of the minor round. In the grand final, the boys led 5-1 early in the match and were just one goal behind at three-quarter time. Despite a strong effort, they were eventually defeated by the undefeated Glenelg Lacrosse Club team.

We were pleased to revive the Larwood Cup, a friendly fixture between our two Under 11 teams, played during lunchtime on the school back oval at the end of Term 3. Additionally, Blackfriars entered teams in the annual SA Catholic Primary Schools Sports Association (SACPSSA) Lacrosse Carnival.

Lacrosse continues to be a source of pride and community at Blackfriars, with strong student participation, leadership, and achievement at both school and representative levels.



Connections with Old Scholars

Blackfriars has a strong connection with the Blackfriars Old Scholars Association Football Club (BOSFC), Blackfriars Old Scholars Association Football Club (BOSA FC) and Blackfriars Old Scholars Cricket Club.

During term 3, the current 1st XI played BOSA (soccer) in the annual match for the 'Tony Moss' cup. In what was a fantastic occasion, BOSA managed to retain the trophy as experience managed to prevail over youth.

These clubs provide a successful pathway for Blackfriars old scholars to continue representing their school in soccer, football and cricket. We look to continue our connection through these clubs providing coaches to our school teams.

Academic and Creative Options

Blackfriars also offered students' academic and creative pursuits within the Co-Curricular Program. These include Art Club, Media Group, Robotics, Chess, Debating and E – Sports.

Intercol 2024

The spirit of the Hounds was on full display during the 18th annual Intercol against Christian Brothers College. Blackfriars was the host in 2024, using on-site facilities as well as FFSA Stadium (soccer), Adelaide Arena (basketball) and Prospect Oval (football).

Similar to that of previous years, the code of conduct was signed by all senior captains and head prefects. As the tradition now stands, the week before Intercol, both Student Leadership of CBC and Blackfriars got together to have a Luncheon and sign the Intercol Code of Conduct. It gave the students a chance to mingle and enjoy the days before the rivalry started.

Day 1 of senior Intercol saw Blackfriars take home the Chess, Debating and Table Tennis trophies. Medal winners were Liam Le (Chess), Isaac Petroccia (Table Tennis) and Daniel Song (Debating). A fantastic first day of competition that also included middle school chess, debating and table tennis. After day 1 the score was 3-0 to Blackfriars.

Despite only the Senior A Basketball game counting towards the overall points tally for the Intercol trophy, there were seven games contested at Adelaide 36ers Arena on day 2 of Intercol 2024. In a tight and tense game, the Senior A's finished 41-39 victors to make the overall Intercol score 4-0 and making sure the Intercol trophy returned to Blackfriars for the first time since 2016.

Rahul Garfield was judged best on ground for the Senior A's with Joshua Placcuci (Senior B), Levi Harte- Kelly (Senior C) and Luke Tsavdaridis (Senior D) winning the medals in their games.

In the Middle School games Fletcher Wright (Middle A), James Crandley (Middle B) and Tarquin Forby (Middle C) winning their respective medals.



It was a fantastic afternoon of Basketball at the Adelaide 36ers Arena with some fine skills on show in front of a large crowd of both CBC and Blackfriars students/parents and representatives.

With the overall Intercol trophy already wrapped up, it was the soccer player's turn to showcase their talents on the morning of Intercol day 3. The day started early for the 2nd XI soccer team as they travelled to FFSA Stadium to take on CBC's 2nd XI. After producing their best performance of the season, the game finished 1-1 after 90 minutes. With a tight schedule for the day, it went straight to penalties. Unfortunately, CBC came out on top and managed to take the win in what was a fantastic curtain-raiser for the 1st XI game. Phillip Bona was best on ground for Blackfriars.

In the 1st XI, Blackfriars got off to the perfect start with Alex Batistella scoring an early goal to send the Hound fans wild. From there, it was a tight tussle, before CBC equalised early in the second half. In a complete reversal of 2023's game, it was Blackfriars who managed to clinch the game with a late goal from Jacob Thang as it finished 2-1 to Blackfriars. Massimo Baldino was best on ground with the Intercol overall score becoming 5-0 as the players and spectators headed to Prospect Oval for the 1st XVIII football fixture.

In a curtain-raiser to the 1st XVIII, the middle school teams went head-to-head with Blackfriars prevailing. The score finished 7.9(51) – 2.5(17). Samuel Pedal was best on ground.

Chasing the ultimate prize of a 6-0 whitewash the footballers unfortunately couldn't get the job done against a very strong CBC side. The game finished 6.6(42) – 17.9 (111). In a game where Blackfriars were always up against it, captain Jack Henry was adjudged best on ground.

Final Intercol score, Blackfriars 5 – 1 CBC.

It was a fantastic week of sport that show-cased excellent sportsmanship, school pride and of course sporting prowess.

On the Friday and Saturday of Intercol week it was the turn of primary and middle school soccer as well as primary and year 7 basketball. All games were at Blackfriars which created a fantastic carnival atmosphere. Friday saw two primary soccer games on Blackfriars back oval with 4 middle school soccer games being played on Saturday. There were also 3 basketball games played on Saturday morning.

Intercol Cricket

At the very end of 2024, Blackfriars and CBC 1st XI's competed for the Intercol trophy in a 3 day 'Test Match' at St Dominic's Oval. After a rain interrupted 2nd day the 1st innings scores were pretty much level with 100 overs to play on day 3. A spirited declaration from CBC, in the pursuit of outright victory, left Blackfriars needing 180 overs to win in just 40 overs. A fantastic batting display from all contributed to a final score of 183/4 with just 11 balls remaining and the Intercol trophy was re-gained. It was a great 3 days of cricket with the team consisting of one year 8, four year 9's,



two year 10's, one year 11 and two year 12's. Benjamin Stargatt (year 9) was presented with the best on ground medal for the second year running thanks to a brilliant 73 not out on the final day. The team was supported by old scholars Dylan Bignell and Isaac Lawrence.



15 | Marketing and Communications

Advertising Strategy

Blackfriars continued with the consolidated and targeted advertising strategy launched in 2021. This focuses on where, when, and how the school and its various activities and programs are advertised. The primary markers of the strategy's success continue to be consistently well attended Principal's Tours and increased enrolment applications.

Our primary medium for the advertising strategy continues to be digital. In 2024 we moved from the News Corp *News Xtend* platform, to Australian Community Media for a reduced cost and a more tailored strategy. The new digital platform still combines social media channels, display advertising on *Google* websites and a *Google AdWords* campaign. We continue to augment this with a consistent approach to outdoor advertising, particularly bus stops, which continue to drive enquiries and tour registrations.

Print advertising in lifestyle journals such as *SA Life and Kiddo* continues to complement the strategy, particularly focusing on enrolments for the ELC and Primary School. Print advertising in *The Southern Cross* promotes our foundation as a Catholic institution and our commitment to the four pillars of Dominican life.

Cinema advertising continued in 2024 at the Palace Nova cinema complex in Prospect. The primary target for this advertising is to promote our Blackfriars brand to residents and to visitors to Prospect as the prime educational institution for boys in the district.

The school has a major presence at the Prospect Spring Fair conducted at Broadview Oval as well as a regular stall at the monthly Markets in Prospect events.

We continued our sponsorship arrangements with North Adelaide Football Club and Eagles Lacrosse Club in 2024, with cross-promotional opportunities conducted throughout the year. Our signage at Prospect Oval continues to feature prominently during SANFL telecasts and our logo on the NAFC junior uniforms is a feature in photo opportunities particularly around AFL recruitment time.

Old Scholars & Community Relations

Our reunions program was greatly enhanced in 2024 with 10-, 20-, 30- and 40-year reunions conducted at the school campus and in association with The Archer Hotel.

The Optimist continued to be published and distributed during 2024 and continues to be well received by all members of the Blackfriars community and now reaches approximately 5500 subscribers.



The Prospect Road Autumn Fair has become our largest community event with around 4000 visitors passing through the school in March 2024. The 2024 event was registered as part of the Adelaide Fringe.

Fundraising

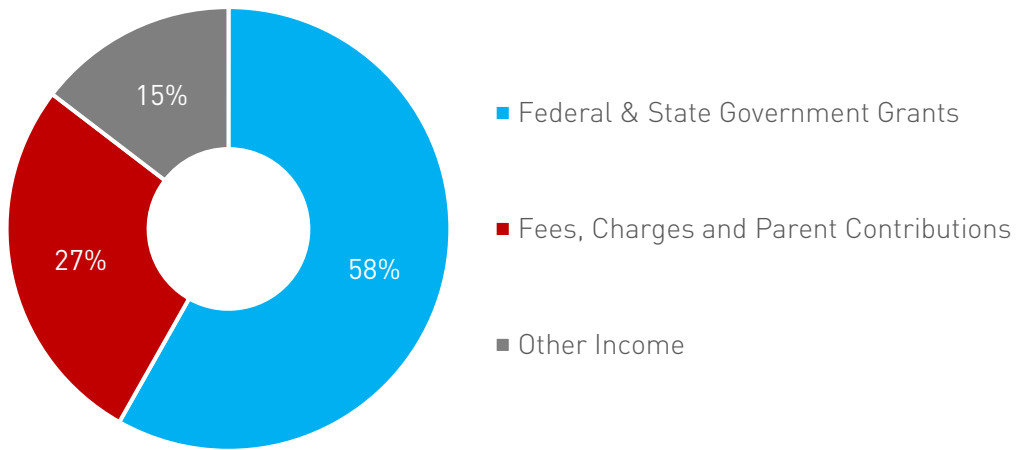
Fundraising in 2024 continued to be lead by the Blackfriars Parents & Friends Association. Their contribution at the Prospect Road Autumn Fair included food and beverage stalls alongside the Blackfriars Old Scholars football and soccer clubs.

Other events that contributed to the P+F fundraising efforts in 2024 included the annual Mother's Day and Father's Day stalls, Quiz Night and Café Frassati at both the Primary School Sports Day and Primary Arts Night.



16 | Sources of Income

Income	2024
Federal & State Government Grants	\$13,614,348
Fees, Charges and Parent Contributions	\$6,290,774
Other Income	\$3,427,449
Total	\$23,332,571





BLACKFRIARS

Strategic Plan

2021-2024





Striving for Excellence



*The Very Reverend
Anthony Walsh OP,
Prior Provincial,
Province of the Assumption
of the Blessed Virgin Mary*

It is my pleasure to present the Blackfriars Priory School Strategic Plan 2021-2024. The launch of this Strategic Plan occurs during the 800th anniversary of the dies natalis of St Dominic, marking his death in Bologna in 1221. At that time St Dominic promised the Order “I shall be more useful to you after my death and I shall help you then more effectively than during my life.”

Blackfriars is part of this promise and the Strategic Plan confidently grows from that pledge outlining our confidence as we look towards the school’s 70th anniversary in 2023.

Our strategic priorities build on the four pillars of Dominican Life and enable a renewed expression of being a Catholic and Dominican boys’ school. For our community of students, their parents, caregivers, and families; staff and school leadership; as well as our Old Scholars, this Strategic Plan looks forward, ensuring everyone is challenged and striving for excellence.



Kumangka

TOGETHER AS ONE

Artwork created by Allan Sumner
Kurna Ngarrindjeri Yankunytjatjara
Artist of South Australia 2021

The Kurna People are the original people of Adelaide and the Adelaide Plains, whose country stretches from Crystal Brook in the north to Cape Jervis in the south. The coastal plains between Glenelg and Kingston Park provided a hospitable summer camp environment with rolling sand dunes, freshwater lagoons and natural springs for the Kurna people, where food and water was plentiful. When the winter months approached the Kurna people generally moved further inland to the foothills to avoid the flooding of estuaries and rivers. This seasonal movement allowed food sources to regenerate which was part of the careful management of their lands.

Blackfriars Priory School is situated on the traditional country of the Kurna people of the Adelaide Plains and pays respect to Elders past and present. We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Kurna people living today. We also extend that respect to other Aboriginal Language Groups and First Nations Peoples.



Our Mission

Blackfriars is a Catholic Dominican school for boys which promotes the spiritual, intellectual, physical and social development of each member of the school community. We aim, in co-operation with families, to engage students in an educational experience within the context of a Christian community which is fulfilling and rewarding.

Our Vision

To deliver excellence in boys' education through the provision of a transformative, vibrant and reflective learning community that equips and inspires students to confidently and successfully participate as men of integrity in a rapidly changing world.



Our Philosophy

The philosophy of Blackfriars is to educate in the pursuit of truth through a life of contemplation and action. We are a Christ-centred Eucharistic community and this is reflected in all facets of our learning and teaching including an active prayer life and a passion for ministry, justice, peace, equality, religious education and pastoral care.

Our Dominican tradition commands us to recognise and accept the difference in ability and gifts of each student and differentiate learning and teaching appropriately. We synthesise faith and reason, recognising the signs of the times, so as to inspire boys to become fully human and reach their potential as balanced, humble men, who have a deep love for the world in which they live.



Four Pillars of Dominican Life

At Blackfriars we are inspired by the Four Pillars of Dominican Life. They work together to promote an authentic and flourishing life for each person, for his or her community, and ultimately for the wider human community. They address the key relationships in life: relationship with God, with self, and with neighbour.

While the Four Pillars have well-defined domains, they are not mutually exclusive and more than one Pillar can apply to the same aspect of life.



Prayer

Each one of us gives time to God, alone and with others, to thank him for who we are, for creation, and to be closer to him.

Study

We thank God for the gift of understanding and use it to learn more about him and his creation, and to improve our lives.

Community

We respect all members of the Blackfriars community, showing special care for those who are in need.

Service

As a community, we work together to ensure all of God's creation is treated with care and respect.

STRATEGIC PILLARS

Be Leaders

Blackfriars will be the leading school for boys in Australia through empowerment, discernment and reflective leadership.

“Jesus came not to be served but to serve and to give his life as a ransom for many.” Mark 10:45





STRATEGIC PILLARS

Be True

Blackfriars will search for and discern the truth as a Catholic school in the Dominican tradition.

“He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?” Micah 6:8

STRATEGIC PILLARS

Be Connected

Blackfriars will develop and implement initiatives to strengthen our school community and engage in local and global partnerships.

“For where two or three are gathered in my name, I am there among them.” Matthew 18:20





STRATEGIC PILLARS

Be Ambitious

Blackfriars will move forward with curiosity, commitment and passion, excelling in all we do.

“I came that they may have life, and have it abundantly.” John 10:10

STRATEGIC PRIORITIES

1

**A highly engaged,
diverse and
inclusive
community.**

STRATEGIC PRIORITIES

2

**A community of
high performance
and continuous
learning.**



STRATEGIC PRIORITIES

3

**A healthy, resilient
and respectful
community living
life to the full.**



STRATEGIC PRIORITIES

4

A contemporary, innovative and entrepreneurial approach to advance our community.



STRATEGIC PRIORITIES

5

A culture of student agency and expectation of active participation and voice.



STRATEGIC PRIORITIES

6

**A culture of
engagement and
partnership with
the world.**





BLACKFRIARS

Prayer | Study | Community | Service