

Annual School Report 2015 School Year

Xavier Catholic College



Ballina

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About this report

Xavier Catholic College is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2015 following its submission to the BOSTES.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on (02) 66180180 or by visiting the website at www.xavierlism.catholic.edu.au

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1. Messages

1.1 Principal's Message

The primary purpose of Xavier Catholic College is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Xavier Catholic College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2015. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Xavier Catholic College has earned as an exemplary school. The following list provides an indication of the school's academic achievements in 2015:

- Xavier Catholic College once again achieved outstanding Higher School Certificate results with an excellent overall student performance that included 63 Band results. Two students, Samantha Corbett and Jessica Potter, gained Band 6 in ten or more units and as a result were recognised on the "All Rounders Merit List".
- Congratulations to Connor Riches on his 99.5 Australian Tertiary Admission Rank (ATAR) and the 17 other students who achieved ATARs over 90.
- Congratulations to Samantha Corbett whose Visual Arts Body of Work was nominated for ArtExpress.
- The College also presented students for the Australian-wide English, Mathematics and Science competitions, with a number of students achieving High Distinctions, Distinctions and Credits. Congratulations to these students and their teachers on a fine achievement.
- Year 8 and Year 10 students sat the NSW Religious Education Tests and achieved excellent results with an overwhelming number gaining Distinctions and Credit.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2015:

- The Music tuition program continued to produce outstanding results in both the fields of musicianship and academic achievement.
- The College Marching Band once again led the Schools' section of the ANZAC Day march in Ballina.
- The College Band and Choir performed at the Lennox Head Carols Evening and for the children at St Anne's Long Day Care Centre.
- The College had students actively involved in the Ballina Junior Chamber of Commerce, Lions Youth of the Year, Blood Bank, Lismore Music Festival, and debating and chess competitions.
- Our College musical, 'Grease', provided an excellent opportunity for our students and staff to showcase their skills. The five performances were favourably reviewed by the capacity audiences.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2015:

- Our Swimming and Athletics Carnivals were highlights for the College community. The strong sense of house spirit was demonstrated as students enjoyed participating in competitive and novelty events.
- Many of our students represented the College and the Diocese of Lismore in swimming, athletics, cross country, rugby union, rugby league, soccer, cricket, netball, surfing, equestrian and softball.
- Xavier Catholic College's best achievements were in swimming, track and field, surfing, golf and hockey, where several students represented at Combined Catholic Colleges level and two at All Schools level.
- Congratulations to Daniel Boardman who was awarded a 2015 NSWCCC Blue Award for Rugby Union. He played in the Australian Schoolboys titles.
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- Congratulations to Harvey Remfrey who represented the school in golf and Tao Hommen in triathlon at "All Schools" level.



- It was also encouraging to see many of our students competing in weekend sports with great success, in particular, cricket, rugby league, rugby union, netball, surfing, softball and baseball.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. Xavier Catholic College is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Michael Vella
Principal

1.2 A Parent Message

Many thanks to the parents and teachers who gave up their time to be a part of the Xavier Catholic College Parent Group in 2015. Our monthly meetings were always interesting as teachers regularly attended to speak about the work of their faculties and what their students are doing.

We shared a lot of ideas and engaged in discussion with the Principal, Michael Vella and Assistant Principal, Yvonne Head who were always willing to listen to feedback and explore our suggestions about school matters. We are extremely grateful to them for their commitment to the students of Xavier Catholic College.

As always the end of the year means we say goodbye to some members of the parent group whose children have graduated. Thank you for your contribution and friendship over the years.

Annie Lewis
Secretary, Xavier Catholic College, Parent Group

2. This Catholic School

2.1 The School Community

Xavier Catholic College is located in Skennars Head and is part of the Ballina Parish which serves the communities of Ballina and Lennox Head. School families are drawn from the towns and communities of Ballina, Lennox Head, Alstonville, Byron Bay, Bangalow, Ocean Shores, Mullumbimby, Wollongbar, Woodburn and Evans Head.

Last year the school celebrated sixteen years of Catholic education.

The Parish Priest Father Michael Nilon and Assistant Priest, Father Gabriel Ezenwa are involved in the life of the school.

Xavier Catholic College is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through a range of activities.

- The school conference of St Vincent de Paul (SVdP) is actively involved in fundraising for the St Vincent de Paul Society as well as serving as mentors for the SVdP Kids' Camps. This group of dedicated students provides a very strong and tangible link to the social justice work carried out by the Ballina and Lennox Head St Vincent de Paul conferences.
- The Annual Ballina Parish Catholic Schools Day is hosted by Xavier Catholic College and the students play a significant role in the organisation and running of the day. It is a wonderful opportunity for them to display leadership in their school, the other parish schools and to liaise with other parish organisations.
- Students from the College participate in the parish youth group held each Saturday night after the Vigil Mass.
- Fr Gabriel visited the College frequently to celebrate Mass with respective Year groups.
- The College band and choir visited St Anne's Long Day Care Centre and sang Christmas Carols with the children.
- Fr Gabriel attends the Senior Retreat and contributes to activities.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, the*



Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

Xavier Catholic College caters for students from Years 7 to 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2015	TOTAL 2014
Male	74	71	80	73	81	67	446	454
Female	82	80	76	79	66	66	449	429
Indigenous <i>count included in first two rows</i>	3	4	3	5	3	2	20	13
LBOTE (Language background other than English) <i>count included in first two rows</i>	1	1	0	1	0	0	3	34

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the student returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2015 was 94.5%. School attendance rates disaggregated by Year group are shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance rates by Year group	95.25%	94.43%	94.14%	93.55%	94.17	95.46

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	74
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	45
5.	Number of staff identifying as indigenous employed at the school.	2
6.	Total number of non-teaching staff employed at the school.	29

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. This figure is provided to the school by the CSO.

The retention of permanent staff at Xavier Catholic College is very stable. A slight increase in numbers for 2015 combined with the resignation of a permanent staff member lead to the employment of two new staff members. Two more were employed on a temporary basis in order to replace two staff members taking leave for twelve months. Two staff members are also participating in an exchange program. Two temporary staff members sought employment elsewhere.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- The College participates in school ceremonies to commemorate ANZAC Day and Remembrance Day.
- The College social justice group and the inclusive nature of the College's Learning Centre give living witness to the College's teachings on equality, respect and responsibility.
- The Swimming and Athletics Carnivals have events for students with disabilities and we celebrate the champions of these events equally. All students are respected and the enjoyment of rights is balanced with the responsibilities that go with them. The College's pastoral care program is aimed at student development in all areas – spiritual, social, emotional as well as intellectual and the student leadership teams are an extension of this program.
- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values through newsletter items, assembly messages and by the nature of our interpersonal relationships.
- Students and staff contribute generously to social justice appeals, including St Vincent de Paul, Catholic Mission and Caritas.
- Outstanding citizenship is acknowledged annually through perpetual awards at the Year 12 Graduation and Awards Ceremony and the College Presentation Day.
- Year 11 students were involved in a "Street Retreat" whereby several students joined other students from the Lismore Diocese and took part in charitable work with underprivileged people in Brisbane.
- A Seasons Program was reintroduced for students living with grief and loss.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- Staff evaluation forms from professional development days and information from various meetings provide constructive feedback.
- Discussions at the regular Parent Group meetings, all parent information evenings and Parent/Teacher meetings are a valuable source of feedback.
- At all Parent/Teacher interview nights conducted by the College during 2015, many parents expressed their satisfaction with the way the College goes about its core business of educating their children. Many expressed their admiration and gratitude to the teaching staff.
- During formal interviews with the Principal, the Assistant Principal and other members of staff, many parents expressed their satisfaction with the way in which specific issues were handled.
- All teachers were surveyed and many interviewed by the Principal in order to ascertain their intentions for the following year, discuss their situation in the current year, and to set goals. During these interviews teachers are questioned on what is working well and what areas could be improved. Teachers indicated that they are satisfied with the direction in which the College is heading.
- As part of the Lismore Catholic School Office initiative, Xavier Catholic College participated in the "Insight SRC" project which surveys staff, students and parents in order to gauge the climate of the College. As a result, a "School Improvement Team", consisting of six staff members nominated by the College community was set up to analyse the survey data and meet regularly to consider areas that may need addressing and then report to the staff.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Secondary Education. Students study BOSTES mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 38 Higher School Certificate (HSC) courses and 5 extension courses.

The parish secondary school's curriculum includes the following features:

- As well as meeting and exceeding all the requirements and study patterns stipulated by BOSTES, Xavier Catholic College offers a major innovation in its Year 7 curriculum. The College has designed and developed a course in Literacy and Technology Studies (LATS).
- Xavier Catholic College places an emphasis on the core subjects of English, Mathematics and Science where it exceeds the stipulated time requirement by 50% in Years 7 to 10.
- In addition to the wide range of Vocational Education and Training (VET) courses that Xavier Catholic College offers including Construction, Hospitality and Retail Services, the College has students undertaking school-based traineeships and apprenticeships and accesses a number of TVET-TAFE delivered courses such as Tourism & Events, Automotive and Beauty Therapy.
- Xavier Catholic College has since its foundation in 2000 been a leader in ICT and digital education with both an internal fibre cabled network and a Wireless Local Area Network (WLAN). The WLAN supports the College's provision of a One-to-One student laptop computer program for all students from Year 7 to Year 12.
- The Learning Centre at Xavier Catholic College is a strong component of the total education package that the College delivers to its students. The Learning Centre under the coordination of a fully qualified Additional Needs teacher, and with the support of up to eight teachers' aides at various times provides opportunities for in-class support, withdrawal, remediation, extension and various support programs.
- The Learning Centre, with the assistance of teachers and senior students who volunteer their time before school, provides a tutoring program targeting Literacy and Numeracy for students who request additional support in these areas.
- Many students at the College benefit from the specifically targeted enrichment activities and programs which the various faculties include in their courses. Among these activities are visits from authors, drama groups and artists.



The parish secondary school offers a strong co-curricular program which includes student participation in:

- Whole school and Year Masses and Liturgies, including our Easter and Christmas Liturgies.
- An active retreat program for students in Years 10 and 11 which is a distinct feature of the College. At Diocesan level students also have the opportunity to participate in a number of faith-based activities throughout the year such as 'Festa Christi' for Year 8, 'Flame' for Year 10, 'Street Retreat' for Year 11 and 'Ignite' for Years 10 to 12.
- The College Marching Band which once again received a positive response from the public for leading the schools' section of the Ballina ANZAC Day march.
- St Vincent de Paul, 'Relay For Life', Blood Bank, Lions Youth of the Year, Leos and fund raising for the Westpac Helicopter.
- A variety of social justice programs such as Project Compassion, Catholic Missions, the Year 11 Street Retreat and visits to nearby aged care facility.
- A comprehensive variety of sporting activities at school, local, regional and state levels.
- The national competitions for English, Mathematics and Science.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 150 students presented for the tests while in Year 9 there were 147 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 7, students who achieve Band 6 or higher have achieved above the minimum standard. In Year 9 those students who achieve at Band 7 and higher have achieved above the minimum standard set by government.

At Xavier Catholic College, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of Xavier Catholic College students in each band compared to the State percentage.

Year 7 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 4 to 9

BAND	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	11.9	14.0	19.9	24.7	25.8	34.7	26.3	21.3	13.5	5.3	2.6	0.0
Writing	4.5	3.3	14.4	22.0	21.9	24.0	27.4	36.0	21.4	13.3	10.4	1.3
Spelling	11.6	6.7	28.3	32.7	27.0	34.0	18.3	19.3	8.3	6.0	6.4	1.3
Grammar and Punctuation	15.9	13.3	18.4	24.0	22.6	26.7	24.9	24.7	10.8	7.3	7.4	4.0
Numeracy	13.3	8.1	15.8	21.6	26.1	32.4	27.1	31.1	15.9	6.8	1.9	0.0
Data Measurement, Space & Geometry	11.7	9.5	15.0	19.6	28.9	35.1	26.9	29.1	15.4	6.1	2.1	0.7
Number Patterns & Algebra	17.2	10.8	13.2	19.6	22.3	30.4	29.7	32.4	14.1	6.1	3.4	0.7

Year 9 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 5 to 10

BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	8.2	7.3	17.0	20.0	25.2	29.3	24.3	27.3	19.0	14.7	6.3	1.3
Writing	5.6	4.0	9.0	6.7	23.4	26.7	22.1	31.3	19.7	21.3	20.3	10.0
Spelling	9.0	4.7	18.7	18.7	31.1	33.3	22.4	24.0	10.8	10.7	8.1	8.7
Grammar and Punctuation	6.3	4.7	12.9	14.0	26.9	24.7	22.4	30.0	21.4	17.3	10.1	9.3
Numeracy	13.1	10.2	15.5	18.4	26.0	36.7	28.3	25.9	15.1	8.8	2.1	0.0
Data Measurement, Space & Geometry	10.8	8.2	21.2	27.9	20.6	24.5	28.0	31.3	17.1	8.2	2.3	0.0
Number Patterns & Algebra	14.3	9.5	15.1	16.3	24.5	36.7	26.5	28.6	16.0	8.2	3.6	0.7



The results show that students have performed well in 2015. This is largely due to the effectiveness of the school's targeted intervention programs. NAPLAN results have been analysed and discussed at Leaders of Learning and full staff meetings and are used to guide future areas of focus. The continuation of the Professional Learning Teams and the work of the Leader of Literacy /Numeracy have lead to continued improvements in student achievement.

Furthermore, teachers at the school believe that motivation levels have improved through the increased use of laptops and other technology in classes. Students appear to be more engaged with the lesson content and are willing to practice their skills using this technology. The percentage of students achieving minimum standards has followed previous years' achievements and is indicative of the focus placed on individualised student learning programs and intervention strategies adopted at the school in areas of literacy and numeracy. These programs have been further enhanced through the peer tutorial system operating before school two mornings a week.

3.2.2 Higher School Certificate

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: % of students in bands 4, 5, 6

	2013		2014		2015	
	School	State	School	State	School	State
Studies of Religion 1	64%	77%	51%	76%	71%	78%
English Standard	62%	34%	67%	43%	57%	42%
English Advanced	83%	86%	93%	92%	98%	91%
General Mathematics	70%	42%	77%	51%	78%	50%
Mathematics	75%	77%	95%	81%	100%	81%
Chemistry	68%	73%	90%	75%	93%	73%
Music	100%	85%	100%	89%	100%	88%

Our 2015 HSC results maintained our tradition of pleasing achievements by our students, examples of which follow:

- 132 students presented in 38 courses.
- The College was above the State average in 25 of the 38 courses.
- The College Dux achieved an ATAR of 99.5
- Two students were recognised in the 'All Rounders List' gaining Band 6 results (over 90) in at least 10 units.
- 292 results were over 80, with 63 on the Merit List.
- One student was nominated for ArtExpress (Visual Arts).
- In addition to those listed in the table above, excellent results were also achieved in English Extension 1, Mathematics Extension 1, Mathematics Extension 2, Chemistry, Physics, Senior Science, Modern History, Software Design & Development, Textiles & Design, Visual Arts, Construction and Retail Services.

Students achieved these results through their own hard work and the dedication and support of their teachers. Teachers generously conduct extra revision lessons before or after school. The College has always fostered a culture of excellence, the protection of face-to-face teaching time and provision of quality resources. Parents are supportive of this culture and have high expectations for their sons and daughters. This culture is further enhanced through the PLT structure and professional development opportunities for staff.



3.2.3 Senior Secondary School Outcomes

The table below sets out the percentage of students undertaking vocational education training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualification).

Senior Secondary Outcomes Year 12, 2015	% of students undertaking vocational training or training in a trade during the senior years of schooling.	21%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

3.2.4 Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

Destination Data Year 12, 2015 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	62%	11%	15%	12%

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2015 were:

Staff Professional Learning Activity	Date	Presenter
Staff Retreat	26/6/15	College Executive
Australian Professional Standards	13/7/15	Margaret Scroope
Australian Curriculum	18/9/15	Leader of Pedagogy & Leaders of Learning
Learning Curve – Pastoral Care Program	17/12/15	Michael Walsh – Writer of the program

Additionally staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Student Mental Health	90	Kirsten Clarke – College Counsellor
Leadership Formation Program	16	Patrick Duignan
P2P Learning Environment	6	Catholic Schools Office
Flipped Classroom	25	John Cunynghame & Michael Woerner
Boys Education	13	Clare Axman
Marzano	28	Amanda Falvey (Leader of Pedagogy)
Chromebooks	32	Michael Woerner

The professional learning expenditure has been calculated at \$7737 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4. School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2015.

Policy name	Status in 2015 (No change, new policy, changes made)	Access this policy at:
Evacuation	No change	College intranet
Lockdown	No change	College intranet
Merit System	Changes made	College intranet, student diary
Uniform	Changes made	College intranet, student diary
Professional Expectation of Staff	New policy	College intranet
Timetable	New policy	College intranet, student diary
Pastoral Care	New policy	College intranet, student diary
Community Prayer	Changes made	College intranet, student diary
One to One Lap Top Student program	Changes Made	College Intranet

4.2 Enrolment Policy

Every new enrolment at Xavier Catholic College requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Student Welfare Policy, Pastoral Care Policy

The school's Pastoral Care Policy is concerned with the fostering of students' self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

Schools are incredibly complex places, and in the 21st century education has been increasingly tied, not only to academic achievement and career paths but also to the personal development of young people in our society. The school which recognises and faces this challenge is the school which provides the best environment and education for your son/daughter.

Part of the secret of success lies in the ability of students, part lies in the qualifications and dedication of the teachers, part lies the connection and collaboration between parents and the school and finally the vital ingredient lies in the type of environment that the school creates because your son/daughter will be spending years in that environment it will have an impact on their personality and maturation.

An environment of acknowledgement and acceptance of both success and failure is very important. Achievement that is based on excessive competition, isolation and moral sterility denies a student the opportunity to develop personally and as a full human being.

At Xavier Catholic College we not only encourage a positive attitude to learning and a sense of satisfaction at having achieved to the best of one's ability but we also value respect for people – the staff and the students.

In addition to our specific policies, such as anti-bullying, Xavier Catholic College has a comprehensive Pastoral Care program running throughout the College that encompasses retreats, reflection days, targeted groups and lunchtime competitions for the various year groups as well as whole school activities and days such as Justice Days, Parish Schools Day and others.

This whole school program is complemented by specific programs that are implemented individually and for groups such as the 'Seasons' program. These in turn are supported by school counsellors who work four days a week and by homeroom teachers, year coordinators, a welfare coordinator and advisors for careers and academic areas.

The College has trained Work Health and Safety officers who ensure the safety of staff, students and visitors to the school; regular inspections and reviews of policies and procedures ensure that best practice is occurring. This is a very important part of the Pastoral Policy of the College.

Similarly, in accordance with Child Protection Legislation the College has implemented policies to ensure the welfare of students and appreciates the cooperation of all parents in following these policies and complying with the requests as set out in the legislation.

4.4 Discipline Policy

Xavier Catholic College's policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

Student welfare within the College is always approached from a positive perspective with the emphasis on changing behaviour not punishing or implementing sanctions. However, sanctions are an integral part of any welfare policy not only for the welfare of the student themselves but for the community as well.

The College has, as a condition of enrolment, an acknowledgement that 'out of hours' detentions may be given to students and that it is an expectation that students attend this detention which may be after school and/or Saturday mornings and/or during school vacation periods. A more detailed explanation of this policy is available from the College office.

The College employs a variety of strategies for student welfare and management from individual contracts through to the detentions mentioned above but it is important to state that the College does not sanction corporal punishment or allow parents to administer corporal punishment in the school.



4.5 Complaints and Grievance Policy

The Xavier Catholic College policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. With these elements as the guiding principles, if a parent or student has a complaint or issue in relation to the College they have a number of avenues that they can pursue:

- If it relates to an academic issue, then they should follow the procedures outlined in the relevant information booklets distributed to all students and families and also placed on our school intranet at the beginning of each year.
- If the issue is of a more general nature, then contacting the relevant teacher or coordinator should resolve the issue before contacting the Principal. All parents have a right to be heard by the Principal. In the first instance contacting the relevant coordinator should generally resolve the issue.
- The policy is available from the College office.

5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2015 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Faith and Culture

- Promote and celebrate the Catholic identity and mission of Xavier Catholic College.
- Continue to foster the professional and faith development of staff through the promotion of Post Graduate courses, Staff Retreats, and the promotion of the Foundational Beliefs and Practices.
- Continue to develop opportunities for all students to engage in social justice activities and to encourage new initiatives by students and staff that model and exemplify Catholic practice.
- Make application to the Jesuit Order to become a 'Jesuit Companion School'.

Teaching and Learning

- Continue to build a quality pedagogical approach to contemporary teaching and learning practices from a shared understanding.
- Promote participation in the 'peer-to-peer' classroom observation program for staff.
- Use data from internal and external sources to inform the teaching and learning process.
- Continue to provide a range of professional learning opportunities.

Organisation and Administration

- Review timetable structure and make necessary changes which will include a scheduled formal Pastoral Care lesson, time for the 'Awareness Examen' and a longer assembly time in order to implement this in 2016.
- Continue to review and improve the College's communication with the wider community through various media including the College newsletter, website, message alert system and event notification.
- Introduce the SchoolworX software in order to improve tracking student welfare and attendance.

Relationships

- Continue to promote the parent group and the welcoming of parents into partnerships with the College.
- Continue to promote strong relationships with the wider community and our educational partners through engaging students in community events.
- Continue to promote a shared responsibility in collaborative school decision making.



6. Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2015 is presented below:

