



**Brisbane  
Catholic  
Education**

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# ANNUAL SCHOOL REPORTING – 2016

## CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

### SCHOOL PROFILE

School name Xavier Catholic College

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### Principal's foreword

Xavier Catholic College is a P - 12 coeducational College owned and administered by Brisbane Catholic Education. As a Jesuit Companion School, the College is a member of the Australian Jesuit Schools Network and the worldwide Network of over 2000 Jesuit Universities and Colleges.

The site is situated within the Catholic Parish of Hervey Bay City and is located in Wide Bay Drive, Eli Waters, Hervey Bay. The College opened in 2003 with ninety Year 8 students. In 2007 the College expanded to include Prep - Year 3, Xavier Kindergarten opened in 2013 and is operated by Centacare.

In 2016 our enrollment was 1126 with students accommodated in all years, Prep to Year 12. The College Master Plan caps growth to 3 streams of Prep - 6 and 5 streams of Year 7 - 12.

2016 was also the final year of service for the College's foundation Principal, Mr Kerry Swann. Mr Swann is to be applauded for his outstanding service to the College and his determined vision to establish Xavier Catholic College as a leading centre for education of the Fraser Coast.

### School facts

Xavier Catholic College is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational  or Single sex

Year levels offered: Primary  Secondary  P-12

Total student enrolments: 1126 Girls: 584 Boys: 542

## Characteristics of the student body

Students at Xavier come from families who are committed to providing the best possible education for their children and are supportive of the ethos and tradition of Catholic Schooling.

The approximate percentage of students by religion:

Catholic 61%

Other Christian Tradition 24%

No religion, non-Christian, or not stated 15%

Approximately eighty percent of students come from the five original seaside suburbs of Point Vernon, Pialba, Scarness, Torquay, Urgan and the associated inland development. The remaining twenty percent are spread between the rural communities of Howard, Torbanlea, Burrum, Boogoom, Dundowran Beach, Dundowran and Craignish in the west and Booral and Riverheads in the east.

## Social climate

The religious and spiritual dimensions of the College are supported by an attention to the pastoral care of all who form part of our community. It is respectful of the dignity of every person and built upon the formation of right relationships.

- \* Pastoral care is for staff, students and parents and all staff are involved in pastoral care;
- \* Each child is an individual with particular needs;
- \* The welcoming and inclusion of students with special needs within the College community involves a commitment to providing particular services and support.

Xavier has a Behaviours Support Plan and an Anti-bullying Strategy that utilises an annual confidential bullying survey and an ongoing online reporting facility for students. We are committed to the maintenance of a safe and supportive school environment.

## Curriculum - our distinctive offerings

Xavier Catholic College promotes the love of learning and its value as a lifelong process. All programs meet the requirements as outlined by the Australian Curriculum and Queensland Curriculum. The College takes its name from St Francis Xavier, who along with St Ignatius of Loyola, was one of the founders of the Society of Jesus, the Jesuits. Our distinctive curriculum, based on Ignatian Spirituality, is characterised by the following:

- \* There is no learning without the learners' activity;
- \* No action without motivation;
- \* Mastery is attained by using, applying, even teaching what has been learned and understood;
- \* Education based on Ignatian Spirituality seeks excellence, where individuals continually strive to be and achieve their very best;
- \* The development of critical analysis; the skills of analyzing, evaluating and communicating, rather than knowledge for its own sake;
- \* An apostolic focus. St Ignatius sought to educate women and men to work for the betterment of others. For this they need to be erudite, generous and influential. Schools in the Ignatian tradition seek to sustain a tradition which has formed many men and women of competence, conscience, compassion and with an attitude of excellence and service.

## Curriculum - our extra curricula activities

In keeping with holistic nature of Catholic education, there are many activities outside the classroom that help us to provide for the spiritual, physical, intellectual, social and cultural needs of students. These include:

- \* Instrumental Music tuition, Concert and Marching Band, Strings, Choir;
  - \* Interschool Sport (QSSSSA);
  - \* Public Speaking and Debating, Hervey Bay City Junior Council;
  - \* Drama and Music Eisteddfods;
  - \* Year Level Camps and optional camps, Excursions, Immersions and Study Tours;
- Students are also encouraged to take an active part in their local community through their membership and participation in club sporting teams, Music, Theatre, Art and Dance groups

## Parent, student and teacher satisfaction

Xavier is recognised as a school of excellence within the Hervey Bay Community. Families seeking enrolment cite very high satisfaction expressed by existing and past students and parents. Parents take the many opportunities for feedback to affirm the work of the College. Positive feedback has been provided from annual review of school operations, Principal Appraisal and External Strategic Renewal Review. BCE Exit Survey data of staff leaving Xavier is extremely positive. BCE Staff Surveys indicate a high level quality of working life, including job satisfaction, engagement and well being.

## Parent engagement

Xavier Catholic College encourages parental participation and involvement in all aspects of the College Community. A founding principle of the College focuses on the College as a community in partnership with parents, students, teachers, Parish, families and wider community. The College Parents and Friends Association is a non-fundraising body that assists the College in providing resources and input into all aspects of our College operation. The College Pastoral Board assists the administration of the College by engaging parents in broad policy development. Parents can also be involved through our Care and Concern group, Parent/Teacher Information evenings and individual classroom support programs.

## SCHOOL ACHIEVEMENTS

### Achievements - progress towards goals

While 2016 was named as a year of consolidation on the great gains the College had made over previous years, there were a number of achievements reflecting the College's commitment to continuous improvement. These included:

- \* Establishing a Professional Learning Team to explore best practice in the Middle Years of Schooling.
- \* Using reading data from Years 1 to 5 to identify students requiring intervention and establishing a guided reading program.
- \* Using The Year 4 and 5 Writing Analysis data to establish an extension program for identified students.
- \* Using the Yr 3 to 7 PAT-M and NAPLAN data to establish a Maths extension program for identified students.
- \* Reviewing the Teacher Performance and Development Goal Setting to focus on specific pedagogical strategies.
- \* Providing Professional Development to Teachers around effective literacy practices.
- \* Providing information to parents through the Newsletter about Growth Mindset and Habits of Mind education.
- \* Establishing a Year 12 Retreat and having our RE Program successfully validated by an external panel.

### Future outlook

The College will undertake a change of leadership in 2017 and enter a period of school renewal. The establishment phase of our young College is over and it is time to look to creating the strategic vision that will take the College into its next phase of development. This will entail a review of our pedagogical practices, our approaches to behaviour management and our focus on staff professional growth and development. It is also an opportune time to review the College's staffing structures.

The College is well situated to move to new levels of excellence with a highly committed teaching staff who are willing to embrace change and continuous improvement.

A key to successful school renewal will be consultation with staff, parents and students. Establishing the mechanisms for this to take place effectively will be essential to the process.

The College is also looking to further enhance its deep relationship with Star of the Sea and to further develop its relationships with the wider community. There is great optimism about the future and excitement about new leadership in 2017.

## STUDENT OUTCOMES

Whole school attendance rate	92.00 %
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Prep attendance rate	95.00 %	Year 7 attendance rate	94.00 %
Year 1 attendance rate	94.00 %	Year 8 attendance rate	93.00 %
Year 2 attendance rate	94.00 %	Year 9 attendance rate	92.00 %
Year 3 attendance rate	93.00 %	Year 10 attendance rate	93.00 %
Year 4 attendance rate	94.00 %	Year 11 attendance rate	92.00 %
Year 5 attendance rate	92.00 %	Year 12 attendance rate	91.00 %
Year 6 attendance rate	95.00 %		

### Management of non-attendance

Recording of student attendance takes place at the morning Pastoral Care session and for each of the six lessons. Primary School teachers record attendance at the beginning of the school day and after lunch. Primary specialist teachers record attendance at the beginning of each specialist lesson. On return to school, students are required to submit parental permission notes for all absences. Unexplained absences and ongoing non-attendance is followed up directly with parents by teachers and Heads of House. SMS messages to parents are automatically generated for each student absence. Students with permission to be absent from school during school day (appointments, workplace trainees, access time etc) are required to have their College Student ID card and College generated permission slip indicating time of approved absence and activity.

### NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	409.60	425.70	507.64	501.70
Writing	397.79	420.50	468.18	475.40
Spelling	399.12	420.10	477.45	492.90
Grammar & punctuation	424.80	436.30	495.77	505.00
Numeracy	397.73	402.20	493.41	492.90

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	532.91	541.00	581.23	580.60
Writing	494.36	514.70	522.10	548.40
Spelling	528.31	542.90	574.39	580.30
Grammar & punctuation	531.13	540.20	559.73	570.30
Numeracy	533.97	549.50	573.50	588.80

### Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort	89.4 %
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### Outcomes for Year 12 cohort of 2016

Number of students receiving a Senior Education Profile	101
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	98
Number of students awarded one or more Vocational Educational Training (VET) qualifications	35
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	14
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	57
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	80.1 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98.0 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	83.9 %

### Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
11	13	22

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
0	18	17

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

## STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	90	52
Full-time equivalents	79.3	34.5
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	1
Masters	12
Post Graduate Diploma/ Certificate	12
Bachelor Degree	50
Diploma/Certificate	15

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 241,429

The major professional development initiatives were as follows

PL are identified, planned by the staff and administration. These align with College Strategic Renewal Plan & Annual Action Plan established by BCE. 2016 priorities were: Pedagogical Framework- Dimensions of Learning, Ignatian Spirituality, Australian Curriculum and data (NAPLAN, PATM and PATR).

**Average staff attendance rate** The staff attendance rate was 96.77 % in 2016.

### Proportion of staff retained from the previous school year

From the end of the 2015 school year, 88.8 % of staff were retained by the school for the 2016 year.

## SCHOOL INCOME

### School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

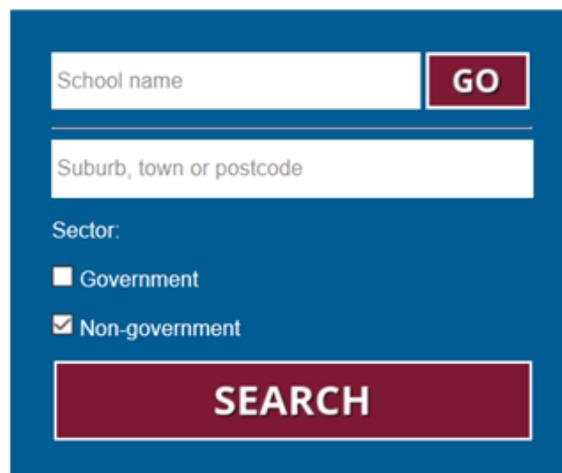
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

### Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the input fields, there is a 'Sector:' label followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.