



**Xavier Catholic College,  
HERVEY BAY**

# Annual Report 2021

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**

# Contact information

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<b>Contact person</b>	Simon Dash — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Xavier Catholic College is a co-educational K-12 college situated in the seaside community of Hervey Bay, approximately three and a half hours north of Brisbane. The College opened in 2003 with 90 Year 8 students and enrolled our first Primary students in 2007. Our P-12 enrolments have grown to 1200 and continue to expand. Our mission for the College is to provide high-quality Catholic education where all are engaged in their learning, challenged and motivated to do their best. Our aim is to develop reflective young women and men of competence, conscience, compassion and commitment with an attitude of excellence and service. In keeping with the holistic nature of Catholic education, Xavier offers a wide range of curricular and co-curricular activities for students from Prep to Year 12, and excels in academic as well as sporting, cultural and artistic endeavours. The College has achieved regional, state and national success in a wide variety of activities. Xavier is a Jesuit Partner School and belongs to the world-wide network of over 2000 Jesuit Educational institutions. Ignatian Spirituality is the basis for the ethos and culture of the College. A significant aspect of our curriculum is the access that students have to technology as a learning resource. ICT is seen as vital and integral to the teaching and learning processes used within the College. In 2013, a two-session kindergarten was established on site and is administered by Catholic Early EdCare. Learning and teaching at Xavier Catholic College is learner-centred. Our aim is to cater for the learning needs and styles of all learners. Underpinning all that we do is the common belief that as a community we should work in partnership to "find Jesus in all things".

### School progress towards its goals in 2021

#### Catholic Identity

1. Grow the holistic and inclusive formation of students, staff and parents.
2. Grow authentic and contemporary expressions of Catholic identity.
3. Create a space where spirituality, sacramentality and prayer can be nurtured.

Progress achieved in meeting our Catholic Identity goal:

1. The College's reviewed its Catholic Identity through engaging the Dialogue Schools Project.
2. The College strengthen the spiritual formation of students, staff and parents by expanding opportunities for formation and reflection experiences.
3. The College finalised a new 'Values, Vision and Mission Statement' after a detailed and lengthy consultation process.
4. The College began work on the preparation for the moving of the decommissioned Woolooga Catholic Church to establish a permanent sacred space on campus.

### Excellent Learning and Teaching

1. Advance student learning progress and outcomes through the use of highly effective evidence-based teaching strategies.
2. Students develop as Assessment Capable Learners leading to improvement in NAPLAN results and engagement in the Australian Curriculum.
3. Establish a culture of Professional Excellence.

Progress achieved in meeting our Excellent Learning and Teaching goal:

1. The College increased its focus on individual student data, differentiation and capacity building through Professional Development, embedding Effective and Expected practices along with a greater focus on shared planning and moderation.
2. Focus on Assessment Capable Learners was achieved by improving our preparation process for NAPLAN and embedding NAPLAN readiness activities throughout the curriculum.
3. Focus on Explicit Teaching was achieved through targeted Professional Development, incorporating cognitive verbs and utilising Higher Order Thinking questions in our planning.

### Building a Sustainable Future

1. Create sustainability through building capacity of all staff.
2. Exercise stewardship of resources with a focus on transparency, accountability and compliance.
3. Gather demographic information and forecasts to plan for future enrolment growth.

Progress achieved in meeting our Building a Sustainable Future goal:

1. The College strengthen its Collaborative Learning Culture by focusing on the development of a Shared Practice Model and promoting the importance of Professional Learning Teams.
2. There were moves towards more sustainable environmental practices within the College including the reduction in electricity costs from implementing the first stage of LED Lighting Program.
3. The College developed a comprehensive plan for future enrolment needs by conducting a demographic analysis, developing a comprehensive marketing plan and establishing a 5-year forecast to our budget.

### **Future outlook**

#### **Annual Implementation Plan for 2022**

<b>Strategic Priorities</b>	<b>Goal (Improvement Area)</b>	<b>Success Markers</b>	<b>Strategies for Improvement</b>	<b>Timelines</b>
<b>Catholic Identity</b>	1. Identify Catholic Perspectives in unit planning. 2. Leuven Program 3. Build teacher capacity within the BCE Religious Education Curriculum NSIT Recommendation 3 & 4	1. 'New' curriculum plans have embedded Catholic perspectives 2. Staff can articulate and explain BCE curriculum and teach so that it is responsive to our learners	1. Curriculum documents are updated and planned for success 2. Staff engage in professional learning opportunities	1. Term 1 – Unit Plans 2. Term 3 – Audit of Units for Catholic Perspectives
<b>Learning and teaching</b>	Embedded collaborative Australian Curriculum, planning, assessment, and moderation practices responding to NSIT	Widespread use of: 1. Moderation <u>Proforma</u> 2. Data literacy to inform learning and teaching that is planned, sequenced, prepared to enable	1. Deans of Enhancement enact collaborative teaching teams in response to student data including SRS/NAPLAN/PAT and QCAA state reports	1. Term 1 – QCAA State Reports 2. Term 2 – SRS Data 3. Semester 2 SRS/NAPLAN/PAT Data QCAA data (Student Management)

Strategic Priorities	Goal (Improvement Area)	Success Markers	Strategies for Improvement	Timelines
	Recommendation 1, 2, 3, 4, & 6	optimum student engagement in learning. 3. College wide curriculum plans 4. Leadership articulation of: - Xavier Pedagogical Model/Learning Framework - College Professional Learning Plan for 2022	2. Ensure consistent expectations and templates for continuum of learning	Learning and Teaching Team 4. Term 1 – College Professional Learning Plan
<b>Wellbeing</b>	Enhanced and embedded Positive Psychology and Wellbeing Framework	1. Improved student attendance data 2. Students engaged in productive behaviours 3. Committee for improved attendance	1. Professional learning for staff on Positive Behaviours for Learning 2. Xavier Positive Psychology and Wellbeing Framework	1. Term 1: CLT and Deans of House have completed PB4L Eight Effective Classroom Practices and Responses
<b>Our people</b>	1. Professional Learning Plans developed and implemented 2. Development and implementation of classroom observations, mentoring and coaching through building trustful relationships and a collegial culture NSIT Recommendation 1 & 6	1. Teacher reflection on practice through professional learning groups and 2. Documentation of strategies to improve practice through observations	1. Through professional learning teams, engage in learning that builds, higher order thinking skills and Ignatian Pedagogy Paradigm. 2. Development of a team of teachers who will establish the Xavier Way of Observations and Feedback to improve teaching practice	1. Term 1 PLP and discussion of improvement agenda 29 July Progress Meeting 2. 9 September PLP Finalised 3. Term 2 – Xavier Way of Observations
<b>Diversity and inclusion</b>	Embedded effective pedagogical practices that identify practices that fill student gaps in knowledge, address student needs and is responsive to student aspiration NSIT Recommendation 1, 4, 5	1. Unit Plans that include differentiation strategies and strategies for HPL 2. Lessons are differentiated for academic success	Further develop staff understanding of pedagogical practices to improve student learning outcomes through professional learning,	Term 1, 2, 3, & 4
<b>Organisational effectiveness</b>	1. Creative use schoolwide resources for addressing student needs NSIT Recommendation 1 2. Specialist teachers teaching 'in field'	1. Monitoring student progress and addressing specific learning needs 2. Staff learning from each other 3. Staff input into teaching load	1. Use of class profiles 2. Monitor budgets and teacher allocations 3. Strategically employ qualified and engaged educators to inspire and engage our learners	1. Term 1 2. Term 3

# Our school at a glance

## School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Prep to 12

**Student enrolments for this school:**

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 1233	603	630	66

Student counts are based on the Census (August) enrolment collection.

Students at Xavier Catholic College 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 55.2%; Other Christian Tradition 19.9%; No religion, non-Christian or not stated 24.8%.

Approximately 80% of students come from the five original seaside suburbs of Point Vernon, Pialba, Scarness, Torquay, Urangan and the associated inland development. The remaining 20% are spread between the rural communities of Howard, Torbanlea, Burrum, Toogoom, Dundowran Beach, Dundowran and Craignish in the west and Booral and Riverheads in the east. The school population includes 5.5% First Nations students and 14.5% students with special needs.

## Curriculum implementation

### Curriculum overview

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; and 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.

### Extra-curricular 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 (QSSSA), 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.

## **How information and communication technologies are used to assist learning**

The Xavier Catholic College approach is developed out of the following emerging issues and implications for contemporary learning and teaching in all schools.

Learning and Teaching:

- Learners and teachers create contemporary learning environments and quality learning outcomes as they shape and enrich their own and others' worlds.
- Contemporary learning is personalised and provides anytime, anywhere access for students to portable technologies.
- Teachers' access to the Australian Curriculum and supporting professional resources will be delivered online.
- Brisbane Catholic Education is establishing access to teacher and student online learning and teaching environments and content.

This is underpinned by the following assumptions:

- The world of students within and beyond the school is connected by the use of contemporary information processing, communication and collaboration tools.
- Teachers engage in continuous learning to enhance their professional practice and the practices of their students.
- School and organisation leaders create the conditions that enable the vision to be realised.
- Parents are empowered to become actively involved in their child's education by accessing online communication, learning, reporting and monitoring systems.
- Planning and resourcing are future focused and flexibly delivered within the learning context of the school.
- Accountability and improvement are reviewed through the School Cyclical Review process in accordance with the BCE Strategic Renewal Framework.

## **Social climate**

### **Overview**

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 recognised as an individual with particular needs. We are a welcoming community 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.

### **Parent, student and staff satisfaction**

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

### BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree <sup>#</sup> that:	
This school helps my child to develop their relationship with God	96.6%
School staff demonstrate the school's Catholic Christian values	94.9%
Teachers at this school have high expectations for my child	93.4%
Staff at this school care about my child	93.4%
I can talk to my child's teachers about my concerns	95.1%
Teachers at this school encourage me to take an active role in my child's education	90.2%
My child feels safe at this school	93.4%
The facilities at this school support my child's educational needs	91.0%
This school looks for ways to improve	94.8%
I am happy my child is at this school	89.8%

### BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree <sup>#</sup> that:	
My school helps me develop my relationship with God	67.4%
I enjoy learning at my school	82.4%
Teachers expect me to work to the best of my ability in all my learning	95.6%
Feedback from my teacher helps me learn	88.2%
Teachers at my school treat me fairly	76.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	58.4%
I feel safe at school	80.1%
I am happy to be at my school	79.9%

### BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree <sup>#</sup> that:	
Working at this school helps me to have a deeper understanding of faith	91.3%
School staff demonstrate this school's Catholic Christian values	86.4%
This school acts on staff feedback	80.2%
This school looks for ways to improve	95.1%
I am recognised for my efforts at work	79.6%
In general students at this school respect staff members	85.4%
This school makes student protection everyone's responsibility	98.1%
I enjoy working at this school	97.1%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## **Family and community 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 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. We also have established processes in place for consulting parents when making adjustments to assist students. We have strong connections to the local community both through our Vocational Education and Work Experience Programs as well as our Community Service Programs.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

#### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	88	47
Full-time Equivalents	78.6	34.7

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	14
Graduate diploma etc.**	11
Bachelor degree	60
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

Professional Learning activities are identified and planned by the staff and administration. These align with College Strategic Renewal Plan and Annual Action Plan endorsed by BCE. In 2021, professional development related to the following priorities were offered to staff: Literacy across the Curriculum, Pedagogical Practices, Ignatian Spirituality, the Australian Curriculum and QCAA's PD offerings to support the implementation of the new QCE.

The proportion of the teaching staff involved in professional development activities during 2021 was 46% (External PD) (40 staff from total of 88 teaching staff), and 100% Internal PD (Twilights).

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.3%

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

From the end of the previous school year, 87% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4% and years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	91.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.6%

Average attendance rate per year level			
Prep attendance rate	91.5%	Year 7 attendance rate	91.8%
Year 1 attendance rate	91.1%	Year 8 attendance rate	91.1%
Year 2 attendance rate	92.5%	Year 9 attendance rate	90.5%
Year 3 attendance rate	92.6%	Year 10 attendance rate	91.8%
Year 4 attendance rate	92.4%	Year 11 attendance rate	93.0%
Year 5 attendance rate	92.7%	Year 12 attendance rate	92.3%
Year 6 attendance rate	91.6%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	90.6%

### Description of how non-attendance is managed by the school

Recording of student attendance takes place at the morning Pastoral Care session and for each of the five 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 are 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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	83
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	24
Number of students awarded a VET Certificate II or above.	24
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	75
Number of students receiving an ATAR	54
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100

As at April 2021. The above values exclude VISA students.

# Student destinations

## Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

## Early leavers information

The destinations of young people who left the school is tracked at the time of departure.

Particular focus is given to students in Years 10, 11 and 12. Generally, most early leavers were the result of transferring to other schools as a result of family relocation. Additionally, some early leavers attained apprenticeships or full-time work.

The school offers support to early leavers by providing information to their new school or references upon request. Members of the Pastoral Team take responsibility for conducting an exit/transition interview.