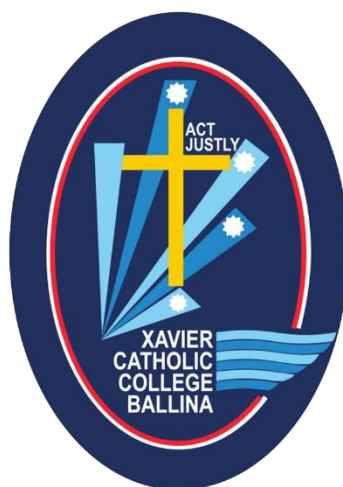


Annual School Report

2018 School Year

Xavier Catholic College, Ballina



2 Redford Drive

Skennars Head NSW 2478

Phone 02 6687 6484

www.xavierlism.catholic.edu.au

About this report

Xavier Catholic College, Ballina is registered by the NSW Education Standards Authority (NESA) 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 and the achievements arising from the implementation of the school Improvement Plan.

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

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 6687 6484 or by visiting the website at www.xavierlism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of Xavier Catholic College, Ballina 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, Ballina 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 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Xavier Catholic College, Ballina has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Achieved outstanding Higher School Certificate results with an excellent overall student performance that included 58 Band 6s.
- One student, achieved Band 6 in ten or more units and as such was recognised on the "All Rounders Merit List".
- The Dux achieved an Australian Tertiary Admission Rank (ATAR) of 99.15 and ten other students achieved ATARs over 90.
- Had one student placed first in the state in the HSC Italian Beginners course.
- Had fifty-four students named on the "Distinguished Achievers" list for results over 90 for individual courses.
- Results in the NAPLAN Tests in Years 7 and 9 showed outstanding improvements in writing with significant gains in Year 9.
- Presented students for the Australian-wide English, Mathematics and Science competitions, with a number of students achieving High Distinctions, Distinctions and Credits.
- Had Year 8 and 10 students sat the NSW Religious Education Tests and achieved excellent results with a number gaining Distinctions and Credits.

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 2018 the school:

- Music and tuition program continued to produce outstanding results in both fields of musicianship and academic achievement.
- Performed "High School Musical" with outstanding success.
- Marching Band once again led the Schools' section of the ANZAC Day march in Ballina.
- Band and choir performed at the Lennox Head Carols Evening, and for the children at St Anne's Long Day Care Centre.
- Had students actively involved in the Ballina Junior Chamber of Commerce, Lions Youth of the Year, Lismore Music Festival, debating and chess competitions.
- Student raised funds for Legacy, the St Vincent de Paul Society, Jesuit Refugees, Jesuit Missions and Caritas Australia.
- Students also represented Xavier Catholic College at the Lismore Music Eisteddfod with outstanding results, taking out a record number of prizes.
- Students and staff took part in the annual "Clean-up Australia Day" campaign.
- Students and staff took part in the "Relay for Life".



Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- Our Swimming and Athletics Carnivals were once again highlights for the College community. A 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 athletics and golf, where students represented at Combined Catholic Colleges level and one at All Schools level.

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, Ballina is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Michael Vella
Principal

1.2 A Parent Message

As 2018 comes to an end we reflect on the busy year we have had. The College has welcomed many new faces and now prepares to once again farewell a lovely group of young men and women as they embark on the next chapter of their lives.

The Xavier Catholic College Parent Group is open to all parents of students at the College. The group meets on the second Thursday of each month during the term. The meeting is attended by the College Principal and the two Assistant Principals, members of the faculty and various parents. All parents are welcome and encouraged to attend.

Throughout the year the Xavier Catholic College Parent Group has had the amazing opportunity to listen to the staff give presentations on a variety of topics. The presentations are informative and an opportunity for parents to learn more about life at the College.

The Parent Group would like to extend their thanks and gratitude to the College Executive and all of the staff at the College for their valuable time and contribution. We are grateful to Leanne Robbins for providing a monthly report on the many events organised by the Parent Assembly.

Sarah Saunders
Secretary.
Xavier Catholic College Parent Group

2.0 This Catholic School

2.1 The School Community

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



Last year the school celebrated 19 years of Catholic education.

The parish priest Father Michael Nilon is involved in the life of the school.

Xavier Catholic College, Ballina 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 activities such as:

- The school Conference of St Vincent de Paul (SVdP) which is actively involved in fundraising for the Ballina Conference of 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 hosted by Xavier Catholic College, where 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.
- Father Michael celebrated whole College Masses on two occasions throughout the year: our Opening Mass and our Year 12 Graduation Mass, in our College hall, the Magis Centre.
- Father Wilber 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.

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, Foundational values for Catholic Identity and Mission*. 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, Ballina caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2018	TOTAL 2017
Male	68	91	71	73	62	66	431	458
Female	89	65	72	87	87	72	472	454



Indigenous <i>count included in first two rows</i>	4	4	4	6	1	2	21	19
EALD (Language background other than English) <i>count included in first two rows</i>	10	10	15	10	8	8	61	24

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 week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. 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 2018 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance rates	93.1%	91.0%	89.9%	89.7%	91.7%	90.5%	91.0%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	70
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	26



6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	25

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.51%. This figure is provided to the school by the CSO.

There were some significant changes to staffing at Xavier Catholic College by the end of 2018. A long serving English teacher retired after 13 years at Xavier Catholic College, an English teacher left to take up a leadership position at another high school and a further teacher has left the profession all together. One science teacher has taken leave for twelve months. All these members of staff have been replaced.

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:

- participation in school ceremonies to commemorate ANZAC Day and Remembrance Day.
- the College's Social Justice group and the inclusive nature of the College's Learning Centre gives 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, whereby a half hour lesson time has been assigned weekly, is aimed at student development in all areas – spiritual, social, emotional as well as intellectual.
- 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, Jesuit Refugee Services, Jesuit 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 suffering from 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 2018, many parents expressed their satisfaction with the way in which 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 Principals and other members of staff, many parents expressed their satisfaction with the way in which specific issues were handled.
- All teachers were surveyed and interviewed by the Principal and/or Leadership Team as part of the MyFeedback program in order to discuss their teaching throughout 2018, ascertain their intentions for the following year, and to set goals. During these interviews teachers were questioned on what is working well and what areas could be improved. The majority of teachers indicated that they were satisfied with the direction the College is heading.
- In 2018 all staff, and all students and randomly selected parents contributed to data which was used to inform the College's Strategic Plan for the next three years. The feedback was overwhelmingly positive.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Secondary Education. Students study NESA 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 NESA, Xavier Catholic College offers a major innovation in its Year 7 curriculum. The College has designed and developed a course in Technology Skills.
- 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, a wide range of Vocational Education and Training (VET) courses offered at Xavier Catholic College includes 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 Beauty Services, Electrotechnology and Animal Studies.
- Xavier Catholic College has, since its foundation in 2000, been a leader in ICT and digital education with both an internal fibre cable network and a Wireless Local Area Network (WLAN). The WLAN supports the College's provision of a One-to-One student device 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

Xavier Catholic College continues to work towards developing 21 century pedagogy. This pedagogy will underpin learning across the school. Students in Year 8 participated in the 'STEM Program'. They were required to design, construct and deploy water propelled rockets. Additionally, Year 8 students were introduced to project based learning (PBL), whereby they worked in teams to produce a presentation on social justice organisations, for Religious Education. The College's peer-to-peer tutoring centre, which operates on Thursdays and Fridays, continues to expand in terms of student numbers. The centre is housed in the school library where junior students have access to senior students who volunteer to assist them with literacy and numeracy. Teaching staff volunteer to supervise the centre which operates from 8:00 am to 8:50 am.

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

- The musical, "High School Musical", a performance which saw a cast of well over 150 students from Years 7 to 12. The musical was performed on five occasions including two matinees which were all sellouts.
- An Open Night with staff showcasing what was on offer at Xavier Catholic College.
- An 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 leading the schools' section of the Ballina ANZAC Day march.
- The St Vincent de Paul Society, 'Relay for Life', Blood Bank, Lions Youth of the Year, Leos and fund raising for Jesuit Refugee Services and Jesuit Mission.
- A variety of social justice programs such as Project Compassion, Catholic Missions, the Year 11 Street Retreat and visiting a nearby aged care facility.
- A comprehensive variety of sporting activities at school, local, Regional and State levels.
- The Jesuit Student Leadership Conference.

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, 151 students presented for the tests while in Year 9 there were 137 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. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.

At Xavier Catholic College, Ballina, 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 Data Analysis workshops.

The following data indicates the percentage of Xavier Catholic College, Ballina 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	11.8	15.3	18.9	24.7	27.2	35.3	24.6	21.3	12.0	2.7	4.6	0.7
Writing	3.7	3.3	14.9	21.9	20.7	27.8	27.2	29.8	22.9	11.9	6.3	1.3
Spelling	12.7	11.3	23.0	32.5	25.9	20.5	22.2	25.8	9.5	7.3	5.7	2.6
Grammar and Punctuation	14.8	13.2	15.4	20.5	26.5	31.8	22.1	26.5	14.0	6.6	5.9	1.3
Numeracy	13.5	9.4	17.7	32.9	28.7	34.2	25.3	18.8	11.7	4.0	2.2	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	3.6	16.6	20.4	30.1	38.7	25.6	24.8	14.2	12.4	5.2	0.0
Writing	5.3	5.8	12.8	13.9	30.0	31.4	36.0	27.0	9.3	11.7	6.5	7.3
Spelling	17.4	6.6	20.8	20.4	29.5	29.2	19.3	29.2	8.1	11.7	5.0	2.9
Grammar and Punctuation	21.8	9.5	14.4	20.4	25.7	29.2	16.0	18.2	15.6	21.2	6.4	1.5
Numeracy	13.4	9.5	19.1	17.5	29.3	34.3	23.6	32.8	11.6	5.8	3.0	0.0

The overall NAPLAN score data provides evidence that Xavier Catholic College performed above the State across all domains of testing. The Year 7 Writing score was the test domain most significantly above the state average (with 68.2% of students in the school cohort demonstrating above expected growth, compared to 54.9% in the State). Similarly, in Year 9, the Writing domain was most significantly above the State average (with 60.4% of students in the school cohort demonstrating above expected growth, compared to 53.1% in the State). The percentage difference illustrate that averages are higher above the State average for Year 7 than Year 9.

In Year 7 between 58% and 68% of students exceeded the Expected Growth rate across all domains. These results were also higher than both the Similar Schools and State calculations comparisons. Year 9 results were closely aligned to State and Similar School results, with lower results in Spelling and Reading domains. However, more than half of the students achieved results higher than the expected growth percentages.

A number of initiatives contributed to these results including a whole school writing goal and professional learning to improve teacher capacity and students' results. Future improvements have been targeted in Reading comprehension and this is embedded in our whole school goal for 2019, with school based professional learning delivered to support the attainment of this goal.

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: Percentage of students in Bands 4, 5, 6

	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion 1	51%	76%	79%	81%	59%	71%
English Standard	71%	50%	76%	54%	73%	50%
English Advanced	92%	91%	91%	91%	95%	91%
General Mathematics	78%	52%	68%	50%	71%	53%
Mathematics	86%	77%	91%	74%	88%	78%

The English faculty has encouraged members to be involved in HSC Marking. They have also been deliberate in their choices of texts to suit the learners and meet module requirements. The Mathematics faculty maintains its commitment to academic rigor and excellence across all levels of the courses studied at Xavier Catholic College.

There were several other exceptional results achieved in Software Design and Development, Design and Technology, and Information Processes and Technology. Along with Extension 1 English and Extension 1 Mathematics, these course witnessed 100% of the candidature achieve in the top two Bands.

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

Senior Secondary Outcomes Year 12, 2018	% of students undertaking vocational training or training in a trade during the senior years of schooling.	32%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

On top of a first in the State for Retail in 2017, the VET students at Xavier in 2018 achieved 2 Band 6's and performed above the state average in all frameworks.

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, 2018 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	47%	17%	19%	17%

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 2018 were:

Staff Professional Learning Activity	Date	Presenter
Classroom Management	30/04/2018	Peter Miles
School Improvement Plan	23/07/2018	David Eyles
MyFeedback Workshop	15/10/2018	Carmel Zuino
HSC Analysis Workshop	20/12/2018	Amanda Falvey and Carmel Zuino
Staff Retreat	01/06/2018	David Eyles and Mary Howard

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

Activity	Staff numbers	Presenter
Writing workshop	35	Carmel Zuino
The Google Suit	20	Trent Dooley
Cycles of Improvement	80	Amanda Falvey
HSC New English Syllabuses	5	NESA
HSC New Maths Syllabuses	4	NESA
HSC New Science Syllabuses	4	NESA
VETAG	1	Lismore CSO
YMO Training	2	Lismore CSO
Graduate Teacher Formation	5	Lismore CSO
Unpacking New TAS Syllabus	6	Lismore CSO
JACSA Welfare Conference	2	Jesuit Welfare Coordinators



JACSA Teaching and Learning conference	3	Jennie Hickey
Work, Teach and Lead	5	CSO Lismore
Collaborative Common Assessment	8	Peter Hayes

The professional learning expenditure has been calculated at \$8100 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.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at Xavier Catholic College, Ballina 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. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the



school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. 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.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

4.5 Complaints and Grievance Policy

The school 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. The policy is available at the front office or from the [school's website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Provided a Liturgical calendar schedule which includes the designated celebrant where possible. • Continued to implement Friday Pastoral Care Programs. • Continued to implement Year 9 Program in which every student was exposed to spirituality exercises and social justice activities. • Senior students were involved in the 'Five Loaves' program, feeding the underprivileged of Ballina community • Continued to develop the partnership with the parents through the College's "Parent Group" who met once per month. • New staff undertook the two day IGNIS 1 program • Supported and promoted consistent practice of the Awareness Examen 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Continue to develop a vibrant prayer life and participation in community worship. • Ensure classroom teaching is complimented and reinforced by other connections to the Jesuit 'story.' • Teaching programs will continue to highlight Saints with a connection to the College's Houses. • Teaching programs will continue to highlight Catholic Social Teaching. Classroom teaching will be enhanced by tangible connections of College life to CST and Ignatius Loyola's directive of love shown 'more in deeds than words.' • Formation in prayer will continue to be a focus.

<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Empowered all staff and students to play an active and unified role in promoting well-being and pastoral care. • Developed a new student leadership structure. • Developed and promoted clear and consistent expectations including behaviour and management. • Continue to become a more environmentally friendly school. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Redevelop the staff work area to include collaborative spaces for meetings and planning. • Create a room for the Heads of House to work with students with welfare issues - the Rodriguez Room. • Give students more voice through the new student leadership structure. • Introduce the vertical House and Pastoral Care system. • Introduce the role of Year 7 Transition Coordinator.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Further supported and facilitated effective professional learning. • Fostered collaboration to develop knowledge and implementation of contemporary pedagogical practices to improve student learning. • Made writing the focus of the schools' teaching and learning goal. • Investigated the development of flexible learning spaces. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • All teachers focused on writing and reading comprehension implemented across the College within Cycles of Improvement and the whole school goal. • Engaging and planning in PLT to embed strategies to improve reading comprehension. • Ongoing professional learning opportunities targeted to improve teacher capacity to effectively teach writing, reading and comprehension. • Numeracy Coordinator to work with LoLs from all KLAs to document what aspects of Numeracy are relevant to each KLA and where they would benefit from specialised support from the Mathematics Department. • Numeracy Coordinator to use data to Investigate possible focus areas for extension.. Increase Maths teacher pedagogy re "foundations" (Peter Sullivan). • Engage PLTs in collaborative planning. Support the PLT structures within the College community. • Faculty planning and programming time to be embedded on Term Calendars. • Plan for and implement programs and assessment that align with new NESA syllabus documents. <p>Embed process to gain student evaluation of the learning/teaching experience.</p>

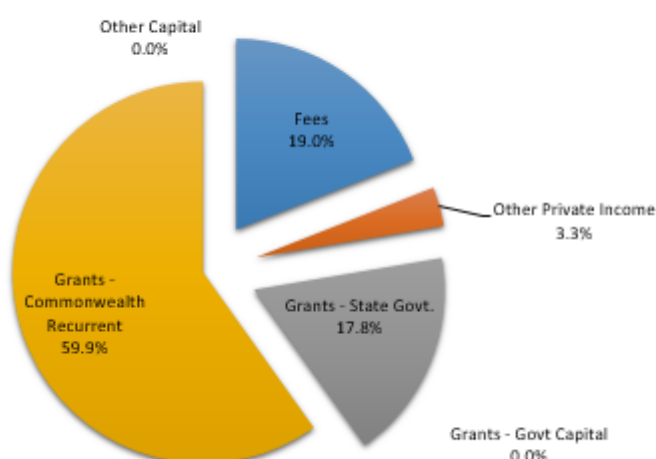
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Created a cohesive College community working together with a common purpose. • Reviewed and refined vision statement. • Investigated and proposed a new pastoral care structure with vertical homerooms. • Promoted opportunities for community involvement within the college. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Community connections will be observable between students from different year levels. • A sense of connectedness to College Mission and identity will be evident in College events and structures. • Student Leadership will complement Pastoral Care structures and foster connection and community spirit. • The House Structures will promote social justice within and beyond the College community.
---	--

6.0 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 2018 is presented below:

**2018 INCOME - Xavier Catholic College Ballina
SKENNARS HEAD**



**2018 EXPENSE - Xavier Catholic College Ballina
SKENNARS HEAD**

