

Annual School Report 2017 School Year



**Xavier Catholic College
Ballina**

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About this report

Xavier Catholic College 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 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 (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, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2018 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 6618 0180 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 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 continue 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 2017. 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 2017:

- Xavier Catholic College once again achieved outstanding Higher School Certificate results with an excellent overall student performance that included 56 Band 6s. One student, Madeline Baldwin gained Band 6 in ten or more units and as such was recognised on the All Rounders Merit List.
- Congratulations went to Allirah Wallace on her 99.1 Australian Tertiary Admission Rank (ATAR) and the 16 other students who achieved ATARs over 90.
- Congratulations went to Katya Gecso who was placed first in the state for Retail Services.
- 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.

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 2017:

- The music and tuition program continued to produce outstanding results in both fields of musicianship and academic achievement.
- The College Marching Band once again led the School's 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, Lismore Music Festival, and debating and chess competitions.
- Drama students took part in the NORPA Drama program.
- Students 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 performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2017:



- 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, swimming, surfing and golf where several students represented the College at Combined Catholic Colleges level.
- Congratulations went to Harvey Remfrey who represented the College in golf 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 and surfing.

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 effort. Xavier Catholic College is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Michael Vella
Principal

1.2 A Parent Message

2017 was a busy year for the staff and students of the College. Throughout the year the Xavier Catholic College Parent Group continued to meet on the second Thursday of each month. The meeting provides an informal platform for parents and teachers to discuss current events and share ideas concerning the College. It is also a great way to meet other parents. This year it was pleasing to see so many new faces, particularly from parents of Year 7 students and we hope to see many more in the future.

We would like to thank all the staff members and faculty leaders who gave very informative presentations on a variety of topics throughout the year. These were particularly helpful for new families.

The Xavier Catholic College Parent Group would like to extend their thanks and gratitude to both Mick and Amanda, who graciously gave up their time to attend each meeting and provide valuable feedback and discussion. A big thank you must also go to Leanne Robbins for providing a monthly report on the many events organised by the Parent Assembly.

Sarah Saunders
Parent Group Secretary
Xavier Catholic College Parent Group

2.0 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 eighteen years of Catholic education.

The parish priest Father Michael Nilon is 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 wide range of activities.



- The school conference of St Vincent de Paul (SVdP) which is actively involved in fundraising for the SVdP 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 SVdP 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.
- Father Michael celebrated whole College Masses on two occasions – our Opening Mass and our Year 12 Graduation Mass in the Magis Centre.
- Father Michael also 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 caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2017	TOTAL 2016
Male	93	70	76	71	81	67	459	451
Female	63	72	86	80	77	76	454	456
Indigenous <i>count included in first two rows</i>	3	3	7	1	3	2	19	21
EALD (Language background other than English) <i>count included in first two rows</i>	4	4	1	6	4	5	24	5

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. 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 2017 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance rates	93.8%	92.1%	91%	91.3%	92.1%	92.4%	92.1%

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.	81
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.	34
5.	Number of staff identifying as indigenous employed at the school.	2
6.	Total number of non-teaching staff employed at the school.	33

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. This figure is provided to the school by the CSO.

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 school participates in ceremonies to commemorate ANZAC Day and Remembrance Day.
- The College Social Justice group and the inclusive nature of the College's Learning Centre gives living witness to the College values of 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 includes a half hour lesson which has been assigned weekly and 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 is run for students suffering 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 and 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 2017, 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 several 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 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.
- As part of the Lismore Catholic Schools Office initiative, Xavier Catholic College participated in the Insight SRC project which surveys all staff, all students and 200 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 of need and then report to the staff.

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.
- In Year 8, STEM classes are conducted through an integrated curriculum.
- 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 are offered at Xavier Catholic College 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 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.

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 distinctive 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, 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.
- Involvement in the Jesuit Student Leadership Conference.
- The national competitions for English, Mathematics and Science.
- The Year 9 program, whereby students rotate through four activities over the year which include spiritual development, personal development, community service and outdoor activities.

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, 152 students presented for the tests while in Year 9 there were 158 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 sit the HSC. Students can demonstrate they have met the standard by achieving Band 8 in Year 9 NAPLAN in Reading, Writing and Numeracy or pass an online literacy and numeracy test in Years 10, 11 or 12.

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	
	Sta te	Sch ool	Sta te	Sch ool	Sta te	Sch ool	Sta te	Sch ool	Sta te	Sch ool	Sta te	Sch ool
Reading	11.8	22.7	18.8	26.0	29.6	30.7	23.5	15.3	11.1	4.7	5.2	0.7
Writing	5.4	5.3	15.9	15.1	21.6	21.1	27.3	41.4	21.1	15.1	8.7	2.0
Spelling	14.3	14.5	27.0	38.8	26.9	29.6	17.3	11.8	9.8	4.6	4.7	0.7
Grammar and Punctuation	12.8	13.8	17.3	26.3	30.2	34.2	21.5	15.1	10.5	7.9	7.8	2.6
Numeracy	17.1	19.5	17.8	30.9	29.0	34.2	22.2	13.4	11.6	2.0	2.4	0.0

Year 9 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 5 to 10

BAND	10		9		8		7		6		5	
	Sta te	Sch ool	Sta te	Sch ool	Sta te	Sch ool	Sta te	Sch ool	Sta te	Sch ool	Sta te	Sch ool
Reading	7.6	8.9	17.1	20.4	33.7	38.9	21.1	26.8	14.9	5.1	5.6	0.0
Writing	7.3	3.8	10.7	12.7	27.2	42.0	20.0	24.8	18.7	12.7	16.1	3.8
Spelling	9.1	3.2	22.0	28.5	24.0	29.7	25.8	26.6	12.8	10.8	6.2	1.3
Grammar and Punctuation	11.1	8.9	13.7	18.4	26.7	36.7	24.6	25.9	15.3	9.5	8.5	0.6
Numeracy	12.1	10.3	17.7	31.4	28.7	34.0	25.9	21.8	14.6	2.6	1.0	0.0

The results show that students have performed well in 2017. The whole school agreed goal to improve writing skills in all students was consolidated this year leading to improved results in this area, particularly in the number of students receiving a Band 8 or above. Teachers have been increasingly aware of the focus to improve Year 9 writing and addressed this in a number of ways. NAPLAN results have been analysed and discussed at Leaders of Learning meetings and full staff meetings.

Furthermore, the Leader of Pedagogy and Leader of Literacy and Numeracy have ensured staff have accessed a range of writing improvement strategies during staff professional development. Formative assessment based on writing improvement has been collected, discussed and analysed across the curriculum by Professional Learning Teams at a faculty level. This has been used in addition with SMART data by staff to target differentiated writing improvement strategies to students in their class.

Students participate cooperatively in the College Silent Reading program and the benefits of this program are evident in the Reading results. Furthermore, targeted use of regular grammar, spelling and punctuation lessons in the junior school have led to improved results in these areas. The number



of students achieving below national minimum standard is consistent with previous years and we continue to support these students with an increasing number of intervention strategies in both Literacy and Numeracy. These intervention programs coexist with the peer tutoring program which takes place at the College 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						
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion 1	71%	78%	51%	76%	79%	81%
English Standard	57%	42%	71%	50%	76%	54%
English Advanced	98%	91%	92%	91%	91%	91%
General Mathematics	78%	51%	78%	52%	68%	50%
Mathematics	100%	81%	86%	77%	91%	74%
Drama	100%	82%	100%	83%	94%	83%
English Extension 1	100%	99%	100%	99%	100%	99%

Xavier Catholic College continues to perform well against the state in many subject areas. The English faculty has performed particularly well across all four elements of the faculty, with particularly strong cohorts in Advanced and Extension I English.

Studies of Religion I is a stand out performer from Xavier Catholic College in 2017. Several strategies, from simple deconstruction of questions to flipped classrooms and a strong emphasis on post Trials revision has resulted in significant improvement in this subject. Drama has utilised exemplar scripts from previous years for the students to use as a guide for their essays.

Identification of strong Mathematics students in Stage 4 and 5 has continued to be effective in garnering excellent Mathematics results for Xavier Catholic College.

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 Professional Learning Team structure and professional learning 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

Senior Secondary Outcomes Year 12, 2017	% of students undertaking vocational training or training in a trade during the senior years of schooling.	12%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Xavier Catholic College's commitment to the VET program continues to achieve results. Retail was particularly strong this year with one of our students achieving first in the state for this subject. All students undertaking VET courses met all set competencies.

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, 2017 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	66%	35%	27%	15%

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 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 2017 were:

Staff Professional Learning Activity	Date	Presenter
Staff Retreat	27/03/17	College Executive
Proclaim	25/05/17	Jonathon Doyle
Embedding Catholic World View	30/06/17	Leaders of Learning
Dolsis Data Analysis	22/09/17	School Improvement Team
National Curriculum	24/04/17	Leaders of Learning

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

Activity	Staff numbers	Presenter
Flipped Classroom	20	John Cunynghame
HSC Data Analysis	12	Carmel Zuino
Writing Skills in the Classroom	20	Carmel Zuino
Google Classroom	28	Trent Dooley

The professional learning expenditure has been calculated at \$7,590 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 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2017.

All policies can be sited on the College website – www.xavierlism.catholic.edu.au

Policy name	Status in 2017 (No change, new policy, changes made)	Access this policy at:
Evacuation	Changes made	College intranet
Lockdown	Changes made	College intranet
Magis Award (merit system)	Changes made	College intranet
Uniform	Changes made	College intranet/student diary
Exam procedures	Changes made	College intranet
Mobile Phone	Changes made	College intranet
Illness / Misadventure	Changes made	College intranet
Reporting	Changes made	College intranet
Assessment	Changes made	College intranet
Playground Duty	Changes made	College intranet
Code of preferred practice/behaviour management	Changes made	College intranet

4.2 Enrolment Policy

Every new enrolment at St John's College requires parents to attend an enrolment interview. The 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 who are 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 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 new 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 in the connection and collaboration between parents and the school and finally the vital ingredient lies in the type of environment that the school creates and 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 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, 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 by regular inspections and reviews of policies and procedures to 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 ranging from individual contracts through to the detentions mentioned above, but it is important to state the College does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The Anti-Bullying Policy builds on the College's Student Welfare and Discipline Policies to provide clear procedures and strategies to prevent, reduce and respond to bullying. Bullying is viewed as a major breach of the College rules and behavioural expectations and therefore follow up action will align with our College Behaviour Management and Student Discipline Policy.

Any reports of bullying will be investigated and appropriate action will be taken promptly. The response to bullying will include.

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.

5.0 School Determined Improvement Targets

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2017 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year.

Key improvements achieved this year	Key Improvements for next year
Catholic Identity and Mission <ul style="list-style-type: none">• All staff were involved in Ignatian Formation through the IGNIS 1 program• Students were engaged in social justice activities, e.g. Jesuit Mission, Caritas, St Vincent de Paul and Jesuit Refugee.• There was emphasis on the continued implementation of the Awareness Examen as part of daily life at the college.• We continued to strengthen our partnership within the Jesuit education network, e.g. JACSA debating and the Student Leadership conference.	Catholic Identity and Mission <ul style="list-style-type: none">• Promote service and social justice opportunities• Support and promote consistent practice of the Awareness Examen• Review and foster opportunities for worship that encourage students to develop and explore their faith
Organisation and Co Leadership <ul style="list-style-type: none">• The induction process for new and casual teachers and staff was reviewed and amended.• Clearer and more efficient communication systems were used.• The Cycles of Improvement (COI) for all teaching staff was implemented in line with CSO guidelines.	Organisation and Co Leadership <ul style="list-style-type: none">• Empower all staff and students to play an active and unified role in promoting wellbeing and pastoral care.• Develop and promote clear and consistent expectations including behaviour management.• Continue to become a more environmentally friendly school.
Teaching and Learning <ul style="list-style-type: none">• Weekly Professional Development opportunities were offered to all staff.• Strategies for sharing professional practice including 'peer-to-peer' observation and learning walks were embedded.• Data from internal and external sources were used to inform the teaching and learning process.	Teaching and Learning <ul style="list-style-type: none">• Further support and facilitate effective professional learning• Foster collaboration to develop knowledge and implementation of contemporary pedagogical practices to improve student learning

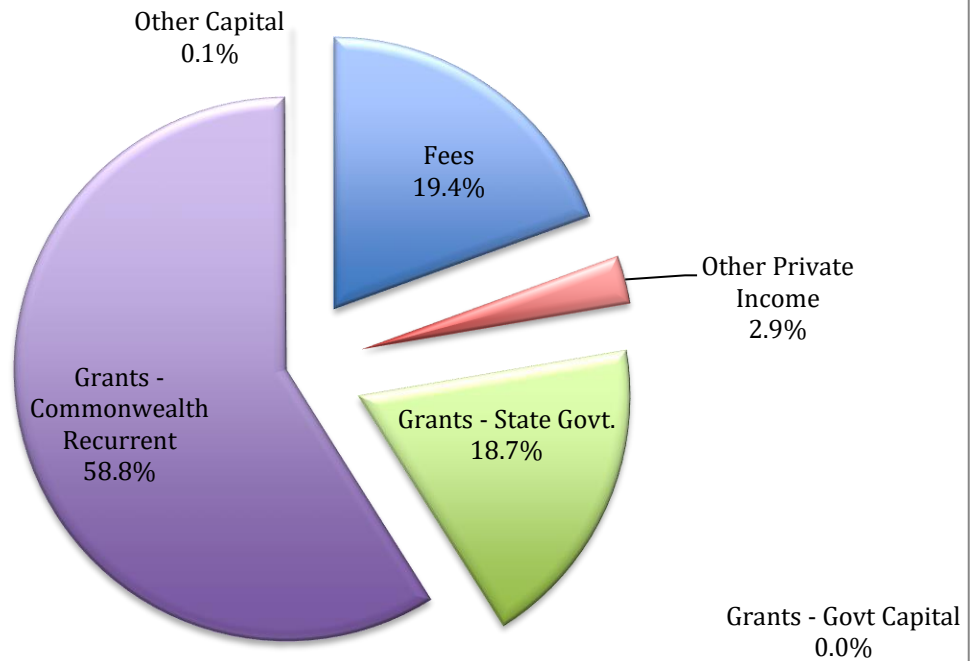
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Communication with the wider community was implemented through the College newsletter, website, message alert system and event notification. • Our monthly Parent Group meetings attracted more parents. • A more collaborative approach to decision making was made by reflective practice. • Stronger relationships were formed through engaging our students in community events. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Create a cohesive college community working together with a common purpose. • Review and refine vision statement. • Promote opportunities for community involvement within the College.
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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 2017 is presented below:

2017 INCOME - Xavier Catholic College Ballina SKENNARS HEAD



2017 EXPENSE - Xavier Catholic College Ballina SKENNARS HEAD

