

# 2015 ANNUAL SCHOOL REPORT



## Xavier College, Llandilo

PO Box 98, Cranebrook 2749

Principal: Mr Michael Pate

Phone: 4777 0900 Fax: 4777 0930

Email: [xavier@parra.catholic.edu.au](mailto:xavier@parra.catholic.edu.au)

<http://www.xavierllandilo.catholic.edu.au>



Catholic Education  
Diocese of Parramatta

## Introduction

---

### About the Annual School Report

Xavier College is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

## Key Messages

---

### Principal

It is a great privilege to present to you the 2015 Annual School Report for Xavier College, Llandilo.

It was another successful year for the college in both academic successes and achievements in the wider community. Our Higher School Certificate (HSC) results reflected the hard work of many of our students culminating in our best results including our highest number of band 6 awards in Advanced English since 2010. A significant number of students in the HSC class, 2015, attained positions at a variety of universities. Our dux received an Australian Tertiary Admission Rank (ATAR) of 95.65. Many students were distinguished achievers and these results were across all faculties. Together with university placements, a number of students received successful traineeships and apprenticeships. In terms of both 'value added' and competitiveness Xavier College experienced significant growth.

This significant growth was also reflected in our National Assessment Program-Literacy and Numeracy (NAPLAN) results. This growth was shown in numerous domains, especially Numeracy and reflected the consistent and whole-school approach that had been adopted and implemented.

Success for Xavier College was reflected not only in results but just as importantly in the many aspects of college life that contributed to the lives of our students. Students were involved in a range of activities including many community events. Our Agriculture Show Team had the most successful year winning several competitions throughout the year. There was strong and committed participation in social justice initiatives such as the 'Vinnies Van', Caritas and St Vincent de Paul. On the sporting field Xavier College continued to excel in achieving successes in a range of sports both at a local, zone and state level, with many students receiving a Parramatta Diocese Sporting Blue Award.

In 2015, once again we enjoyed the support of our parents, our parish and members of the wider community

### Parent

A strong partnership continued to be maintained between Xavier College and the parent body throughout 2015. Parental involvement was encouraged, with invitations extended and accepted for a number of events and activities held during the year. This involvement enabled parents to establish a broader understanding and appreciation for the education processes undertaken by students of the college. An active Parents and Friends (P&F) Association continues to meet each month with 20 or more parents in attendance. The college principal and assistant principal also attend these meetings to keep the parents informed of what has been happening at the college. Parents' opinions and suggestions are sought at these meetings as part of the college's decision making process. All questions are regarded as being relevant and sometimes lead to a raised awareness and understanding of the feelings of some students and parents on a range of topics under discussion.

Fundraising events organised by the P&F are well supported by the college. During 2015 the P&F provided donations to support World Youth Day 2016 and provided prizes to support the walkathon. The college and the P&F continued to work together toward a collective goal.

The fortnightly newsletter, *The Companion*, is available to all parents on the college website, or as a hard copy to those who request it. A Short Message Service (SMS) is used to send reminders to each family about important events such as parent/teacher interviews, P&F meetings, exam blocks etc. Parents appreciate the timeliness of these reminders and consider them a key method to deliver communication from the college to home.

We encourage all parents to participate in the life of Xavier College. For those parents who choose to become involved, it is obvious that there is a mutual respect between the staff and the parents which is greatly valued by both parties.

## Student

All students are encouraged to contribute positively to the Xavier College community. Students contribute generously to social justice initiatives and actively work to support Caritas Australia and the St Vincent de Paul Society. Key leadership opportunities are available through the Student Representative Council (SRC) which plays an integral role both in the college and in the wider community during 2015. The SRC meets fortnightly to discuss issues and represent the voice of the student body. As a team, the SRC has continued to facilitate the running of regular college assemblies, and has also assisted in, or coordinated, the running of annual events including the Walkathon, Project Compassion, the collection of Christmas hampers, Xavier Day, the college open night, Harmony Day, the Red Shield Appeal, the St Vincent de Paul Door Knock Appeal, Winter Appeal, Pink Stumps Day and monthly barbecues for the school community. Several SRC students also proudly represented the college in events such as the local Rotary ANZAC Day service. The annual SRC leadership camp provides vital leadership skills to new members of the SRC.

### History of the school

Xavier College, Llandilo, was officially opened to serve the Corpus Christi parish on 1 March 1999. The college opened with the cutting of a red ribbon by the inaugural principal, and parish priest. Initially there were 160 students and 13 teachers housed in temporary accommodation. Our demountable buildings were located on the same site as the local Catholic primary school, Corpus Christi Primary School, in Andromeda Drive, Cranebrook. Construction commenced on the present Ninth Avenue site in 2004, with Xavier College operating for one year from both the Andromeda Drive and Ninth Avenue sites. From 2005 all classes were held at the Ninth Avenue site and, in 2008, the college was completed with the building of the administration block and new classrooms. The college has continued to grow and enjoys an excellent reputation in the wider community.

### Location/drawing area

Xavier College is a co-educational Catholic high school situated in Llandilo, in Sydney's outer west. We offer our students state-of-the-art modern facilities, and provide an optimum education in a safe learning environment. At Xavier College our philosophy is underpinned by the Christian tradition. We ask all students and families to embrace our values, acknowledging the sanctity of creation, the dignity of the individual, reconciliation, hope for the future, forgiveness and community. Xavier College serves the parish of Corpus Christi at Cranebrook and mainly draws on students from Corpus Christi Primary School, Cranebrook; St Joseph's Primary School, Kingswood; St Nicholas of Myra Primary School, Penrith; and St Mary Mackillop Primary School. It also draws on local state primary schools such as Llandilo, Samuel Terry, Henry Fulton, Werrington and Londonderry.

## Workforce Composition

---

<b>Category</b>	<b>Number of Staff</b>
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	80
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	14
Number of teachers currently undertaking accreditation to teach Religious Education	0
Number of non-teaching staff (includes teachers' aides)	26
Percentage of teachers who are indigenous	2
The average teacher attendance for 2015	94.26
Percentage of 2015 teaching staff who were retained from 2014	84

## Catholic Identity and Religious Education

---

### Prayer, Liturgical Life and Faith Experiences

During 2015 all assemblies, homegroup activities, meetings and information nights commenced with a prayer with a focus around our college symbols. Classes attended mass and Reconciliation during the course of the year. Individual class prayer was part of every lesson.

Throughout the year the college community celebrated a range of liturgies including those for Ash Wednesday, Holy Week, Easter, Feast of the Assumption, Advent College Feast Day – St Francis Xavier.

Years 11 and 12 participated in liturgies as key experiences during their retreat programs. Year 12 students planned, prepared for, and participated in a Graduation Mass. Reflection days for Years 7 to 10 years were based around themes covered in various Religious Education units taught in 2015.

### Social Justice

Students supported the St Vincent de Paul's 'Vinnies Van' and helped to collect for a number of charities and agencies.

Year 10 completed five hours of community service, while Year 11 completed 20 hours of outreach service within the local community. Our community service is designed to encourage our students to '*Strive for the Greater Good*' as they assist members of our local community.

In 2015 there were many other social justice initiatives undertaken by the students. Students were involved in various fund raising activities for Catholic Missions, Caritas Australia, St Vincent de Paul Society (local chapter) and Parramatta Aboriginal Catholic Missions. Staff contributed to Caritas Australia through the funding of text books for students living in the Philippines

### School home and parish partnerships

Xavier College continued to develop strong relationships with the local parishes. The college enjoyed an excellent relationship with the priests from Padre Pio and Corpus Christi Parishes who were regular visitors to the school during 2015. We continued to train Year 10 students to become catechists and teach primary classes each Tuesday, Thursday and Friday at local state schools. Our students and teachers supported our local parish by providing over 70 Christmas hampers to be distributed through the Cranebrook St Vincent de Paul Chapter.

Parents were encouraged to be involved in all aspects of the college. They were invited to attend college masses, liturgies and assemblies, and to be involved in activities such as canteen, examination supervision, reading assistance and fundraising.

### Religious Education

During 2015, Xavier College once again provided an authentic experience of Christian life. Our part in this was to bring Jesus' word and teaching to life. Liturgy and prayer were an integral part of daily life at Xavier College. Important events on the church calendar were celebrated and commemorated with a variety of liturgies ranging from home group liturgies to whole-school Eucharistic celebrations.

Students in Year 11 and 12 participated in a three day retreat. Students in Years 7 to 10 participated in reflection days. Some of these reflection days were held at the college, whilst others were held at venues outside the school.

In Stages 4 and 5, Xavier College followed the *Sharing Our Story* syllabus of the Parramatta Diocese and all units of work were drawn from it. In Stage 6 the Board of Studies Course, Studies of Religion, was offered (both 1 and 2 Unit options). The Parramatta Diocesan course in Religion, Catholic Studies, based on the Diocesan syllabus, *Sharing Our Story*, was also offered.

In addition, gospel values were an integral part of all teaching programs across all Key Learning Areas (KLAs)

## Professional Learning of staff in Religious Education

During 2015 staff were provided with the opportunity to enrol in the Religious Education Accreditation Course provided by Australian Catholic University (ACU) and Notre Dame University. Each term all staff members attended professional learning sessions around the content and methodology of their teaching courses. The staff were surveyed and the 2016 formation goal of unpacking the Scriptures was developed.



## Learning and Teaching

### National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	92	92	53	55
	Literacy	92	92	48	51
	Reading	98	95	58	57
	Writing	92	87	36	40
	Spelling	93	93	58	60
	Numeracy	98	96	53	53

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	89	89	41	40
	Literacy	89	88	35	42
	Reading	94	92	41	47
	Writing	80	80	33	34
	Spelling	91	90	58	51
	Numeracy	100	96	48	51

The majority of Xavier College students achieved greater than or expected growth in both Year 7 and Year 9 NAPLAN results.

Students performed above the national minimum standards in most areas. However, the Year

9 achievement in the top three bands continues to be an area for focus, particularly in Numeracy and writing where only 19.6% and 21.1%, respectively, of the cohort achieved in the 75th percentile and above. This issue is reinforced by the Standards table data which shows 19% of students achieved at proficiency in Numeracy and only 6% for writing. The Standards results are similar for Year 7, commanding the imperative to develop learning strategies that engage and challenge the most able students.

The greatest achievement, as evidenced by the trend and learning growth data, was in Numeracy. For Year 9, 68.2% of the cohort achieved greater than, or equal to, expected growth, and in Year 7, 56.4%. It is important to note, however, that the benchmark for NAPLAN minimum standards is set at a Year 5 level; therefore it is imperative that we continue to develop strategies to engage and extended all students.

We are continuing to focus on literacy at a whole-school level as indicated in our Action Plan Parramatta 2016. The significance of literacy on student learning cannot be underestimated, even in areas of numeracy. Analysis of the 2015 NAPLAN data highlights the strong correlation between literacy and numeracy: students need to be literate to be numerate. The analysis showed that reading, spelling and grammar all have a significant impact on student numeracy achievement.

Student poor achievement in writing can be contributed, not only to their command of the specified form, but also evident weaknesses in particularly comprehension, as well as spelling and reading, as indicated by data correlation analysis.

It is pleasing to note that the number of students achieving below minimum standards has decreased.

### Record of School Achievement (RoSA)

In 2015, 11 Year 10 students and 6 Year 11 students left the college.

It is college policy to request a RoSA for all Year 11 students who leave before the completion of the Preliminary HSC course.

In 2016, it is planned to that all Year 10 and 11 students who apply to leave prior to completion of the Preliminary HSC Course or at the end of Year 10 to gain employment, will complete the BOSTES online literacy and numeracy tests.

### Higher School Certificate (HSC)

Percentage of students in performance bands 4,5 and 6 compared to the state.

Higher School Certificate	<i>Percentage of students in top 3 bands</i>	
	2015	
	School	State
Studies of Religion I	88	78
English Standard	65	42
English Advanced	85	91
Physics	56	66
Studies of Religion II	54	71

The 2015 HSC data analysis shows an overall upward trend in all categories: 21 out of 29 courses achieved above state in the number of bands 4, 5, and 6 achieved. There was a pleasing increase in band 6 achievement from 27 to 34, and band 5 achievement from 134 to 135. This growth can be attributed to a shift in culture to focus more strongly on learning, and the impact of the HSC high achievers data wall on inspiring a growth mindset and collegial conversations about like

students. Unfortunately, there was also an increase in bands 1 and 2 achievement of 2 to 3 and 28 to 38, respectively. This is attributed to the 'soft' approach to students who were underachieving owing to a lack of diligence and sustained effort.

In 2016 the strong focus on learning will continue which will include parent/student forums focused on learning and assessment and a hard line approach to students who are not applying themselves to the standard expected of senior students.

Subjects remaining the focus for improvement are the Sciences, Physics in particular, and Studies of Religion II. In 2015 achievement was band 4 and below. This was most concerning given that the two top students achieved band 6 in all other subjects studied, including English Advanced, which has the highest correlation to Physics. In 2016 greater consideration to the teacher and teaching strategies will be the focus. Studies of Religion, despite an upward trend line, still remains below state average. There were no band 6 achievements, despite the number 1 ranked student achieving band 6 in three other subjects studied, including English Advanced. There was a congestion of students in the mid-band range, suggesting that teaching did not focus on extending students in this range or developing student understanding of the requirements of the examination. For 2016, similar to Physics, revisions will be made to teaching and delivery of content and skills.

## School curriculum

The academic curriculum is constantly under review as we aim to meet the individual learning needs and goals of our students. Post-school transitional support is provided by the careers adviser, Dean of House and, where necessary, the college counsellor and the Post-school Options team.

The Ignatian Centre, an open learning space, is utilised by Stage 4 English, Human Society and Its Environment (HSIE), Religion, Mathematics and Science to develop flexible, adaptable learners who are able to think logically, creatively, critically and independently.

### Information Technology

In 2015 the virtual learning site Modular Object-Oriented Dynamic Learning Environment (MOODLE) was utilised by the majority of teaching staff to provide online courses has been created by teachers and incorporates the flipped classroom into their pedagogical practice. We continued the Bring Your Own Device (BYOD) policy that was introduced in 2013. All Year 7, 8 and 9 students are now a part of the BYOD model and the majority of students in the other cohorts are electing to bring a device to assist with their learning.

### Catering for Diversity

Of particular note is the Marion Learning Centre room, where students from both mainstream and special education are offered additional assistance with assessments and homework. Diversity teachers and aides also provided support in classes. In addition, students with significantly low reading levels were targeted to complete 2nd and 3rd wave reading intervention programs - iRead and the Targeted Learning program.

### Senior Extension Programs

In addition to the extensive range of courses offered to our students, selected students were also involved the Step Up into Teaching program, a joint initiative between the Parramatta Catholic Education Office (CEDP) and the Australian Catholic University and the University of Western Sydney (UWS) Exceptional Merit program in Agriculture.

## Initiatives to promote respect and responsibility

A culture of respect and responsibility is integral to the ethos of the Xavier College community. These values are intrinsic to our *Vision Statement* and the responsibilities of students. During 2014, to help promote this respect and responsibility, all Year 10 and 11 students kept a community service log which needed to total at least 5 and 20 hours, respectively, before they proceeded to their Year 11 or 12 studies.

The SRC enhanced student leadership and responsibility within the college. In homegroup, senior students were also encouraged to mentor the junior students and forge strong relationships.

The homegroup model was integral in developing the values of respect and responsibility, as each homegroup functioned as a 'family' unit within the college. Homegroup teachers were supported by the house leaders, the pastoral care team and the members of the college leadership team.

Our strong *Anti-bullying* policy is based on the values of respect and regard for others as is the code of conduct that is set out as an exemplar for correct and appropriate behaviour for all members of the college community. Recently this policy has been updated to include cyber-bullying. Classes attended talks given by the police liaison officer from the local area. Students from Years 7 to 10 also attended live performances on the same topic.

## Professional Learning

In 2015 there was an emphasis on professional learning with a focus on literacy and embedding the Catholic Education, Diocese of Parramatta (CEDP) nominated high yield strategies: learning intentions, success criteria, descriptive feedback, instructional walks, as well as college based strategies of subject specific terminology and learning preparation by all teachers into their lessons. Staff were provided with further professional learning on each of these areas.

A NAPLAN action plan was implemented with a professional learning session focused on subject based strategies for improving student comprehension and writing.

Other areas of professional learning that supports the Xavier Focus 2020 strategies included:

- understanding the college 'N' Determination process and the necessity for consistent practice
- developing whole school compliance documents - staff were given professional learning and time to implement the changes
- student management - presentation of the revised and refined *Student Management* policy and processes
- understanding Course Performance Descriptors (CPDs) and reporting - maintaining consistent standards

Teaching staff also engaged in faculty based professional learning on programming.

In 2015, staff attended first aid training which included anaphylaxis training and completed the online child protection training, Self Administered Legal Training (SALT).

## School Improvement

---

### Annual school priorities

<b>Priority 1</b>	For all students to grow in their understanding of how our Xavier College symbols link to the Scriptures
<b>Reason for priority 1</b>	At the end of 2014 the college introduced the four symbols: Bible, Xavier Cross, College Candle, Rosary Beads, to represent the religious dimensions of the college. It was determined by the College Leadership Team that a deep knowledge and understanding of these symbols was important to developing the ethos of the college.
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>▪ Teachers explicitly taught the four symbols and their relationship to Scripture.</li> <li>▪ Teachers confidently led staff and student discussions relating to the four symbols.</li> <li>▪ Teachers taught about the relationship between the four symbols and the Scripture relating to them.</li> <li>▪ Teachers developed strategies to engage students in an understanding of the symbols.</li> <li>▪ Teachers learnt how to create a pre/post tests.</li> <li>▪ Teachers learnt how to interpret the Religious Literacy Assessment (RLA) data.</li> </ul>
<b>Status of priority 1</b>	Ongoing

<b>Priority 2</b>	For all students to demonstrate growth of at least one cluster in reading and writing
<b>Reason for priority 2</b>	NAPLAN and Progressive Achievement Tests in Reading (PAT-R) data indicated that Xavier College needed to adopt a whole-school consistent approach for reading and writing.
<b>Steps taken to achieve priority 2</b>	<p>We focused on:</p> <ul style="list-style-type: none"> <li>▪ providing learning intentions and success criteria</li> <li>▪ use of higher order common vocabulary in the classroom</li> <li>▪ modelling Three Level Reading Guide strategy</li> <li>▪ explicitly teaching Project to Enhance Effective Learning (PEEL)</li> <li>▪ meetings with colleagues to create data walls and discuss student learning</li> <li>▪ differentiating within the classroom</li> <li>▪ read-aloud and think-aloud in every lesson</li> <li>▪ developing exemplars</li> <li>▪ ongoing professional conversations within, and across, faculties about literacy strategies</li> </ul>
<b>Status of priority 2</b>	Ongoing
<b>Priority 3</b>	For all students to demonstrate learning gain in number through the adoption of English/Mathematics Stage 4 (EM4) strategies by the Mathematics faculty
<b>Reason for priority 3</b>	NAPLAN and diagnostic testing showed the need for a particular focus on common teaching practices by the Mathematics faculty.
<b>Steps taken to achieve priority 3</b>	<p>During 2015 we:</p> <ul style="list-style-type: none"> <li>▪ explicitly taught EM4 strategies for the number strand and embedded specific EM4 strategies within all scope and sequences, programs and assessment</li> <li>▪ differentiated the curriculum through the use of EM4 enabling and extension prompts</li> <li>▪ developed small group focused teaching</li> <li>▪ met with small groups of students framing numeracy problems and giving timely feedback</li> <li>▪ wrote relevant common learning intentions and success criteria</li> <li>▪ emphasised co-construction of success criteria</li> </ul>
<b>Status of priority 3</b>	Ongoing

## Projected school priorities

<p><b>Priority 1</b></p>	<p>Students and staff will be provided with the opportunity to reflect on the Year of Mercy, with a particular focus on 'welcoming the stranger' (refugees, children in detention), as evidenced through active community works and a pre and post attitudinal survey.</p>
<p><b>Reason for Priority 1</b></p>	<p>The Jubilee Year of Mercy has been declared because:</p> <ul style="list-style-type: none"> <li>▪ Jesus Christ is the face of the Father's mercy.</li> <li>▪ We need constantly to contemplate the mystery of mercy.</li> <li>▪ At times we are called to gaze even more attentively on mercy so that we may become a more effective sign of the Father's actions in our lives.</li> <li>▪ We want to live this Jubilee Year in light of the Lord's words: Merciful like the Father.</li> </ul>
<p><b>Steps to be taken to achieve Priority 1</b></p>	<ul style="list-style-type: none"> <li>▪ students will complete pre and post attitudinal surveys on aspects of the Catholic understanding of actions of mercy</li> <li>▪ students will identify areas in Australia to 'Welcome the Stranger'</li> <li>▪ teachers will provide information on the Jubilee Year of Mercy</li> <li>▪ Opportunities will be provided for our staff, students and parents to engage in community works; Year 10/11 Community Service program, 'Vinnies Van'/Night Patrol (Friday), Catechists (weekly), meet with students from other faith (peace celebration)</li> </ul>

<b>Priority 2</b>	Year 9 students identified in bands 5/6 in the 2014 NAPLAN will achieve at least ONE years growth in reading and writing as measured by NAPLAN, PAT-R and writing samples (using the Literacy Continuum).
<b>Reason for Priority 2</b>	The evaluation of our data sources: NAPLAN, PAT-R, HSC, Resourceful Adolescence Program (RAP) and work samples suggests we need to focus on writing and reading owing to the downward trend in student learning.
<b>Steps to be taken to achieve Priority 2</b>	Our focus will be: <ul style="list-style-type: none"> <li>▪ reading every lesson in all ;Key Learning Areas (KLAs) - students keep a journal time/date of reading</li> <li>▪ completing explicit and implicit comprehension texts across all KLAs - comprehension aspect of the Literacy Continuum</li> <li>▪ reflective writing - students write in their journal for the last three minutes of each lesson</li> <li>▪ using the Writing Continuum - students self-assess their writing and peer assesses writing</li> <li>▪ providing differentiated texts that are subject specific texts</li> </ul>
<b>Priority 3</b>	Every Stage 4 student will achieve at least one Stage growth in Fractions, Decimals and Percentages (FDP) as measured by the Mathematic Syllabus continuum.
<b>Reason for Priority 3</b>	The evaluation of our data sources (NAPLAN, Progressive Achievement Tests in Mathematics (PAT-M) and work samples) suggests student weakness in the Mathematical areas of fractions, decimals and percentages.
<b>Steps to be taken to achieve Priority 3</b>	Students will: <ul style="list-style-type: none"> <li>▪ begin every lesson answering questions which could include FDP (across all Mathematics classes) recorded in workbooks</li> <li>▪ apply a variety of strategies to describe, represent,&amp; model, compare and order when solving FDP problems</li> <li>▪ when working mathematically, use concrete and partial models in assessment, class work and learning activities</li> <li>▪ complete a pre and post test on FDP problems</li> </ul> <p>We will engage with research that highlights the misconceptions about FDP concepts.</p>



## Community Satisfaction

---

### Parent satisfaction

During 2015, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported showed that despite a slight decrease in index scores, parents were satisfied with many aspects of school life. In particular student safety was seen as being a very positive indicator of parental satisfaction as it has been over the past several years. Other positive indices were reporting, school improvement, and connectedness to peers.

### Student satisfaction

The QCS data showed a slight increase in the student engagement aggregate indicator which assessed teaching and learning, and student engagement. There has been an increase in emotional wellbeing and relationships with teachers. In light of the data, a Dean of House was created for each of the six houses with responsibility for a House Wellbeing program, covering all aspects of student wellbeing from Years 7 to 12. In comparison to other indices, student safety was a strong index as were increases in student motivation.

### Teacher satisfaction

The QCS data indicated that although school morale was relatively stable, individual morale had increased since 2014. As in previous years, both student behaviour in the classroom and in the wider college community was high compared to other indices. An area of concern in terms of teacher satisfaction was role clarity. This aspect was addressed in 2015 with a restructuring of leadership models within the college, and a reviewing of role descriptions and our Focus 2020 initiative. Another aspect that was strongly responded to was teamwork. Here the college created professional learning opportunities and spaces where team work and collaboration occurred on a regular basis.

## Student Profile

---

### Enrolment Policy

Xavier College follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

### Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	500	526	1026
2014	523	527	1050
2015	531	537	1068

We are continually receiving more than 250 enrolment applications for Year 7 each year. Our maximum intake for Year 7 is, however, 210. Now that our Stage 4 and Stage 5 are approximately 200 per year group there is an increased number of students moving into Year 11 and 12.

### Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Year 7	92
Year 8	90
Year 9	91
Year 10	91
Year 11	93
Year 12	93
School average	92

### Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	132
Students with disabilities (SWD)	78
Indigenous	42

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences

through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

### Student retention rates

The retention rate of students for Year 10 to Year 12 was 66%.

The retention rate from Year 10, 2013 to Year 12, 2015 was 66%. The students who left in Year 10 enrolled in a range of Technical and Further Education (TAFE) courses, traineeships, or secured full-time employment with a large proportion enrolling into McCarthy Trade School. Students who leave in Year 11 have attained the age of 17 and have made choices not to complete the HSC.

### Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	49
Percentage of Year 12 students who undertook training in a trade while at school	0
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	100

### Post school destinations

Each year Xavier College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

<b>Destination of students leaving Year 12</b>	<b>%</b>
University	42
Technical, and Further Education (TAFE)	16
Workforce	26
Other/Unknown	16

### Student welfare, discipline and anti-bullying policies and pastoral care

Student welfare is integral to every aspect of learning and is based on the belief that good relationships are at the heart of good education. The value of the individual, irrespective of ability, status, position or cultural background, is uppermost at all times. We believe that pastoral care is ongoing and operates throughout the entire school day, and is made effective by each member of staff in carrying out their responsibilities.

A key student welfare structure is our homegroup system. Within each of the 54 homegroups (arranged into six house groups), the homegroup teacher is responsible for the well-being of 20-23 student (ranging from Year 7 to 12). Supported by the Leaders of Wellbeing (LOW), school counsellor, Leaders of House (LOH) and the members of the college leadership team, the homegroup teacher monitors students' behaviour and emotional, learning, physical and social needs. Sentral was introduced in term 3 to support this structure.

The six LOWs are aligned to a Year group. Each LOW is aligned with a house as a patron who supports the house leaders and all students in that house, regardless of the Year. Each house also has a leader who supports the homegroup teachers directly, along with the students in that house.

To facilitate student wellbeing in 2015 fortnightly timetabled year meetings were introduced for each year group. Additional pastoral care initiatives involved:

- a driver awareness program (Year 11) involving modules on driver safety, safe partying and managing finances
- study skills and motivational talks
- refugee talks
- social night (Year 9), graduation and formal (Year 12)
- three day camp at Kincumber (Years 7 and 9), three day retreats (Years 11 and 12)
- Peer Support Training (Year 9 for Year 7 2016 Orientation program)
- police talks to all years with emphasis on cyber-bullying
- Vaccination-Varicella, Human papillomavirus (HPV) and hepatitis B

Mutual respect, trust and honesty are at the heart of our expectations. The basic premises underpinning discipline at Xavier College is self-discipline, a discipline that emphasises student accountability. Students are challenged to take responsibility for their own decision making and to learn to accept the consequence of their actions. In basic terms students have rights balanced by responsibilities. For example the right to feel safe and be safe is countered by the responsibility to act in a sensible manner at all times. Student rights and responsibilities can be accessed at [www.xaviercollege.catholic.edu/school/parent](http://www.xaviercollege.catholic.edu/school/parent).

Student management/welfare covers the areas of:

The *Student Management* policy was reviewed in 2015. Staff, students and parents were informed and in term 4 a draft policy was trialled. This policy will be fully implemented in 2016.

As in the past, all new students are issued with the *Anti-bullying* policy which has been updated to include a policy on cyber-bullying.

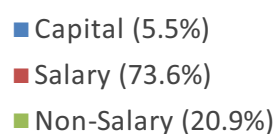
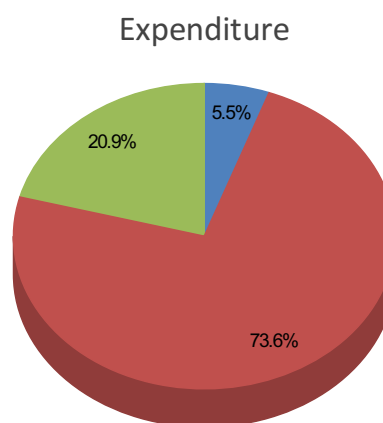
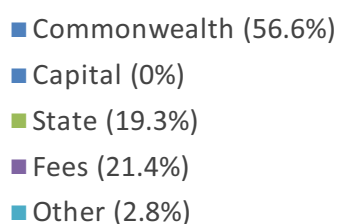
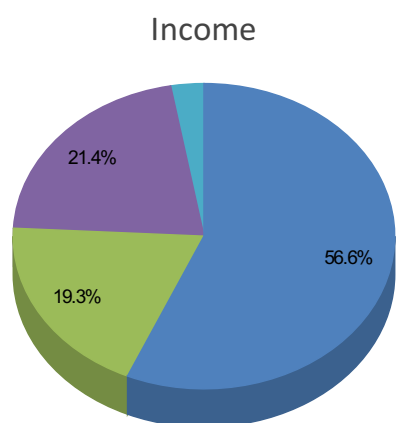
- student code of behaviour
- preferred classroom practices
- intervention model for classroom discipline
- incident and management approach: levels, responsibilities and consequences

## Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaint Handling* policy. A copy of the school policy is available from the school office or is available on the CEDP website.

There were no changes to the policy during 2015.

## Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,302,038
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,168,813
Fees and Private Income <sup>4</sup>	\$3,514,490
Other Capital Income <sup>5</sup>	\$461,022
<b>Total Income</b>	<b>\$16,446,363</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$876,241
Salaries and Related Expenses <sup>7</sup>	\$11,673,995
Non-Salary Expenses <sup>8</sup>	\$3,310,538
<b>Total Expenditure</b>	<b>\$15,860,774</b>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.