



**Brisbane
Catholic
Education**

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ANNUAL SCHOOL REPORTING – 2015

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

School Name Xavier Catholic College

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Contact Person College Principal - Kerry Swann

Principal's Foreword

Introduction

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

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

In 2015 our enrollment was 1197 with students accommodated in all years- Prep to Year 12. The College Master Plan caps growth to 3 streams of Prep-6 and 5 streams of Year 7- 12.

School Profile

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

Coeducational ☒ or Single Sex ☐

Year levels offered: Primary ☐ Secondary ☐ P-12 ☒

Total Student Enrolments 1197 Girls 627 Boys 570

Characteristics of the student body

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

The approximate percentage of students by religion:

Catholic 60%;

Other Christian Tradition 27%;

No religion, non-Christian, or not stated 13%.

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

Our distinctive curriculum offerings

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

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

Extra curricula activities

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

- Instrumental Music tuition, Concert and Marching Band, Strings, Choir;
 - Interschool Sport (QSSSSA);
 - Public Speaking and Debating, Hervey Bay City Junior Council, Duke of Edinburgh Scheme;
 - Drama and Music Eisteddfods;
 - Year Level Camps and Optional Camps, Excursions, Immersions and Study Tours;
- Students are also encouraged to take an active part in their local community through their membership and participation in Club Sporting teams, Music, Theatre, Art and Dance groups.

How Information and Communication Technologies are used to assist learning

A significant aspect of the curriculum of our contemporary College is the access that students have to Information and Communication Technology as a learning resource. This has been enhanced by the following:

- Deployment of College maintained laptops to all students from years 9-12 and iPads 7&8;
- Mobile computing resources for P-6 and Projection facilities to all classrooms;
- Interactive technology in all Prep - 8 classrooms and a selection of Year 9-12 rooms;
- All buildings connected to College LAN via fibre optic cable and campus-wide wireless coverage;
- Very fast Broadband Internet Access across P-12 and High level technical support;
- Provision of laptops/iPads to all teaching staff;
- Provision of ongoing teacher professional development in embedding ICLT into the curriculum.

Social climate inclusive of pastoral care and our response to bullying

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

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

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

Parent, student and teacher satisfaction with the school

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

Parent involvement in their child's education

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

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	92	56
Full-time equivalents	86.67	33.25
Aboriginal and Torres Strait Islanders	2	

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	2
Masters	14
Post Graduate Diploma/Certificate	12
Bachelors Degree	53
Diploma/Certificate	11

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 324388.62

The major professional development initiatives were as follows

Professional development needs are identified and activities are planned by the staff and administration working in partnership with each other. These are aligned with the College Strategic Renewal Plan and Annual Action Plan and processes established by Brisbane Catholic Education. Particular attention is given to the induction of staff. Priorities for 2015 were: Ongoing implementation of our Pedagogical Framework- Dimensions of Learning, Ignatian Spirituality, Implementation of Australian Curriculum, the ongoing implementation of our Vision for Learning and the use of data (NAPLAN, PATM and PATR) to inform curriculum decisions.

School Income by Funding Source

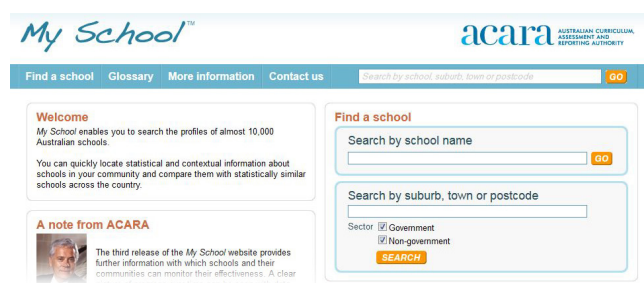
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

'Find a school' text box.

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

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



Average staff attendance rate

The staff attendance rate was 96.41 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 87.3 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate		
	94.00	%
Prep Attendance Rate	96.00	%
Year 1 Attendance Rate	94.00	%
Year 2 Attendance Rate	94.00	%
Year 3 Attendance Rate	93.00	%
Year 4 Attendance Rate	94.00	%
Year 5 Attendance Rate	94.00	%
Year 6 Attendance Rate	94.00	%

Year 7 Attendance Rate	94.00	%
Year 8 Attendance Rate	94.00	%
Year 9 Attendance Rate	93.00	%
Year 10 Attendance Rate	91.00	%
Year 11 Attendance Rate	94.00	%
Year 12 Attendance Rate	93.00	%

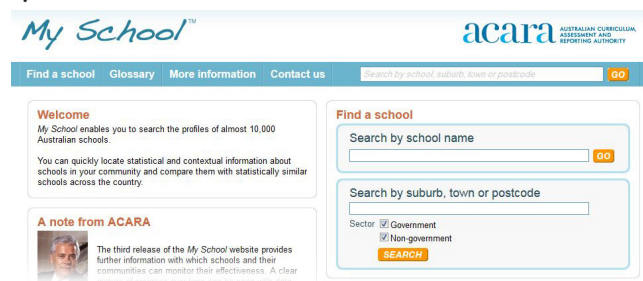
Policy and practice to manage student attendance

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

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.

90.0 %

Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	130
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	66
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	18
Number of students awarded one or more Vocational Educational Training qualifications.	43
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	122
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	83.3 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	95.4 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	90.6 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
6	30	19	11	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
3	11	25

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.