XAVIER COLLEGE
A CATHOLIC
JESUIT COLLEGE
xavier.vic.edu.au

Senior Campus: 135 Barkers Road, Kew
Burke Hall Campus: Studley Park Road, Kew
Kostka Hall Campus: 47 South Road, Brighton
REGISTERED SCHOOL NUMBER: 0404

2013 Annual Report
To the School Community
Contents

Contact Details ........................................................................................................................................................................... 1
Minimum Standards Attestation .......................................................................................................................................................... 1
Our College Vision ........................................................................................................................................................................... 2
College Overview ............................................................................................................................................................................ 3
Principal’s Report ............................................................................................................................................................................ 4
Education in Faith ............................................................................................................................................................................ 6
Learning & Teaching ........................................................................................................................................................................ 7
Student Wellbeing ........................................................................................................................................................................... 15
Leadership & Management ............................................................................................................................................................... 19
College Community ........................................................................................................................................................................ 21
Financial Performance ...................................................................................................................................................................... 23

Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>Senior Campus: 135 Barkers Road, KEW, 3101</th>
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<tbody>
<tr>
<td></td>
<td>Burke Hall Campus: Studley Park Road, KEW, 3101</td>
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<tr>
<td></td>
<td>Kostka Hall Campus: 47 South Road, BRIGHTON, 3186</td>
</tr>
<tr>
<td>PRINCIPAL</td>
<td>Dr Christopher Hayes</td>
</tr>
<tr>
<td>RECTOR</td>
<td>Fr Thomas Renshaw SJ</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9854 5411</td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.xavier.vic.edu.au/">http://www.xavier.vic.edu.au/</a></td>
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</table>

Minimum Standards Attestation

I, Christopher Hayes, attest that Xavier College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our College Vision

Vision Statement

Xavier College aspires to set hearts on fire by an educational commitment to a faith that does justice.

Mission Statement

Xavier College is a Catholic school within the spiritual and educational tradition of the Society of Jesus (The Jesuits). Our inspiration is Jesus Christ, the model of fulfilled human life. Our aim is excellence in education and the formation of reflective, compassionate and articulate men and women of Christian faith, hope and love who will provide outstanding service and leadership in our world.

Guiding Principles

Education and development of the whole person

- having a personal concern and care (Cura Personalis) for the whole life of each member of our College community.
- forming our students intellectually, spiritually, morally, aesthetically, physically, socially and emotionally.

Formation of Men and Women of Faith to work for justice in the world

- forming members of our community to serve God in the world.
- having a committed and practical concern for those in need, such that students, staff and parents make an explicit connection between their Catholic faith and their work for justice in the world.

Pursuit of Excellence in Humanity

- welcoming all to Xavier College, where they can flourish and passionately pursue excellence in all things.
- encouraging each person to live out his / her vocation in life by developing their God-given gifts to the best of their ability.

Discernment and Wisdom

- developing a self-reflective disposition in members of our community, particularly in students, preparing them to make informed decisions in accordance with their conscience.
- preparing the individual to find God in all things through the use of each person’s imagination and creativity, and the integration of faith and reason.

Critical engagement with the world

- courageously and respectfully engaging with world cultures and perspectives.
- critically pursuing a depth of learning by reflecting on experience and being moved to action.

Striving for the Magis

- developing a desire to strive for the Magis. The Jesuit ideal of Magis is a thirst for ‘depth’, for the greater good and for the most courageous response to the challenges of our time.
College Overview

Xavier College first opened in 1878 and has a proud history as an Australian educational institution. We have three campuses – the Senior Campus in Kew (Years 9-12), Burke Hall in Kew (K-8), and Kostka Hall in Brighton (K-8) – educating 87 girls from Kindergarten to Year 4 and 1999 boys from Kindergarten to Year 12.

As a Catholic school within the spiritual tradition of St Ignatius Loyola, Xavier College belongs to a worldwide network of Jesuit schools whose origins lie in a vision he formulated four-and-a-half centuries ago.

A Jesuit education has a clear purpose: the development of a well-rounded Christian person of competence, conscience and compassion who will be of service in the world and has the generosity to make a contribution.

Xavier College is owned by The Society of Jesus (the Jesuits). The Provincial of the Society appoints a College Council to develop policy and assist the Principal and the Rector in the overall management of the school. Each Campus has a Director who is responsible for the day-to-day management of that campus.

Xavier is a welcoming and close-knit Christian community. The three Xavier campuses are well integrated despite their geographic separation. From the early years at Burke Hall and Kostka Hall, through to the final years at the Senior Campus, Xavier’s 2080 students and 400 full and part-time staff all feel a strong sense of belonging to a unified school community with the same unambiguous set of Christian values and a consistent underlying philosophy of education.

New students settle in very quickly at Xavier. Because boarders have extra adjustments to make, their families are given special attention as they hand their sons over to the care of the school.

At all campuses, staff members are extremely approachable and interactions between staff, students and parents, as well as between the students themselves, are friendly, respectful and co-operative.

We invite you to discover the ways in which Xavier College is making a difference in our students so that they will make a difference in the world.
Principal’s Report

I am very pleased to report that 2013 has been another outstanding year for Xavier College. The events and experiences of 2013 attest to the wonderful spirit of endeavour, achievement, creativity and service which are at the heart of a quality Jesuit education. The spirit of our theme for the year, ‘Setting Hearts on Fire’, was lived to the fullest extent by our 2050 students and over 400 staff across our three campuses.

We began our academic year with great expectations, buoyed by the excellent academic results of the class of 2012, where five students gained the highest possible ATAR. We were delighted when our 2013 VCE results were announced and 22 boys gained an ATAR of 99 or above. Two students were awarded the highest possible ATAR of 99.95.

I congratulate our Heads of Faculty, Heads of House, subject co-ordinators, tutors as well as the efforts of the many talented Xavier teachers and support staff for providing such a nurturing environment for our students to flourish. What is particularly heartening is to witness the strong commitment to engagement, challenge and encouragement of our three year olds to our eighteen year olds to seek their personal best.

The core business of every school is learning and teaching. Our focus is to enhance that central tenet by an educational commitment to a faith that does justice. Our vision is to produce the next generation of Australians who are going to be intelligent, thoughtful, enterprising, adaptive and, most importantly, people of service to others.

From that boundless ambition our principles flow. Our focus is educating the whole person; intellectually, spiritually, morally, physically and emotionally. The Jesuits refer to it as cura personalis, care for each individual.

Our priority in all our activities is to form men and women of faith to work for justice in the world. Our Catholic faith is central to and inspires all our enterprises and activities.

We pursue excellence in humanity by encouraging each person to live out his/her vocation by developing their God-given gifts to the best of their ability.

Our mode of learning and teaching is directed by forming the habit of discernment. We want to develop reflective, articulate young people who make wise choices. We highly value reflecting on experience.

Critical to our education is for our students to be actively engaged in the world. We want our students to courageously and respectfully be fully involved in the global dimensions of our earth and show a genuine concern, not only for its well-being, but to participate in its flourishing.

Most importantly, we want our students to always be striving for the Magis. Magis is the Latin word for more; it is a thirst for depth; for the greater good and for seeking the most courageous response to the challenges of our time.

In particular, we celebrate all those wonderful co-curricular activities of 2013 in the realms of music, sport, the visual and creative arts, debating, Ignatian Service and drama. I particularly thank Mr Cam Matthews and his Sports staff, Mr Greg Carey and his Music staff and Ms Melinda Roberts and the Arts staff for their expertise and passion in creating wonderful and varied experiences in which the students shine.
The College has been blessed to have Fr Thomas Renshaw SJ as Rector. He brings an enthusiasm, drive and commitment to his expansive role. Fr Tom will leave Xavier at the end of Semester 1 2014 to continue his formation as a Jesuit by undertaking his Tertianship. He has a unique ability to know and be known by the vast majority of students, parents, staff and Old Xaverians, assisting them to find God in all things. The College very much highly values his leadership of the overall spiritual and pastoral dimension of the College.

I am indebted to all members of School Council who have generously provided their expertise in the stewardship and governance of the College. I am particularly grateful to the leadership of Mr Frank Peck as Chair of Council for his unstinting wisdom, energy, support and leadership for the College to strive for its vision and mission.

The College Executive of Kathleen Upfold, Director of Kostka Hall, Caroline Sheehan, Director of Teaching and Learning, John Hickey, Director of Senior Campus, Peter Cooper, Director of Burke Hall, Christine Fonseca, Director of Faith Formation, Valentino Marinelli, Director of Finance, Sam Sapuppo, Director of Community Relations, Richmond Patterson, Assistant to the Principal and Company Secretary to the College Council and Dominic Calipari, Director of Staff Services, have worked together well to build a great school.

I wish to thank all the Xavier community for their support during the school year. The quality of young people we are helping to form is exemplary. I have been ably assisted by the Jesuits, the School Council, the Executive and staff of the College.

Christopher Hayes
Principal
Edited extract from the 2013 Xaverian
Education in Faith

Goals & Intended Outcomes

The Xavier College mission statement has the highest ideal to ‘develop reflective and compassionate men and women of Christian faith and hope, who will give service and leadership in our world’. In keeping with this ideal, the Centre for Faith and Service strives to give students a desire and the requisite preparation to serve God in the world and to have a committed and practical concern for the poor. In serving the vision of the Beatitudes, the opportunities provided look to make explicit the connection between their Christian faith and their work for justice.

- Religious Education undertaken at all year levels and integrated into other parts of the curriculum through the Ignatian Pedagogical Paradigm (IPP).
- Faith education is integral to the Jesuit teachings and Ignatian values and these are a central focus for both staff and students.
- Religious teachings and community service programs promote a greater self-awareness, ability to reflect and to learn respect for self and for others.

Achievements

- Weekly Community Time whereby students have the opportunity to attend voluntary Mass or House Masses.
- Celebration of liturgies throughout the year, involving both students and staff.
- Engagement in the Ignatian Service Program, which offers students to participate in a wide range of community service and social awareness activities.

VALUE ADDED

<table>
<thead>
<tr>
<th>Prayer to commence classes and meetings</th>
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<tbody>
<tr>
<td>Easter liturgies</td>
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<td>Daily voluntary Mass (Senior Campus)</td>
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<td>Weekly voluntary Mass (Burke Hall and Kostka Hall)</td>
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<td>Retreats at Years 7, 8, 9, 10 and 12.</td>
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<td>Family House Masses</td>
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<td>Social Justice Week activities</td>
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<tr>
<td>Youth Engagement Program (YEP)</td>
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<tr>
<td>ANZAC Day Service</td>
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Ignatian Service

- Richmond Tutoring program – Friday Night School
- Visiting residents at Prague House (Balwyn), St Joseph’s Hostel (Hawthorn) and St Catherine’s (Balwyn), MacKillop House and at Kew Gardens.
- Andale School Assistance Program
- Community Service at Ozanam House
- Social Awareness Week – Year 11
- St Paul’s School – Musical Interludes
- Caritas Christi – Musical Interludes
- Reclink Sport Carnivals (Burke Hall)
- Year 8 Mini Fair – Kostka Hall
- Year 12 Service Day
Learning & Teaching

Goals & Intended Outcomes

- Further training of staff with respect to IPP and its application to classroom practice.
- Audit of learning activities in curriculum that incorporate international mindedness and involve international and intercultural experiences across K-12.
- Roll out of the ICT devices program to students from Years 5 - 12.
- Have consistent curriculum documentation across Burke Hall, Kostka Hall and Senior Campus.
- Continue review of Teaching & Learning Policy.
- Ongoing in-school Professional Learning Programs to further improve differentiation and development of the curriculum at each of the three stages of schooling. Led by the Director of Teaching & Learning and the Director of Staff Services.
- Full roll out of the Learning Management System (LMS), across all campuses.
- Establish lines of ongoing curriculum communication between the Early Years and the Middle Years.
- Continue to promote and provide cross-campus professional learning opportunities involving Burke Hall and Kostka Hall staff. Create a program of cross-campus professional learning for each year.
- Review the Early Years approach to Jesuit Education. Continue the development of a Middle School approach for Xavier College to Characteristics of a Jesuit Education. Begin the development of a Senior Years approach to Jesuit Education.
- Improving teacher effectiveness by learning from the best schools in Asia. Best practice investigation.

Achievements

Jesuit education assists in the total formation of each individual within the human community.

Our focus in 2013 has been to continue to find ways to improve the learning of students at Xavier College through all their years of education with us and in the many facets of learning. There are many ways that this happens from classroom activities, to home-learning experiences, to excursions (and incursions). From music to the arts, languages to physical education experiences, from debating and public speaking to the use of technology - all adding to the learning – or formation – of students at Xavier College.

With the rollout of the Australian Curriculum by ACARA, Xavier College is also phasing in implementation of the first stages of the Australian Curriculum. The four key areas involved in 2013 were Mathematics, English, History and Science. However, all learning areas looked at the cross curriculum priorities and the general capabilities. After the curriculum audits, conducted by the teachers, changes were made to incorporate the relevant content and scope and sequences were developed for this year. We have supplemented the courses with new resources and texts and encouraged staff to attend supportive Professional Learning sessions. An important feature of adopting new curriculum is reflection. At Kostka Hall most faculties meet on a fortnightly basis for this purpose. At Burke Hall this occurs as part of the meeting structure in year levels with Learning Leaders and at a faculty level. At the Senior Campus faculties meet regularly and teachers meet in small groups to facilitate these discussions. In addition cross campus opportunities between Kostka and Burke Halls and with the Senior Campus ensure a balance and flow in the curriculum offerings.
These meetings also incorporate planning and processes for increased consistency of delivering of the course content through the constant conversations.

ICT or technology has the possibility to engage and expand our learning. It is a ‘real world’ tool much like a pen or pencil – as it is a tool we all use in some ways. Our challenge as educators is to ensure it supports our educational aims and assists in the total formation of each individual within the human community. Technology at Xavier College is intended to support our communication, our creativity and increase possibilities for collaboration. To that end we have been involved in key upgrades and changes to the manner in which that is presented to the College community.

The new Learning Management System accessed by students online through CONEQT, has been a key addition to curriculum this year. Teachers use the system for planning their lessons and are able to communicate details about a lesson via CONEQT. Teachers have readily incorporated relevant hyperlinks, videos, interactive activities and home learning tasks onto the LMS, all of which bring our curriculum to life. The students can see the teacher plans for the lesson, which is helpful if classes are missed or resources need to be revised. In addition, teachers have used the LMS for attendance, as a marks book and for reporting. This year we have rolled out new reporting formats that are consistent from Prep to Year 12. We will continue to develop these formats to ensure the best feedback to parents and students about student progress in learning.

The expansion of the one to one device program into Year 5 and Year 7 and increased access to devices in Prep to Year 4 have been a major feature of the 2013 curriculum at Xavier College Burke Hall and Kostka Hall. In 2014 this roll out will be complete with one to one devices from Year 5 to Year 12 and increased access to devices in the Early Years.

The Year 5s have iPads and the Year 7 students each have MacBook Air computers. Incorporating these devices into student learning has many implications for the curriculum. Some examples of these include the shift from paper textbooks to e-books and possibilities of presenting learning portfolios in a digital format. The use of e-books allows for increased access to appropriate materials on the Net via hyperlinks, videos and interactive activities which can be highly motivational for all learners. The devices allow for greater opportunities for creative expression of new understandings and the constant access to the new LMS enhances communication between teachers and students on an ‘anywhere anytime’ basis.

Thanks to all the teachers who have been involved in the total formation of each individual within the Xavier community. The keen interest shown by teaching staff in the welfare and learning of each student is a hallmark of Jesuit education and manifested in so many ways in our Xavier community.

Caroline Sheehan
Director of Teaching and Learning

Therese Lunghusen
Curriculum Coordinator Middle Years – Kostka Hall

Brendan Fraser
Dean of Middle Years – Burke Hall

(Extract from the 2013 Xaverian)
## Proportion of Students Meeting the Minimum Standards in Years 3 & 5

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<tbody>
<tr>
<td><strong>Year 3 Reading</strong></td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
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<tr>
<td><strong>Year 3 Writing</strong></td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
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<tr>
<td><strong>Year 3 Spelling</strong></td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
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<tr>
<td><strong>Year 3 Grammar &amp; Punctuation</strong></td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
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<tr>
<td><strong>Year 3 Numeracy</strong></td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
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<tr>
<td><strong>Year 5 Reading</strong></td>
<td>99%</td>
<td>98%</td>
<td>+1 %</td>
<td>99%</td>
<td>+1 %</td>
</tr>
<tr>
<td><strong>Year 5 Writing</strong></td>
<td>98%</td>
<td>99.4%</td>
<td>+1.4 %</td>
<td>98%</td>
<td>-1.4 %</td>
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<tr>
<td><strong>Year 5 Spelling</strong></td>
<td>99%</td>
<td>99%</td>
<td>0 %</td>
<td>98%</td>
<td>+1 %</td>
</tr>
<tr>
<td><strong>Year 5 Grammar &amp; Punctuation</strong></td>
<td>98%</td>
<td>98%</td>
<td>0 %</td>
<td>98%</td>
<td>0 %</td>
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<tr>
<td><strong>Year 5 Numeracy</strong></td>
<td>99%</td>
<td>98%</td>
<td>-1 %</td>
<td>99%</td>
<td>+1 %</td>
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</table>
As in previous years, the outcomes achieved by Xavier College students in each of the above learning categories have compared favourably with both state and national measures of performance. The above table provides reference at the level at which 50% of students score more and 50% score less. A similar pattern is noted at each year level tested and not only at the 50th percentile, but at key percentiles from the 10th to the 90th.

Any student at any of the tested levels who has not met the national benchmark has an individual learning plan devised.

The graphs below show the mean NAPLAN scores at Year 9 over the years 2009 – 2013.
Xavier College Year 9 Reading, 5-year Trend

Xavier College Year 9 Writing, 5-year Trend

Please Note:
2009 – 2010 – Narrative Writing Genre
2010 – 2011 – Persuasive Writing Genre
Direct comparisons between Narrative and Persuasive Writing should not be made.

Xavier College Year 9 Spelling, 5-year Trend:
Xavier College Year 9 Numeracy, 5-year Trend:

Xavier College Year 9 Grammar & Punctuation, 5-year Trend:
The class of 2013 were well represented at high ranks on the ATAR scale:

- 22 students (9% of the group) attained an ATAR of more than 99 (top 1% of the State)
- 63 students (25.8%) recorded an ATAR of more than 95 (top 5% of the State)
- 93 students (38.1%) attained an ATAR of more than 90 (top 10% of the State)
- 143 students (58.6%) attained an ATAR of more than 80 (top 20% of the State)

The median ATAR for 2013 was 85.80 - this means that 50% of our students scored in the top 14.2% of the State.

Perfect study scores of 50 were achieved in the studies of Chemistry, Drama English (5 students), Media and Physics, giving a total of 9 perfect scores.
Tertiary Destinations – The Class of 2013

Xavier continues to have a very high placement of students in tertiary education with 97.54% of Year 12 students applying in 2013 for tertiary placements and 98.3% of these being successful. Approximately two thirds of the group were successful in gaining either their first or second choice for university or TAFE. The University of Melbourne made more offers than any other university to our boys, with Monash University a close second. Deakin University has replaced RMIT as the third most offered destination, with a switch to more ACU over Swinburne offers.

These changes can be attributed to a range of factors such as location, facilities, and niche courses such as Valuations and Property and Construction at RMIT which are very popular with our students. Deakin University’s offers to our graduates grew by nearly 4% offering amazing scholarships to our top students as well as offering niche courses such as the Bachelor or Real Estate and Property.

The vast majority of parents can feel comforted by the knowledge that graduates are well placed to access their preferred course of study, as the number of first and second preferences, which converted into actual places, is very high. Ninety-eight students received their first preference and 65 their second, in total 68.5% of students received either their first or second preference. The majority of students in the 2013 cohort were successfully placed after the first round of offers (98.3%).

Management and Commerce together with Arts degrees account for 50% of all areas of interest offered to students. Xavier boys develop a keen interest in the humanities at school and many choose to continue this study at university level. Others choose more vocational degrees in business, science, health vocations or in the building and property development fields.

A number of Xavier College students have been successful in a placement for undergraduate Medicine at Monash University and at various interstate universities. Twenty members of last year’s VCE class have been offered places in Law degrees. Pharmacy attracted two Xaverians. A number of offers were in the “Public Health” category. Such courses can lead on to Masters Degrees in specialised areas such as Physiotherapy.

Students in University of Melbourne degrees and other undergraduate courses often apply to continue their studies at a post-graduate level in a range of vocational streams which are traditionally difficult to access directly from Year 12. Therefore the statistics here can only give us a glance at what career paths our students may eventually proceed to, rather than provide at this point a complete and full picture.

<table>
<thead>
<tr>
<th>Type of program chosen to study by students (Including those in double degrees) as a percentage of the 2013 Year 12 Cohort</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Management and Commerce</td>
<td>28</td>
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<tr>
<td>Society and Culture [includes Law/Arts]</td>
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<tr>
<td>Natural and Physical Sciences</td>
<td>15</td>
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<tr>
<td>Architecture and Building</td>
<td>8</td>
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<tr>
<td>Engineering and Related Technologies</td>
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<tr>
<td>Health [includes Medicine, Dental Science, Physiotherapy, Nursing, Occupational Therapy]</td>
<td>5</td>
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<tr>
<td>Creative Arts – [Journalism, Media, Film, TV, Design, Fine Arts, Music]</td>
<td>4</td>
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<tr>
<td>Information Technology</td>
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<td>Education</td>
<td>0.3</td>
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<tr>
<td>Food, Hospitality and Personal Services</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Review of University offers by institution to 2013 Xavier College students:

Offers to 2013 Xavier College students

- University of Melbourne
- Monash University
- RMIT University
- Deakin University
- Australian Catholic University
- Swinburne University
- La Trobe University
- TAFE
- Other

Kay de Jong
Careers Counsellor

Student Wellbeing

Goals & Intended Outcomes

- Our objective is to develop students with a broad and courageous outlook and to provide them with strong pastoral care in their student lives.
- Develop a more coordinated approach toward student leadership from P-12, emphasising an Ignatian style of leadership.
- Review the Ignatian outreach programs for the Early Years and Middle Years at Burke Hall and Kostka Hall to develop a more consistent and meaningful Ignatian Service program that is of sufficient duration to be practical, develops relationships with those whom they serve and is sustainable within the timetable.
- Strengthen student well-being and pastoral care across all 3 campuses.
- Encourage student faith, spiritual and devotional life.
- Expand student leadership and involvement in consultation and decision making.
- Develop respectful learners who build, maintain and restore relationships.
- Increase involvement in social justice action and Ignatian Service in local and global communities.
- Encourage the spirit of welcoming others into the community.
- Students have access to school counsellors at each campus.
Achievements

There is a strong emphasis on pastoral care by all staff to ensure that students are supported as individuals as well as in their academic programs.

- From Years 5 – 12, the school has Personal Development programs to assist students as they grow into young adults and which enable them to broaden their perspectives and social skills.
- All students are involved in a sport throughout the year, which helps them in gaining team-work skills as well as an understanding of maintaining good fitness and health.
- In addition to classes, the College offers a wide range of co-curricular activities, which provide a variety of different experiences and build on skills to help students grow into well-rounded members of the school and wider community.
- Through further development and involvement in the Ignatian Service program, students connect with the community and gain an understanding of being able to assist and support others who are less fortunate.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>95.4</td>
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<tr>
<td>Year 2</td>
<td>94.1</td>
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<td>Year 3</td>
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<td>Year 6</td>
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<td>Overall average attendance</td>
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<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
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<td>Year 7</td>
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<td>Year 8</td>
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<td>Year 9</td>
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<td>95.8</td>
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<tr>
<td>Overall average attendance</td>
<td>96.2</td>
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- As you can see in the table above, student attendance is consistently high across all campuses and year levels.
- Attendance of all students is very closely monitored and any issues with non-attendance are raised with both students and parents immediately and dealt with on a case-by-case basis.

VALUE ADDED

Indigenous Perspectives
Year 10 Broome Exchange
Year 9 Yorke Peninsula Aboriginal Cultural Immersion
Reconciliation Week activities– including “Journey of Healing” Assembly

Careers & Course Selection Advice
Information Evenings – Years 7 & 8
Work Experience Week – Year 10
Subject Selection Information nights – Years 8 & 10
Tertiary Information Evening – Year 12
Careers Expo Evening – Years 10 & 11
Course Selection Evening – Years 11 &12

Visual & Performing Arts
3-campus Creative Arts Festival
Music Recitals
Xavier & Genazzano School Musical
Xavier & Lauriston Concert
Xavier & Mandeville Hall Winter Play
Cast participation in school plays at Sacré Coeur & Mandeville Hall
Music Orchestra, Ensemble & Band performances at South Street & Mt Gambier Jazz Festival
DVD Media Group (Burke Hall)
Hosted Interschool “Sing Off”

Intra School Competitions
House Carnivals – Summer & Winter in swimming, athletics, Music & Theatre Sports

International Perspectives
Global Young Leaders Conference – New York & Washington
Student Exchanges & Cultural Immersion Tours – Belgium, France, Japan
India Scholarship
East Timor Jesuit and Jesuit Partner Schools Immersion Program
World Challenge Expedition – Ecuador and the Galapagos Islands
History Tour of Gallipoli and Western Front
Athletics Tour - USA
Music Tour – Europe, competing in the Summa Cum Laude Festival in Vienna.
Visiting Exchange students from Broome, Jesuit school in Rome, French students from Paris, a student from Germany.
Inaugural Basketball Tour – USA
Creation of the St Paul Miki SJ Cha-Shitsu Tearoom (Japanese Department)

Academic Enhancement
Participation in National Competitions in Mathematics, Science and Geography
Year 10 Writers Tour to Canberra
Eldon Hogan Creative Writing Prize
Australian Science Initiative Big Science Competition
Writers in residence
Year 11 Poetry Slam competition
Annual academic awards at each year level recognise achievement and commitment to studies.
Outdoor Education Certificates
Night of the Notables (Burke Hall & Kostka Hall)
City Cite (Burke Hall & Kostka Hall)
Latin Extension classes (Burke Hall)
Mathematics Extension classes (Burke Hall)
Science – Hydrogen cell car project (Burke Hall)
Australian Geography Competition (Kostka Hall)
Asis-Wise Geography competition (Kostka Hall)
CLIL project - teaching a subject through immersion in a foreign language – Geography through Japanese at Year 10
Homework Centre – Tuesdays – Thursdays after school during Term time
Mathematics at Xavier (MAX) – assistance open to all Senior Campus students on Mondays & Thursdays before school
Live Smart Study Skills Seminars – Year 11
VCE Headstart Program for students of Units 3 & 4 subjects

Personal Development
Peer Support in Centre for Faith & Service activities: Year 12s with Year 9s on Emmaus Days; Year 11s with Year 8s on Galilee Days.
Year 11 boys volunteer to take responsibility for students with special needs at the Andale School during Social Awareness week.
Retreats at Years 7, 8, 9, 10 and 12.
“Dare to Dream” program – Year 8 Burke Hall
Rock & Water program – Year 8 Burke Hall
Bush Hut Transition program – Year 7 Burke Hall
The Brother John Mentoring program – Prep – Year 8 Burke Hall
The Montserrat program – Burke Hall
The Aloysius Gonzaga Experience – Burke Hall
Presentations from Theatre groups on contemporary social issues for Year 9 and Year 10 students.
Seminars for Year 12 students during Activities Week on contemporary social issues involving drugs and alcohol.
Bush Hut experience – Studey Park (Burke Hall)
Parent/student Personal Development evenings (Kostka Hall)
“Journey” program – Year 7 (Kostka Hall)

Leadership Opportunities
Leadership training for House and school leaders at each year level
Leadership camp for school prefects
Archbishop’s Conversation with student leaders
Duke of Edinburgh Award program
Centre for Faith & Service training days for Emmaus Day & Galilee Day leaders.
Briefing of nominated student sporting leaders
Senior student leaders and guides of school tours.
Recognition of contribution through the award of School Colours
Year 8 Leadership Camp (Kostka Hall)
Year 8 Youth Leadership Programs in conjunction with Bayside Council (Kostka Hall)
Ignatian Student Leaders’ Conference
YEP Leadership Camp (Mt Martha)

Public Speaking
Debating Association of Victoria – inter-school debates at each level
Annual Staff – Student debate
Student leaders chair School Assemblies of approx 1000 students and staff
House Presidents lead House assemblies of approx 120 students and staff
National Jesuit Schools Debating Carnivals
Bond University Mooting Competition
Plain English Speaking Award
Year 8 Public Speaking Award – (Burke Hall & Kostka Hall)
House Debating (Kostka Hall)
Monash Viewpoint Debating Competition

Social Activities
Performing Arts celebrations with students from neighbouring girls’ schools
Year 10 Dancing Classes and socials
Year 9 Breakaway Evenings with students from Genazzano
Red & Black Ball – Year 12

Sport
Compulsory participation in sport for two seasons at each year level from a wide range of sports.
Membership of the Associated Public Schools (APS) interschool competition
Participation in inter-school competitions in Golf, Snow Sports, Gymnastics, Aikido and Sailing
Sporting Tours – National Jesuit Carnivals
Hosted Jesuit Tennis Championships

STUDENT SATISFACTION

The Year 12 Student Exit Survey results showed that there is a high degree of satisfaction in all areas of school life.
Leadership & Management

Goals & Intended Outcomes

- Xavier College actively promotes Professional Development opportunities to its staff, especially in the areas of curriculum development and teaching practice, to ensure that staff are as widely aware of various teaching methods and student management as possible.
- Sharing of professional learning between departmental / faculty staff is achieved through staff meetings, Ignatian Units and internal staff professional development days.

Achievements

- The direction of various initiatives across the school is overseen by a number of school bodies, including the College Council, College Executive, Campus Leadership Teams and various committees in the areas of Community Development, Curriculum, Finance, Building and Projects and Mothers’ and Fathers’ Associations.
- The Strategic Plan Monitoring Committee shapes and monitors the progress of objectives in the areas of Catholic Ethos, Education, Student Life, School Governance and Facilities Planning.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>95.4 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>95.5 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>2.3 %</td>
</tr>
<tr>
<td>MASTERS</td>
<td>20.2 %</td>
</tr>
<tr>
<td>GRADUATE DIPLOMA</td>
<td>59.0 %</td>
</tr>
<tr>
<td>GRADUATE CERTIFICATE</td>
<td>3.3 %</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>14.1 %</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>0.5 %</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>0.6 %</td>
</tr>
</tbody>
</table>
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2012
- Various programmes / workshops for the development of the Australian Curriculum in the different subject areas
- Australian Curriculum & VCE Curriculum development / curriculum workshops
- Subject specific professional learning by various Associations e.g. HTAV, MAV etc.
- Restorative Practices
- Anaphylaxis / First Aid
- International Boys’ School Coalition Conference
- Pedagogy
- Programs on optimising student learning
- Internet Safety

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL
- 205

### AVERAGE EXPENDITURE PER TEACHER FOR PL
- $900.00

## STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>292</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>231</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>207</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>159</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>
College Community

Goals & Intended Outcomes

- The Xavier College Community, comprising past and present families, staff, students and members of the Jesuit Community is a very tightly knit one and all of its constituents continue their commitment to ensuring educational and co-curricular programs and outcomes for all students bring out and build on their natural abilities, as well as broadening their awareness of the greater community. This includes a strong social justice perspective and students are encouraged to consider how they can make their own contribution by working and living in the Jesuit tradition of being “Men and Women for Others”.
- The Community Development Office links the various school bodies and events, whilst also ensuring that past parents and students remain connected to the College and that its traditions are upheld.

Achievements

- Our students continue to demonstrate a high level of involvement and commitment to upholding the values of Xavier College.
- Many students at the Senior Campus are keen contributors to programs such as the Friday Night School, where they tutor primary school students from all over Victoria. There is always a strong involvement of past and present students, parents and staff in volunteering at the Maytime Fair, all proceeds of which are donated to the Jesuit Missions across Asia and parts of Africa.
- There are a wide variety of events organised by Mothers’ and Fathers’ Associations that the school community has the opportunity to attend, as well as events and programs run by the Xavier College Social Justice Network and Jesuit Social Services.

VALUE ADDED

<table>
<thead>
<tr>
<th>Values Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prayer to commence classes and meetings</td>
</tr>
<tr>
<td>Easter liturgies</td>
</tr>
<tr>
<td>Daily voluntary Mass (Senior Campus)</td>
</tr>
<tr>
<td>Weekly voluntary Mass (Burke Hall and Kostka Hall)</td>
</tr>
<tr>
<td>ANZAC Day Remembrance Services held at each campus</td>
</tr>
<tr>
<td>School Assembly focus on community service in nominating external speakers</td>
</tr>
<tr>
<td>School Awards - “Distinctive Contribution to the Life of the School” – values student who model a social conscience</td>
</tr>
<tr>
<td>Participation in Simply Sharing Week</td>
</tr>
<tr>
<td>Social Justice Week – theme of Refugees</td>
</tr>
<tr>
<td>Volunteering to assist with the Maytime Fair</td>
</tr>
<tr>
<td>Year 10 Father-Son program</td>
</tr>
<tr>
<td>Winter Sleep-out</td>
</tr>
<tr>
<td>Year 12 Service Day</td>
</tr>
<tr>
<td>Battle of Bands</td>
</tr>
<tr>
<td>Year 11 students took part in ‘The Cage’ initiative, including St Ignatius College and Loyola College to raise awareness about homelessness</td>
</tr>
<tr>
<td>Youth Engagement Program (YEP) with local parishes</td>
</tr>
<tr>
<td>Chaplaincy Interviews</td>
</tr>
<tr>
<td>Remembrance Day Services</td>
</tr>
</tbody>
</table>
PARENT, STUDENT AND TEACHER SATISFACTION

At the conclusion of each year, Year 12 Student and Parent Exit Surveys are conducted, and the results of the 2013 surveys indicated overwhelming satisfaction and support of the College.

As part of the College’s 10-year Council of International Schools (CIS) review in 2010, all parents, students and staff were surveyed about all aspects of school life.

All survey results were collated and analysed by the Endicott Research Centre, Endicott College, Massachusetts USA.

Under the headings of Philosophy and Objectives, Curriculum, Governance and Management, Staff, Student Support Services, Resources and Student and Community Life all constituents were asked to indicate their response to a range of relevant standards (60 standards in total).

The results provided healthy endorsement of the policies, procedures and practices of the College in each of the areas under review.

The Council of International Schools presented its results of the review in mid 2011 and the College was re-accredited as a member school of the CIS.

The recommendations made by the 2011 CIS Visiting Team have been incorporated into the College’s Strategic Plan objectives, which are continuously being translated into ongoing projects.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>$</td>
</tr>
<tr>
<td>School fees</td>
<td>37,781,113</td>
</tr>
<tr>
<td>Other fee income</td>
<td>2,369,357</td>
</tr>
<tr>
<td>Private income</td>
<td>4,199,605</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,839,922</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>5,924,426</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>52,114,423</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>38,018,430</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>16,987,369</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>55,005,799</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Capital income and expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>18,253</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>2,226,614</td>
</tr>
<tr>
<td>Other capital income</td>
<td>3,873,573</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>6,118,440</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>1,854,258</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td>30,771,996</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>28,717,692</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.