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Contact Details

| ADDRESS          | Senior Campus: 135 Barkers Road, KEW, 3101  
|                 | Burke Hall Campus: Studley Park Road, KEW, 3101  
|                 | Kostka Hall Campus: 47 South Road, BRIGHTON, 3186 |
| PRINCIPAL       | Dr Christopher Hayes |
| RECTOR          | Fr Chris Middleton SJ |
| TELEPHONE       | (03) 9854 5411 |
| WEBSITE         | http://www.xavier.vic.edu.au/ |

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

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
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 or 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, was named after St Francis Xavier, one of the closest friends of St Ignatius of Loyola. Together with five other companions, they founded the Jesuit order in 1540. Jesuit principles of education emphasise the centrality of the Catholic faith, pursuit of excellence, development of the whole person, care of each individual (Cura Personalis), and service to others. These principles define all aspects of life at Xavier. We are part of a world-wide network of Jesuit schools that collectively educate nearly two million students.

We understand the crucial importance of laying the foundation for the future of your son and daughter. From skills, passion and work ethic to self-image and place in the community, the journey begins here.

At Xavier we educate students from Early Years (3 year olds) to VCE.

We have three campuses: Kostka Hall, Brighton (3 year olds to Year 8, co-education to Year 4); Burke Hall, Kew (3 year olds to Year 8, co-education to Year 4) and the Senior Campus, Kew (Year 9 to 12, all boys including boarding).

We aim to develop students who will become men and women of conscience, competence and compassion, who are able to bring about a more peaceful and just society by example and deeds.

Beyond mere bricks and mortar, the facilities at Xavier support both the guidance and nurturing of our girls and boys with, as a priority, an active, safe and secure learning environment.

Recognising the time demands placed upon parents, and in keeping with our commitment to all aspects of a child’s welfare, we offer an out-of-school-hours care program at both Burke Hall and Kostka Hall for Early Years students.
Principal’s Report

I am very pleased to report that Xavier College in 2014 continues to build on the excellent foundations and traditions of the past 136 years as a Jesuit school. Our school enrolment continues to grow across our three campuses and this year, 2089 students from the age of three to 18 were enrolled in our thriving environment, which provides a context to the rich diversity of activity and endeavour being undertaken by our school community.

Our theme for the year of “A Faith that does Justice” enlivens our reflection on what actions need to take place to be an authentic Jesuit school in a contemporary world. Our staff, students and parents have all involved themselves in service activities this year to demonstrate the essential truth from the Prayer of St Francis that *it is in giving that we receive*.

In congratulating all of this year’s graduating class we acknowledge the dedication and expertise of the teacher who have walked with these students for all their schooling.

Halfway through the year we farewelled Fr Tom Renshaw SJ, Rector for the past four and a half years as he was invited to complete his Tertianship (the final stage of official formation as a Jesuit). Fr Tom endeared himself to the Xavier community by his genuine interest and concern for all in our school community. At the beginning of Term 3 we welcomed Fr Chris Middleton SJ as the new Rector of the College. Fr Chris, for over a decade, has been Principal of Saint Aloysius College and brings with him a wealth of pastoral, academic and leadership skills to enhance our school community.

The student leadership of Daniel Vaughan, Zac Haussegger and Dorian Sorace provided inspirational guidance to our whole student body and we are indebted to them for their generosity and service to building a better, more faithful Xavier College.

As one of our aims is to provide a wide variety of choices for our students to grow and achieve, we firmly believe that participation in sport, music, visual and performing arts, debating and public speaking, drama and Ignatian Service are all vital elements for our students’ total growth. I particularly thank Cam Matthews and his Sports staff and Greg Carey and his Music staff for their expertise and passion in guiding the path of co-curricular activities at Xavier College. Of overwhelming significance is that we have over 2000 students involved in these activities as our focus is always on the quality and calibre of person we produce via this journey. In stating this, we wholeheartedly celebrated the achievements of winning APS Premierships in Volleyball, Cross Country, Basketball and Water Polo.

A highlight of the year was the very successful Hearts on Fire Gala dinner organised in May that helped raise significant funds for capital works across our three campuses. Most importantly, it helped build a sense of community and support for the enterprise of the school. My thanks to Suzanne Willems, who was the Convenor of the organising committee, and Sam Sapuppo, Director of Community Relations and their teams for orchestrating such a wonderfully successful night.

My thanks to Frank Peck, Chair of the College Council and all the members of the Council for their diligent devotion to the stewardship and prudent governance of the College. Late in the year the Council signed off on a new master plan for the College in future years.

The College Executive comprising Fr Chris, John Hickey, Peter Cooper, Kathleen Upfold, Richmond Patterson, Caroline Sheehan, Christine Fonseca, Sam Sapuppo, Val Marinelli and Dominic Calipari, has been unstinting in providing an environment for Xavier to flourish. All have worked well together to provide excellent direction and leadership for the College. We particularly congratulate John Hickey on his appointment as Principal to Marcellin College, Randwick, Sydney, in 2015.

I wish to thank all the Xavier community for their support during the year. I have heartfelt gratitude to the Jesuit Community, the School Council, the Executive and the staff of Xavier College for helping to realise our vision and mission.

Dr Christopher Hayes
Principal
Edited extract from the 2014 Xaverian
Rector’s Report

I am very grateful for the warm welcome I have received at Xavier since arriving at the College at the commencement of Term 3. I am also very conscious of the contribution of my predecessor, Fr Tom Renshaw SJ, who worked so diligently in preserving the Jesuit identity of Xavier, and in providing pastoral care to the College community.

The College Council, the College leadership, under Dr Chris Hayes, John Hickey, Kathleen Upfold and Peter Cooper and all the Directors, the professionalism and commitment of staff, the support and engagement of parents, the loyalty of our old boys, and the talents and generosity of our students, are such strong foundations for this school. For me, these first two terms at Xavier are about getting a feel for, and understanding of the College and the Rector’s role here. While the similarities between our Jesuit schools are great, each has its own distinctive identity, culture and context. This early on, therefore, I might limit my words to a reflection on Jesuit education itself, as the lens through which to view the wider mission of Xavier College.

It has been said that the heart of education is the education of the heart. Ultimately, the success of what is attempted at Xavier College will be measured by the character and heart of the young men who leave this school. Already, I have been impressed by the quality of the class of 2014. We seek to offer at our schools a vision of life that carries meaning and purpose, and a spirituality that underpins our vision. Belonging to a community, found here at Xavier College, but symbolising the wider Church, and friendship with your God through the following of Jesus; these lie at the heart of our mission at Xavier. This mission has its starting point a profoundly positive affirmation that each of us, and our world itself, are of God and are good. We are born of God’s creativity and God’s love; indeed we are God’s artwork. But we also are profoundly aware of the reality of pain and alienation and suffering in our own lives and in our world.

It is in this context of forming young men for their life journey that we emphasise so much of the wider dimension of education, of reflecting on meaning and purpose. To have a goal and direction in life is to know something of who and what we are. Jesuit spirituality and educational philosophy inform much of our way of proceeding. We see no necessary conflict between faith and reason, and thus Jesuit education, and particularly religious education in our schools, should be at ease with human learning and with a questioning faith. This approach stems in part from the origin of Jesuit schools in the tumultuous times of the Reformation and the Renaissance. It also led to significant Jesuit contributions through both Jesuits and their colleagues and alumni in areas of human learning as diverse as geology, astronomy, electricity, geography, anthropology and physics, to name just a few. In my Jesuit life I have known Jesuit astronomers and wine-makers, musicians and physicists, poets and seismologists. The point here is to value the human mind as gift from God. Applying this to the educational enterprise, we should encourage critical thinking from our students, and not be surprised, or even disappointed, if at times they follow a different path than that which we might urge.

In a similar vein the Jesuit way of proceeding provides an essentially positive outlook on human culture. Jesuit educational works, as well as Jesuits themselves, have contributed to the fields of history, drama, ballet, Vietnamese language, Chinese art, music, again to name a few. Respect is given to all authentic forms of human endeavour, for such work is seen as being part of God’s creativity. The work of the human imagination, and our ability as human beings to express ourselves, whether in music or by the spoken or written word, in drama, in media and in art, carries genuine importance in the curriculum of a Jesuit school. I believe it also shapes the way we are called to look at our young people and their education; we should look first to the positive and seek to build on this, which is a necessarily optimistic and hope-filled approach.
Our goal of forming ‘men and women for and with others’ reflects a concern that our graduates should make a difference in our world, and that as followers of the Lord they carry a responsibility in love for all people. The emphasis in the College on Ignatian service for our students, the unique function of the Xavier Social Justice Network, the College community’s support for the Maytime Fair, the Friday Night School and our new Jesuit school in East Timor are among the real manifestations of this commitment.

Our identity as a school community is a multi-faceted one. What perhaps unites these various aspects to who and what we are, is a faith-based vision of the dignity of each person, the value of a life lived generously within the framework of relationships that shape and direct our journey (family, community, church, humankind), and the challenge of striving for the magis, for the better, in all we do. All we affirm is touched by the generous grace of God. And we know too that there are times when we, as individuals and a school, fail to live out fully our identity and let ourselves down. As with all education, it remains work in progress.

Fr Chris Middleton SJ
Rector
from the 2014 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.

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<th>Activity</th>
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<tr>
<td>Prayer to commence classes and meetings</td>
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<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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<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 (Kew Gardens).
- Andale School Assistance Program
- Community Service at Ozanam House
- Social Awareness Week – Year 11
- Brosnan Services visits
- Gardening program for elderly Boroondara residents
- Red Cross blood donations (Senior Campus students)
- 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

- Review all curriculum documentation and practice in light of the Australian Curriculum. Implementation of Australian Curriculum (F – 10) in Phase 1 studies and integration of the Catholic Identity.
- 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.
- Completion of the 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 and implementation.
- 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.
- Broader use and functionality of the new 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 serves the faith that does Justice

This characteristic of Jesuit education resonates with our College Vision statement and our College theme for 2014. As an educational institution we talk of excellence and achievement. Certainly we aspire to this and encourage each student in our care to do their best. The philanthropic quality inherent in a faith that does justice is generous and life giving. Involvement in faith that does justice asks much of us and I would hope that each teacher in every classroom takes up this challenge.

During this year, teaching staff have been involved in the development of a Learning and Teaching policy that reflected the current College vision, mission and guiding principles. Below are some extracts from that document that will be published in full on the College website in 2015. Key to the policy are four pillars of Ignatian spirituality and the pedagogy of Jesuit education. We seek to transform people and form men and women for and with others. We seek to develop the following characteristics:

Person of conscience – by encouraging the processes of reflection.

Person of competence – through the pursuit of excellence and actively promoting high academic expectations and personal growth through independent learning.

Person of compassion – by promoting a compassionate approach that is best encapsulated as Cura Personalis.

Person of commitment – we seek to form the whole person and encourage a love of learning, following the example of Jesus and striving to be the best we can be.
Refocusing our curriculum documentation around the requirements of the Australian Curriculum as well as the Victorian Curriculum and Assessment Authority (VCAA) and the International Baccalaureate continues to be a work in progress. Teachers across the three campuses have worked to ensure greater comparability and improved development of the knowledge and skills of all students as they go from Foundation through to Year 12 and documenting this in an accessible manner.

In December we heard from Dr Eqbal Hassim on intercultural understanding and international-mindedness. These are key ideas in a Jesuit school. They also happen to be among the cross-curriculum priorities of the Australian Curriculum and a key element of the International Baccalaureate. Dr Hassim challenged us to think beyond food, festivals and maps to develop a genuine understanding of learning and international context. To develop a frame of mind that values the world as the broadest context for learning and to develop conceptual understanding across a range of subjects and offer opportunities to inquire, act and reflect.

Our use of the Learning Management System (CONEQT / SEQTA) continues with broader use supported by improved and reliable ICT infrastructure across the whole College. February 2014 saw all students from Year 5 through to Year 12 supported by one-to-one access to their own ICT device. From Foundation to Year 4 access to devices will continue to support learning in many different ways. Our academic reports continue to develop and change to meet 21st century demands.

Finally, I would like to thank some key people who provide leadership in the area of teaching and learning. They have facilitated so many of the processes we have engaged in. At Burke Hall, thanks to Brendan Fraser and Tim Bergin, at Kostka Hall, thanks to Therese Lunghusen and Christine Gilliland. And across the campuses, thanks to the Heads of Faculty and subject coordinators.

Ms Caroline Sheehan
Director of Teaching and Learning
from the 2014 Xaverian
## Proportion of Students Meeting the Minimum Standards

### NAPLAN Tests

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### Graphs

#### NAPLAN Year 3

- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy

#### NAPLAN Year 5

- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy
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 2010 – 2014.

**Xavier College Year 9 Reading, 5-year Trend**
Xavier College Year 9 Writing, 5-year Trend

Please Note:
2008 – 2010 – Narrative Writing Genre
2011 – 2014 – 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:
The class of 2014 were well represented at high ranks on the ATAR scale:

- 15 students (6% of the group) attained an ATAR of more than 99 (top 1% of the State)
- 57 students (23%) recorded an ATAR of more than 95 (top 5% of the State)
- 89 students (36%) attained an ATAR of more than 90 (top 10% of the State)
- 150 students (61%) attained an ATAR of more than 80 (top 20% of the State)

The median ATAR for 2014 was 85.15 - this means that 50% of our students scored in the top 14.85% of the State.

Perfect study scores of 50 were achieved in the studies of English and Physics.

The median study score was 33, with 17.8% of study scores equal to or above 40.
Tertiary Destinations – The Class of 2014

Xavier continues to have a very high placement of students in tertiary education with 97.55% of Year 12 students applying for tertiary placements and 95.81% 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. RMIT has replaced Deakin University as the third most offered destination, with ACU and Swinburne making up the bulk of the remaining offers.

Management and Commerce together with Arts degrees account for 54% of all areas of interest offered to students. Xavier students develop a keen interest in the humanities at school and many choose to continue this study at university level. Other choose more vocational degrees in business, science, health vocations or in the building and property development fields. Xavier College students have been successful in placements for undergraduate Medicine (Monash University and the University of Newcastle). Eleven boys have been offered places in Law degrees.

Boys enrolled in Melbourne University’s ‘new generation’ degrees and other undergraduate courses, often apply to continue their studies at 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 eventually take, rather than a full true picture. For example, a number of offers were in the Public Health category. Such courses can lead on to Masters Degrees in specialised areas such as Physiotherapy.

Table 1 Student Offers by Areas of Interest

<table>
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<th>Type of program chosen to study by students (Including those in double degrees) as a percentage and as a raw number 2014 Year 12 Cohort</th>
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<td>Offers to students</td>
<td>Percentage</td>
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<td>Management and Commerce</td>
<td>76</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>
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<td>Engineering and Related Technologies</td>
<td>16</td>
</tr>
<tr>
<td>Health [includes Medicine, Dental Science, Physiotherapy, Nursing, Occupational Therapy]</td>
<td>19</td>
</tr>
<tr>
<td>Creative Arts [Journalism, Media, Film, TV, Design, Fine Arts, Music]</td>
<td>16</td>
</tr>
<tr>
<td>Information Technology</td>
<td>5</td>
</tr>
<tr>
<td>Agriculture / Environments</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
</tr>
<tr>
<td>Food, Hospitality and Personal Services</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>255 #</td>
</tr>
</tbody>
</table>

# As some students are enrolled in double degrees the total number for offers based on interest areas is higher than the total number of students gaining places.
Review of University offers by institution to 2014 Xavier College students:

<table>
<thead>
<tr>
<th>Institution</th>
<th>2014 graduates % of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Melbourne</td>
<td>32</td>
</tr>
<tr>
<td>Monash University</td>
<td>23</td>
</tr>
<tr>
<td>RMIT University</td>
<td>17</td>
</tr>
<tr>
<td>Deakin University</td>
<td>13</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>3</td>
</tr>
<tr>
<td>Swinburne University</td>
<td>4</td>
</tr>
<tr>
<td>LaTrobe University</td>
<td>4</td>
</tr>
<tr>
<td>TAFE</td>
<td>2.5</td>
</tr>
<tr>
<td>Other</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

1. Students with no preferences listed through VTAC
   There were 6 students who did not list preferences through VTAC. Two had accepted interstate degree offers. Two did not wish to apply for further study straight after Year 12.

2. Students without Offers
   Ten students remained without an offer (having applied for a place) after first round. These students and their parents have worked with the career practitioner throughout the year in trying to define a pathway. Xavier career staff have offered continuing support to define future career opportunities.

3. Offers made according to Preferences
   The majority of students in the 2014 cohort were successfully placed after the first round of offers (95.81%). 106 students received their first preference and 54 receiving their second. Therefore 70% of students received either their first or second preference. This is in line with the previous year’s figures. Table 2 indicates the breakdown of offers made by student preference.

Table 2: Breakdown of Preferences

<table>
<thead>
<tr>
<th>Preference</th>
<th>Number of Offers made of both fee types</th>
<th>Percentage of all offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>106</td>
<td>46.3</td>
</tr>
<tr>
<td>2nd</td>
<td>54</td>
<td>23.6</td>
</tr>
<tr>
<td>3rd</td>
<td>30</td>
<td>13.1</td>
</tr>
<tr>
<td>4th</td>
<td>21</td>
<td>9.2</td>
</tr>
<tr>
<td>5th or lower</td>
<td>18</td>
<td>7.9</td>
</tr>
<tr>
<td>Total</td>
<td>229</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mrs 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 teamwork 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 that 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>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 8</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 10</td>
<td>89.5</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.1</td>
</tr>
</tbody>
</table>

- As can be seen 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 special 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 – Tanzania  
Cricket Tour – UK, including tour of the Western Front from Ypres to Paris  
Music Tour – USA  
Water Polo Tour – University of Southern California, USA  
Visiting Exchange students from Broome, French students from Paris and Belgium, Student from Italy, Student from Japan

**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  
Shakespeare performances for Years 9 and 10 students  
Inaugural Spelling Bee for Year 9 students  
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
Peak Skills 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 – Studley 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
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>97.2 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>93.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
</tr>
<tr>
<td>MASTERS</td>
</tr>
<tr>
<td>GRADUATE DIPLOMA</td>
</tr>
<tr>
<td>GRADUATE CERTIFICATE</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
</tr>
</tbody>
</table>
### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>259</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>258.07</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>179</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>157.61</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

**DESCRIPTION OF PL UNDERTAKEN IN 2013**

- 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
- Optimising student learning
- Internet Safety

<table>
<thead>
<tr>
<th>Number of Teachers Who Participated in PL</th>
<th>240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Expenditure Per Teacher for PL</td>
<td>$1000.00</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

Values Education
Prayer to commence classes and meetings
Easter liturgies
Daily voluntary Mass (Senior Campus)
Weekly voluntary Mass (Burke Hall and Kostka Hall)
ANZAC Day Remembrance Services held at each campus
School Assembly focus on community service in nominating external speakers
School Awards - “Distinctive Contribution to the Life of the School” – values student who model a social conscience.
Participation in “Simply Sharing Week”
Social Justice Week – theme of Refugees
Volunteering to assist with the Maytime Fair
Year 10 Father-Son program
Winter Sleep-out
Year 12 Service Day
Battle of the Bands
Year 11 students took part in ‘The Cage’ initiative, including St Ignatius College and Loyola College to raise awareness about homelessness
Youth Engagement Program (YEP) with local parishes
Chaplaincy Interviews
Remembrance Day Services
2014 “Hearts on Fire” Gala
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 2014 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>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>41,604,385</td>
</tr>
<tr>
<td>Other fee income</td>
<td>2,447,586</td>
</tr>
<tr>
<td>Private income</td>
<td>4,677,414</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,781,558</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>6,116,909</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>56,627,852</strong></td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>40,527,506</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>17,124,545</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>57,652,051</strong></td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>2,833,115</td>
</tr>
<tr>
<td>Other capital income</td>
<td>1,529,835</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>4,362,950</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>2,990,156</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>20,068,800</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>16,344,603</strong></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.