

XAVIER WURRUMIYANGA COLLEGE (XCEC)
Wurrumiyanga, Bathurst Island

Phone: (08) 8978 3970

Fax: (08) 8978 3914

Postal Address: PMB 139, Winnellie, NT 0821



College Contact Information

Principal : Mrs Kathryn vanEgmond

Parish Priest : Fr Peter Huan

Parish Support: Sr Anne Gardiner

Email address : xcadminbox@nt.catholic.edu.au

2010 Annual report to the School Community XCEC

I present to you the Annual Report for 2010

VISION STATEMENT

We believe our Tiwi students are the hope of the future. Together with the community, we aim to empower students through the sharing of knowledge and skills, Christian values and Tiwi identity

MISSION:

The community of Xavier will:

- Be strong in faith, kindness and compassion and will recognise that the love of God for every individual is expressed in respect and tolerance in the traditions of the OLSHS, MCS and the Christian Brother's Organisation
- Provide excellent education where all individuals realise their potential
- Value the dignity of every person
- Be respectful of the Tiwi language and culture
- Create a Community of achievement and success
- Empower students to cope with a modern world

SCHOOL PROFILE

Our Community: Xavier Wurrumiyanga College (XCEC) is located 80kms north of Darwin on the Tiwi Islands. The town of Wurrumiyanga is on Bathurst Island which has a population of approximately 1800 people. Xavier Wurrumiyanga College is a remote indigenous Catholic school that strives to develop our students' educational, emotional and spiritual well being within a Christian community where individuals are valued. The community supports the development of business and industry in Retail, Hospitality, Art and Design, Building and Construction, Health, Education and Forestry.

Our Students: Our students come from the Wurrumiyanga community (approximately 1800 people), where many students who get the chance move to a boarding school for their secondary education. This means that the teaching staff shares many challenges with students who remain in the community. Xavier recognises very clearly that the students are very good at sport as well as their creative ability in the arts. This however is encouraged but not seen as the only ability that they have. English is a second language for our students and this is seen as our biggest challenge.

Our Curriculum: Today our school is becoming a school that the TIWI people can be proud to say belongs to the Wurrumiyanga community. Our curriculum is comprehensive, relevant, challenging, dynamic and innovative. A broad range of

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subjects, academic as well as practical and vocational are offered. This is possible because of the highly qualified and dedicated staff members at Xavier. Our staff regularly changes because of the nature of being remote, but our curriculum is becoming very stable in Religious Education, ESL and Mathematics, SOSE and Science, Indigenous Studies as well as, Music and Art, PE and Health, Wood and Food Technology. Our curriculum challenge is to develop a Year 11 and 12 status for the school. As Principal of Xavier I feel privileged to be a visitor to the TIWI islands and excited by the possibilities that our students can embrace.

PRINCIPAL'S MESSAGE

We have proved that with commitment from all parties concerned that aboriginal education can work. It is not about money it is about quality leadership, excellent and committed teachers and students with a willingness to learn. This is not an easy recipe but if we are going to change the negative history in aboriginal education then we must commit to these three elements.

In order to value add to this recipe we must develop programs that are challenging and have a cultural empathy but not sympathy.

Xavier in 2009 has grown in many ways. Our curriculum is worthy of any school in Australia, our buildings are looking like a real school and the students are taking a pride in their own development.

The building of our trade training centre and our new library has been extremely slow and frustrating but hopefully they will be completed early in 2011 so that the school can be fully operational.

Reflecting on the past year at Xavier, calls for a celebration of our success. If NAPLAN is the only indicator of success then Xavier has improved. However our success is reflected in our everyday stories about our students and our staff.

Indigenous Education is not a licence to be second best. We must have high expectations and set clear boundaries.

The Japalinga Mob will be our future leaders in Wurrumiyanga and this is the biggest success that we are celebrating.

I trust that you will celebrate with us as you read this report.

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List of teacher's/ staff qualifications

Name	Role	Qualifications
Kathryn vanEgmond	Principal	Master of Educational Policy (International) University of Melbourne. Grad Certificate Careers RMIT Bachelor of Education (Charles Sturt University) TPTC Sacred Heart Teachers College
Rita Ballard	Teacher	Bachelor of Education
Tori Phillips	Teacher	Bachelor of Classical Performance (Music) University of Adelaide Graduate Diploma of Education University of New England
Christopher Trevillion	Teacher	Bachelor of Education (PE and Health) University of Wollongong
Ben McCasker	Teacher	Bachelor of Education Charles Darwin University
Tahnee Gale April - December	Teacher	Bachelor of Education University of Ballarat
Val McGrath January - June	Teacher	Bachelor of Education Australian Catholic University
Clare Ryan January - April	Teacher	Bachelor of Education Deakin University
Jo Bragg July - December	Teacher	Graduate Diploma in TESOL Charles Sturt University Bachelor of Education (primary) University of Sydney
Jemma Anderson Sept - Dec	Teacher	Bachelor of Education (PE/IT) University of Victoria
Karlene Scrymjour	Teacher Assistant	Studying Bachelor of teaching and Learning
Aileen Tiparui	Teacher Assistant	Studying Bachelor of teaching and Learning
Richard Tungatalum Jan - July	Teacher Assistant	Studying Bachelor of teaching and Learning
John Ross Pilakui July - Dec	Teacher Assistant	
Ephrem Tipungwuti	Teacher Assistant	
James Puatjimi Sept - Dec	Teacher Assistant	Studying Bachelor of teaching and Learning
Antonius Tipiloura Sept - Dec	Teacher Assistant	

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Shona Strong	Office Administration	
Andre vanEgmond	Grounds and Maintenance	Building and Construction Clerk of Works
Samuel Puruntatamerri	Grounds and Maintenance	Cert 1 in Work Education
Andrew Portaminni	Grounds and Maintenance	
Cecelia Puruntatamerri	Nutrition Program	Cert 1 in Work Education
Mary Tipungwuti	Nutrition Program	
Pat Lipscomb	Nutrition Program	
Wendy Tipungwuti	Cleaner	Cert 1 in Work Education
Francella Tungatalum	Cleaner	

Professional Development

- Orientation new staff
- Principal's Meetings – 4 times a year
- Curriculum coordinator meetings 1 staff 4 times a year
- Whole school Mental Health First Aid all staff
- Curriculum and learning – whole staff
- Discourse and Discernment whole staff 3 days
- Accelerated Literacy all staff
- LAND project two staff, 3 workshops 10 days
- Interactive whiteboards
- Accelerated Literacy Coordinator – attended regular Coordinator Workshops in Darwin
- Creative Music Sydney 1 teacher
- PE Conference 2 days – 2 staff
- Life Coaching 2 days 1 staff
- 6th iNet International Conference Principal South Africa 4 days
- Orientation 3 days Darwin all new staff
- Basic First Aid – all staff
- Adult Mental Health First Aid – all staff
- Child Protection Mandatory Reporting – all staff

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- OH and S training Darwin
- Working with Chemicals

Highlights

- Introduction of co – educational classes for Year 7 – 11
- Introduction of community groups for ESL and Mathematics classes Year 7 -11
- Student reading level improvement
- Broader curriculum
- Emphasis on ESL and Numeracy
- Emphasis on Health program
- Attendance
- Sport Excursion
- Broome excursion Year 7 – 9
- Adelaide excursion Year 10 -11
- Work Experience
- You Can do It program
- NTCET commenced Year 10 – 12 curriculum
- Development of Japalinga Mob
- Development of the AFL Academy
- Parent involvement Literacy and Numeracy week, report nights, excursions, canteen, health education
- Home Liaison program
- Growing Our Own Teacher Education Program

Student Welfare

- You Can Do It Program
- Japalinga Mob
- AFL Academy
- Army Cadets
- School excursions
- Bush Camps/Girls and boys Health
- Psychologist 2 visits of 1 day duration
- Hearing Tests one per year
- Medical Check one per year
- Nutritionist two one day visits
- Links with the Wurrumiyanga Health Clinic

Teaching and learning initiatives – curriculum, pedagogy, programs, take-up of special funding programs

Curriculum

A strong Year 7 -9 program in all areas of curriculum leading to the NTCET Years 10 -12

Students undertook programs in Religious Education, ESL (Accelerated Literacy), Mathematics, Health and PE, Sport, Football, Dance, Tiwi Language and Culture, Art, Music, Wood Technology, Food Technology and Information Technology, Science, SOSE and Horticulture in our garden section.

Religious Education

- Students led liturgies that celebrated the liturgical year
- Whole school prayer
- Classroom prayer
- Celebrating the Eucharist as a school
- Writing of our school song

ESL /Maths

- Accelerated Literacy
- Year 10 CSF
- NTCET Stage 1

SOSE/Science/PE/Technology/Creative Arts/Indigenous Culture/Sport

- Remote school's curriculum Year 7 -10
- NTCET 10 – 12
- Circuit Training everyday
- Whole school sport Athletics/ Swimming/Cross Country

Music program

- **Drumming Therapy / performance**

School leadership and school decision-making process

Xavier is a small school with a full-time teaching staff of 8. There is a number of ancillary classroom staff (ITAS tutors, Assistant Teachers.). The Principal looks after all day-to-day decisions, in consultation with teaching staff. Staff meetings were held weekly. Subject meetings were held twice a week. Administrative meetings were held Monday, Wednesday and Friday at 8.30 am

Programs

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XCEC utilized Accelerated Literacy as its main ESL program. The school drew on the considerable support and expertise of the Department of Education, Employment and Training Accelerated Literacy unit.

Remote Schools Curriculum NTED Years 7 -9

ESL – NTCF ESL and Accelerated Literacy

Maths – NTCF Band levels 1 -4

RE – local resources

Indigenous Tiwi Language and Culture – local resources using the school TLC program as well as the NTCF Band 4 for Indigenous studies.

SOSE – NTCF Band 1-4

Science – NTCF Band 1-4

Art – NTCF Band 1-4

Music NTCF Band 1-4

Horticulture

Sport

Cadets

Excursions

Bush Camps

“You Can Do It Program” – units incorporated into whole school program

Japalinga Mob

Special Funding Programs

XCEC accessed 4 special funding programs. They were:

LNSLN – Literacy, Numeracy Special Learning Needs

LAND

GOOT

Student Retention

Completion of Year 12 by 2012

There were no students who left school at the end of 2010

The year 8 had the weakest attendance.

XCEC had an enrolment for 2010 of 90 students. There were 47 females and 43 males.

Enrolment continues to be affected by the inflow and outflow of students to and from Darwin, and into and out of school from Tiwi College.

There were 5 classes – Year 10/11, Year 9, and Year 8 Year 7

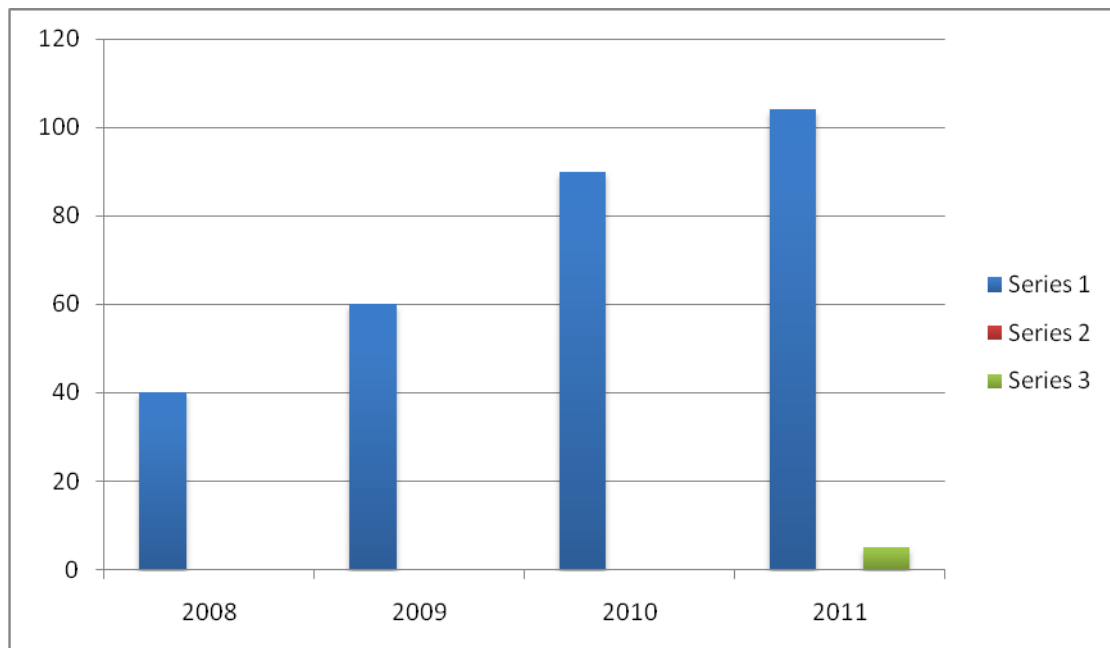
MONTH	ATTENDANCE
FEBRUARY	65.1%
MARCH	63.4%
MAY	52.6%
JUNE	66.7%
AUGUST	58.0%

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SEPTEMBER	57.5%
OCTOBER	69.4%
NOVEMBER	62.8%

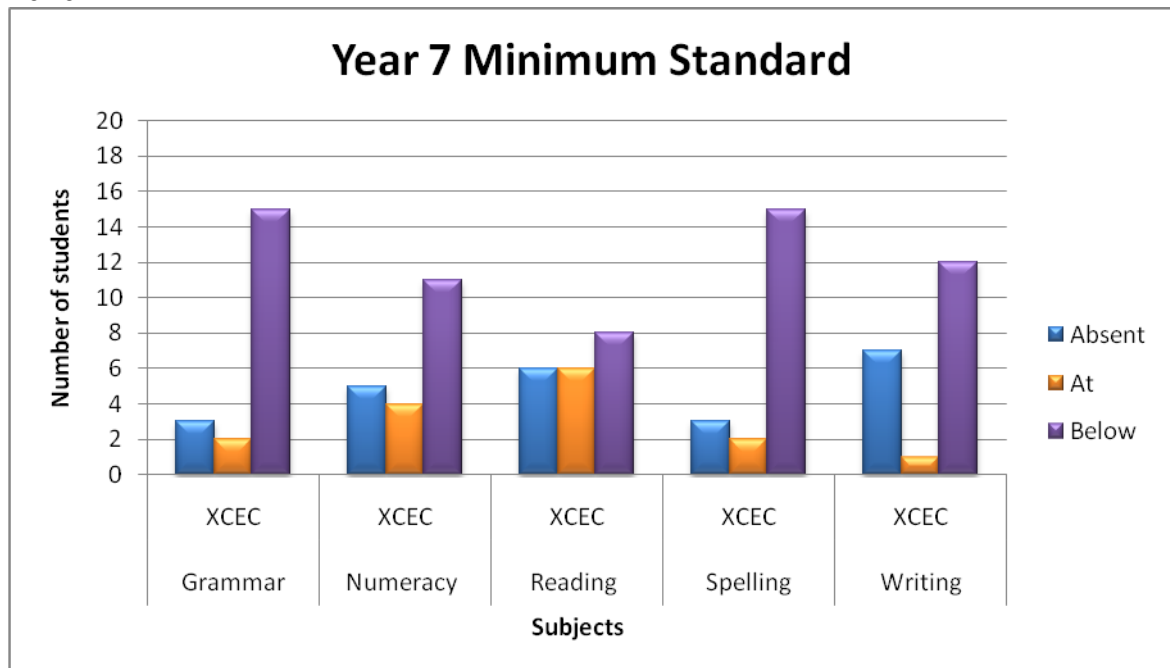
Year Level	Total
Year 7	22
Year 8	17
Year 9	21
Year 10	15
Year 11/12	15

ENROLMENTS



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NAPLAN
2010



Count of Minimum Standard				
Subject	Absent	At	Below	Total
Grammar	3	2	15	20
Numeracy	5	4	11	20
Reading	6	6	8	20
Spelling	3	2	15	20
Writing	7	1	12	20

Policy Development and Review

- Pastoral Care Policy
- OH and S Policy
- Mathematics policy
- IT Policy

The following policies are extant:

- Vision Statement
- Teaching and Learning Policy
- Drug and alcohol Policy
- Code of Professional Behaviour
- Staff Absence
- XCEC Vehicles Policy
- Yard Duty Policy
- Student Assessment and Reporting Policy
- Special Education Policy
- Visitors Policy
- Behaviour Management Policy
- Physical Restraining Policy
- Critical Incident Plan
- Money Lending and Reimbursement Policy
- Funerals and Cultural Activities Policy
- Harassment Policy
- Language and Learning Policy

All the above policies will need reviewing incrementally through 2010-12.

Parent Involvement

During 2010 parent involvement with the school was generated through a series of meetings and gatherings which were identified for small groups such as transition night. Year 6 into Year 7 transition and excursion information nights. Report information nights were a huge success with parents showing a genuine interest in their child.

The end of year report day changed many views on how our parents are involved with the school. It was a huge success.

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Financial Assessment 2010

Statement of comprehensive income

For the period ended 31 December 2010

	Note	2010 \$	2009 \$
Income			
Total revenue from ordinary activities	2	2,925,813	4,002,031
Less expenses			
Salaries - teaching		577,201	521,948
Salaries - other		546,951	474,009
Staff costs - teaching and other		179,323	214,152
Tuition expenses		103,178	125,675
Buildings and grounds		51,254	490,255
Interest	3	919	782
Depreciation	3	160,726	103,743
Other expenses		179,962	199,148
Total expenses		1,799,515	2,129,712
Surplus for the period		1,126,297	1,872,318
Total comprehensive income for the period		1,126,297	1,872,318

School Self Assessment Commendations

- Mixed gender classes
- Year level classes
- Increased one on one tuition
- No late class
- Health run by Tiwi Clinic staff
- Circuit training before class
- Smaller excursion numbers
- Reports to parents
- Introduce Remote Schools curriculum
- Integrated units of work that have ICCL incorporated within the units
- Friday cultural activities with elders and members of the Tiwi community e.g. storytelling, dancing, language, bush camps, health, music
- We are culturally aware of ceremony and ensure that students attend family funerals and participate.
- Students make regular visits to Tiwi Art, Women's Centre, Sport and Recreation, Council, Police mentor program
- Tiwi run army cadet program
- VET in schools programs Manufacturing , Horticulture, Hospitality

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- Work Experience
- ESL outcomes Accelerated Literacy pedagogy – nothing interrupts literacy lessons
- Mathematics program which has a progression in outcomes
- Teacher incentives include free housing, electricity, freight subsidy, FOILS, regular Professional development
- Addressing the health needs of students through the nutrition program, regular health visitors e.g. Australian hearing, clean uniform each day
- YOU CAN DO IT program whole school approach,
- Health and PE as part of the integrated units, Friday sport, interschool sport.
- Liaison worker helping parents in encouraging students to attend school,
- Career programs,
- Excursions to widen their world.
- Tiwi mentor program to support students,
- Working with YouthWorx
- Xavier has grown in the past year and has developed a positive student attitude towards their learning. Staff is to be commended on the literacy levels that have improved dramatically Mathematics has developed so that XCEC has a rigid program which can be easily followed by the transient staff

School Self Assessment Recommendations

- **Trade Training centre run by a separate manager**
- Japalinga Mob to be integrated into the school program
- Library lessons once a week
- AFL Academy to be a focus for attendance of students
- Female students to have more opportunities to develop self esteem
- Each teacher will mentor a small group of students to make sure that their pastoral and educational needs are supported
- One on one support for all students
- Develop recess and lunchtime programs to keep students at the school.
- Library resource staff
- Homework Club and other extracurricular club activities, library, art, VET, team sport
- Counselling for Health of teachers and students
- Part time .5 Trade training Centre manager
- Part time .5 Japalinga Mob leader
- Leadership team to be developed
- Half Way House to be discussed as part of student Health and Well being.
- Building better entry to the school and signage around the school.
- Notice board for students
- Greater community involvement in language and culture development
- Greater support from elders for the school. and for student welfare.

Future Priorities Curriculum, Pastoral Care,

Our school continues to have strong emphasis on the development of literacy and numeracy competencies with all students.

We also have a strong commitment to the development and sustaining of individual pathways that support the vocational and future study aspirations of our students.

Our school's future outlook includes:

- A range of senior school options focusing on meeting student aspirations
- Continuing development of tutor competency and support for their endeavours
- The continual refinement of learning materials to address the needs of our students

Xavier is a school that will always face difficulties in engaging students and it is the hope of the future that the community will support the school so that the students see school as a privilege.

Kathryn vanEgmond
Principal
2010