Annual Report 2009

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

Principal’s Message
Every year is a challenge in any school and 2009 has been just that at Xavier. Out of the mud and the utter chaos has arisen a school that students will be proud to be a part of each day. The building program has begun and we now have two new classrooms and a multipurpose room as well as two refurbished classrooms and a computer lab. We have established a temporary library that is catalogued ready for the P21 new library which will be completed by the end of 2010. The schools pride program has given us new covered walkways and in November this year we were very excited to hear that we received a grant of $1.5 million dollars to build a Trade Training Centre at Xavier. As well as the buildings our grounds have also been landscaped and many trees have been planted along with an amazing feature of three metre high wooden pencils which remind our students and staff of the ‘You Can Do It’ values of Confidence, Getting Along, Perseverance, Resilience and Organisation. This compliments the Balinese flags and the colourful columns of the basketball court painted with the same values written on them.

Our strategic plan was focused on Teaching and Learning and Pastoral Care and after many workshops and meetings our Xavier Community has come up with action plans to take us into 2010 in an organised and confident way. Our staff is always evaluating the school program and we have made significant improvements to the school curriculum. Our most significant achievement is keeping the students at school for a 9.00 – 3.15 pm day. Seeing the effectiveness of giving greater structure to the school day means that the school can expect greater responsibility on the part of the student’s to take a personal part in their learning. This has changed students thinking and has allowed for better teaching to occur during the day.

Our 2009 and 2010 calendar has raised significant awareness of Xavier in the Nguiu community as well as further afield on the mainland. Each family was presented with the calendar at our academic presentation evening which involved the whole community. This community involvement was also reflected in the parent evenings which were held throughout the year which had a 100 percent attendance rate. Excursions were held during the year in sport, try a trade, work experience and some leisure activities and many
schools visited Xavier, which contributes to a broader world view for our students.

As a school principal in an indigenous community school it only needs one positive experience to make all the hard work worthwhile. Our student literacy levels increased by an average of 1.89 year levels in 2009 and this was a very special way to end the school year. Xavier has a long way to go but ‘a journey of a thousand miles begins with one step’, and we have taken that step. Xavier Nguiu Secondary College (XCEC) ensures that quality schooling is available to our students through...

- the provision of programs which cater for individuals, current educational initiatives and societal expectations.
- catering for individual differences.
- supporting teachers in their development of all areas of professional competencies.
- ensuring each child's developmental program incorporates social, emotional, physical and academic perspective.
- reflecting the realities of our world in terms of vocational and lifelong learning needs.

School profile

Xavier Community Education Centre was established in 1960 by the Christian Brothers to provide a Catholic education for the boys of Nguiu. In 2000 it became a co educational school and in 2008 the name was changed to Xavier Nguiu Secondary College as it is no longer a community education centre. Our students are drawn from Nguiu, Ranku and some from Melville Island. Our feeder school is Murrupurtiyaniwu Catholic School. Xavier is part of the Nguiu parish which is very ably led by Father Peter Huan. Father Peter has shown great interest in our school and is always willing to support the students and staff.

I present this report in line with the format determined by the relevant government authorities:

School Profile

Xavier Nguiu Secondary College is situated 80kms north of Darwin on Bathurst Island. In 2009 our enrolment was 65 students

Our curriculum reflects the individual needs of indigenous students in literacy and numeracy. It is a living curriculum that is relevant, challenging, and innovative. A range of subjects academic, vocational and cultural is offered according to the availability of staff and resources. Classes are grouped by gender and by year level often composite classes. This is possible due to the high level of flexibility and dedication of each of our staff members.

Our greatest strength is the atmosphere of pastoral care and safety that is created at XCEC.
XCEC recognises very clearly that the students are very good sports persons as well as their creative ability in the arts. This however is encouraged but not seen as the only ability that they have. It is a responsibility of all who work with the Tiwi students to give them an opportunity to teach a curriculum that is worthy of any student in Australia to undertake.

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<th>Staffing Information</th>
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<td>Teaching Staff</td>
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<tr>
<th>Highlights</th>
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<tr>
<td>• Student reading level improvement</td>
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<td>• Broader curriculum</td>
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<td>• Attendance</td>
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<td>• Sport Excursion</td>
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<td>• Try A Trade</td>
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<td>• Work Experience</td>
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<td>• VET Programs</td>
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<td>• Parent involvement</td>
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<td>• Growing Our Own Teacher Education Program</td>
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<th>Student Welfare</th>
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<tr>
<td>• Art Therapist 2 weeks</td>
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<td>• Psychologist 2 visits of 1 day duration</td>
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<td>• Counsellor one day a week for approximately six weeks</td>
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<td>• Hearing Tests one per year</td>
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<td>• Medical Check one per year</td>
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<td>• Nutritionist Two one day visits</td>
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Teaching and Learning: Student Outcomes

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

**Curriculum**

Students undertook programs in Religious Education, ESL (Accelerated Literacy), Mathematics, Health and PE, Tiwi Language and Culture, Art, Music, Science, SOSE and Horticulture in our garden section. This was supplemented in the senior levels by the introduction of VETis courses from Taminminn High School in Cert 1 in Manufacturing (Clothing Production and printing) and Cert 1 in Horticulture. Hospitality was also taught with a financial literacy program supported by the Commonwealth bank and TIO. Karen Sheldon Catering worked with the students to develop lunch programs as well as a stall at the local football match. This was a great success.

**Programs**

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.

- 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
- SOSE – NTCF Band 1-4
- Science – NTCF Band 1-4
- Art – NTCF Band 1-4
- Music NTCF Band 1-4
- Horticulture
- Sport
- VETis
- Cadets
- Excursions
- Youth Pathways Program 20 students
- “You Can Do It Program” – units incorporated into whole school program

**Special Funding Programs**

XCEC accessed 4 special funding programs. They were:

- LNSLN – Literacy, Numeracy Special Learning Needs
- ITAS
- LAND
- GOO
- Practitioners in Residence

**Student Retention**

Completion of Year 12 is through St John’s College, Kormilda or Marrara College in Darwin.
One student completed their schooling at Xavier. He is gainfully employed in 2010 as a shire council worker. The senior girls and the junior girl’s classes have the weakest attendance and this will be reviewed in 2010.

XCEC had an enrolment for 2009 of 76 students. There were 38 females and 38 males. Enrolment was affected regularly by the inflow and outflow of students to and from Darwin, and into and out of school from Tiwi College.

There were 5 classes – Senior Boys, Senior Girls, Junior Boys and Junior Girls and Year 7.

The year level numbers were:

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<tr>
<th></th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
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<tr>
<td>Year 7</td>
<td>10</td>
<td>9</td>
<td>19</td>
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<td>Year 8</td>
<td>10</td>
<td>5</td>
<td>15</td>
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<td>Year 9</td>
<td>9</td>
<td>11</td>
<td>20</td>
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<td>Year 10</td>
<td>4</td>
<td>11</td>
<td>15</td>
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<tr>
<td>Year 11/12</td>
<td>5</td>
<td>2</td>
<td>7</td>
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The classes were gender based as it was felt by the community that this was the most appropriate arrangement culturally for students of this age.

Policy Development and Review
- Teaching and Learning Policy
- Pastoral Care Policy
- Drug and Alcohol Policy
- OH and S Policy

The following policies are extant:
- Vision Statement
- Code of Professional Behaviour
- Staff Absence
- XCEC Vehicles Policy
- Yard Duty Policy
- Pastoral Care 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 2009 parent involvement with the school was generated through a series of meetings and gatherings which were identified for small groups such as transition night and excursion information night. Report information was taken to the home individually or given at the local community store. It is a very difficult task to engage parents so that they do not feel threatened or unsafe. We need to look at the casual register rather than the formal to engage parents in the school.

Financial Summary
Sandi CEO

School Self Assessment Commendations
- 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 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 to help parents in encouraging students to attend school,
- Community meetings about attendance, raffles and vouchers for students who attend every day,
- 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 are to be commended on the literacy levels that have improved by almost 2 years. Mathematics has developed so that XCEC has a rigid program which can be easily followed by the transient staff
School Self Assessment Recommendations

- Mixed gender classes,
- Year level classes,
- Increase one on one tuition,
- No late class
- Health run by Tiwi Clinic staff,
- Circuit training before class,
- Smaller excursion nos.
- Reports to parents,
- Introduce Remote Schools curriculum

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
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<tr>
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<th>School features</th>
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<tr>
<td>1.1</td>
<td>Student Profiles</td>
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<td>1.2</td>
<td>Teaching and Learning Initiatives – curriculum, pedagogy, programs, take up of special funding programs</td>
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<td>1.3</td>
<td>School leadership and school decision making process</td>
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<td>1.4</td>
<td>List of school policies that exist: those policies where review work was initiated / completed during the school year: where policies can be found/ and/or how they can be accessed</td>
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<td>1.5</td>
<td>Capital improvements over the past 12 months</td>
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<td>2</td>
<td>Professional engagement teacher profiles</td>
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<tr>
<td>2.1</td>
<td>Average staff attendance for 2009</td>
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