



# Annual Report 2019

Xavier Catholic College  
Wurrumiyanga, Bathurst Island

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The Mantiyupwi Clan and the Tiwi people are the traditional owners of the land on which our school stands. We remember and honour their elders, past, present and emerging.

We acknowledge and respect their continuing culture in the life of the Xavier Catholic College community.

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## School Profile

School Sector	Catholic Education Northern Territory
Address	Lot 854 Kerinaia Highway Wurrumiyanga NT 0822
Enrolment	76 (August 2019)
Student Characteristics	73 Indigenous; 3 Non-Indigenous

## Introduction

Xavier Catholic College, located in Wurrumiyanga on Bathurst Island, Northern Territory, is an Aboriginal Catholic Community Secondary School for young Tiwi people administered by Catholic Education Northern Territory (CENT). It was established by Bishop Francis Xavier Gsell MCS in 1932 and was originally a Boys' School but is now co-educational. Wurrumiyanga (formerly Nguuu) is the largest community on the Tiwi Islands, and is located on the south-eastern coast of Bathurst Island. It is acknowledged as the 'capital' of the Islands and houses the main administrative and finance divisions of Tiwi Islands Local Government. Together with Murrupurtiyanuwu Catholic Primary School (MCPS), the two schools form One Catholic Education Precinct and provide an excellent Catholic, Tiwi education for students from Pre-School to Year Thirteen. Xavier Catholic College works in partnership with the Wurrumiyanga community and with many other training providers and partners to grow the next generation of Tiwi leaders by equipping students with a strong sense of self-efficacy and a suite of tertiary and work-ready sets of skills. Xavier Catholic College has been extremely successful in achieving these aims, having produced 29 NTCET Graduates in the past seven years.

## School Vision and Values

Xavier Catholic College is an Aboriginal Catholic Community School that provides a holistic education, one that develops the personal, social, spiritual, cultural, physical and intellectual capabilities of its students. It does so by recognising that these capabilities are grounded in community and culture and based on the inherent dignity of the human person, as created in the image and likeness of God. By offering an education that synthesises Tiwi culture and spirituality, Catholic teachings and values and a robust and relevant curriculum, Xavier Catholic College is able to grow Tiwi young people who are strong in faith, culture and learning and therefore are able to transform their homes, communities and this great nation. As the *Uluru Statement from the Heart* says, "When we have power over our destiny, our children will flourish. They will walk in two worlds and their culture will be a gift to their country."



## Principal's Message

Xavier Catholic College has had a very successful year in 2019 and I feel privileged to have been part of this substantive movement forward in the life and growth of the school in my first year as principal. With the exception of one person, all members of the School Leadership Team were new to executive this year. What we have been able to achieve together is a credit to the team and to the entire school community. Xavier Catholic College's Annual School Improvement and Renewal Framework Visit (SIRF) commented on the clarity of purpose and vision evident in the collegial manner in which the Leadership Team operates.



What I am most proud of is the extent to which Tiwi leadership and voice have been heard in the school this year. Tiwi staff have commented that they feel a significant shift has happened in this area, and they can see the implementation of processes and pathways that will help them develop their potential. There is a strong feeling in the staff community that we are moving ahead together with our eyes fixed on the same three key drivers: improving the outcomes of our students, particularly in terms of literacy, numeracy and self-efficacy; building staff capacity; and strengthening community confidence and engagement in the life of the school. This equates with Lyn Sharratt's 14th parameter for school improvement which is *Shared Responsibility and Accountability* and I would like to acknowledge the influence of Sharratt's Clarity Model on our strategic directions and priorities in 2019.

Another significant achievement is the development of staff's *Shared Beliefs and Understanding* about our young people. (Parameter 1, Clarity) Staff have been challenged to believe that every student can achieve and be successful. All staff understand that they are to have an unconditionally positive regard for each student, no matter what their behaviour might be like. Alongside this positive regard, staff have created a Tiwi model for the classroom called *The Tiwi Way* which incorporates de-escalating routines, clearly articulated learning intentions and success criteria, and other Visible Learning strategies. All of these have made a significant difference to student behaviours and our students are achieving more success, more often. Excellent teaching is quite evident now at Xavier Catholic College.

We are a lighthouse school for producing Stage 2 NTCET Graduates and this year saw four Xavier students graduating, with Damascena Kerinauia being the top Aboriginal student doing an NTCET at Northern Territory School of Distance Education (NTSDE).

Another highlight of 2019 was the opening of our Serenity Space, a room for students to learn to manage their emotions so that they can feel happy and calm. Our hope is that we become a lighthouse school in the area of wellbeing for Aboriginal students in remote communities. The contribution of Yolanda Lombardo (Inclusion Support Coordinator) and Victoria Gottliebsen (Psychologist) in this area has been enormous.

With the introduction of a Program Leader for the Arts (Ash Webb), Xavier Catholic College has increased its social media footprint, hence engaging more community members and partners. Artworks have been refreshed and created at school and there are more exciting plans for 2020 including a Pukamani Poles revitalisation project.

Our biggest challenge remains school attendance but we work in partnership with a strong network of community organisations, partners and families to strengthen families' engagement with school and their sense of belonging. Here, I would particularly like to thank and recognise Remote Schools Attendance Scheme (RSAS), Engagement Officer Top End Remote Schools, The Cathy Freeman Foundation, The Smith Family, The Michael Long Learning and Leadership Centre, Tim Scott Government Engagement Officer NIAA and Berkley Muldoon, Principal of MCPS.

I would like to thank and acknowledge the Leadership Team (Elizabeth Moodey, Pamela Brown, Justin Brennan, Angelo Orsto and Bertram Tipungwuti) for their unwavering commitment to making Xavier Catholic College the best school it can be. I am grateful for the profound local knowledge and dedication of our School Business Manager, Shona Strong. Finally, I would like to thank our fabulous staff who determinedly do their very best for our students as well as our parents and families who have great dreams for their children and for the future of the Tiwi Islands. Together, we are growing the Tiwi Leaders of Tomorrow today!

## NTRAI National Partnership

The effective teaching of Aboriginal and Islander students in our school has been promoted by targeted support from Education Officers based at the Catholic Education Office. Teachers, Assistant Teachers and other school staff have participated in whole school and smaller group professional learning to develop teacher practice in literacy and numeracy. This has included literacy, supporting EAL/D learners, numeracy, Mathematics Assessment Interview. Individual support for teachers has been available as required. There has also been support for the inclusion and assessment of students with hearing and learning difficulties, as well as for meaningful and positive learning pathways for students including VET in schools (secondary schools only). This targeted support is part of the CENT Better Outcomes Initiative and has been made possible through the Northern Territory Remote Aboriginal Investment National Partnership.

More specifically, the NTRAI Partnership funded a teacher at 0.5FTE to coordinate the Growing Our Own Project (GOO), a partnership between Charles Darwin University and CENT that is training Aboriginal teachers. It also funded a Psychologist at 0.5 FTE to increase student engagement at school as well as a Numeracy Teacher, funded at 1.0 FTE to improve student outcomes in numeracy.

## Catholic Identity

Xavier Catholic College has a strong relationship with our local primary school, MCPS, and the Parish. The One Precinct calendar of liturgical and Tiwi events is comprehensive and forms an integral aspect of our Catholic Identity, strengthening the bonds with the Tiwi community. Some of our events this year included Stations of the Cross, International Women's Day and Reconciliation Week. The visits of Bishop Charles Gauci and Bishop Eugene Hurley to celebrate the Sacrament of Confirmation and to open our Serenity Space were highlights.

This year we built the capacity of our student leaders to lead prayer, liturgies and significant events. They have grown in confidence and now lead whole-school assemblies, liturgies, school award ceremonies and celebrations. Students and Tiwi staff deliver the Welcome to Country at major community events. Students take part in reading the Prayers of the Faithful, dance the Yoyi for the presentation of the Gospel, and lead the Offertory procession.

This year saw an increase in student and staff meditation and prayer opportunities. As a community we pray together at all school functions and before each staff meeting. We had Tiwi meditation during whole school gatherings and meditation techniques were incorporated into classroom routines. Christian meditation also became part of our pastoral care and wellbeing sessions in the form of music, breathing techniques, art and imagery.



Student and staff spiritual formation had a strong emphasis this year. As part of the Sacramental Program, students took part in a retreat with MCPS and Tiwi Parish Elders. A small group of Senior students attended the Australian Catholic Youth Festival in Perth with Xavier teacher, Belinda Pereira, and our Parish Priest, Father Pat Mara MSC. We were fortunate to have Sister Anne Gardiner, OLSH, lead Mission and Purpose workshops. A One Precinct Prayer and Contemplation Retreat was delivered by Father Pat and Jesuit Novices; an Ignatian Spirituality session was run by Ignatius College REC, Adelaide; and a One Precinct retreat on Pathways to Compassion was facilitated by Sarah Daff, Director of Mission, Stuartholme School, Brisbane.

The Years 7-9 classes followed the ACCS Religious Education curriculum, incorporating differentiated bilingual support from our Tiwi Assistant Teachers. The Years 10-12 classes studied for their Certificate III Christian Ministry and Theology. Next year we hope to have Tiwi Assistant Teachers who have completed this same certificate become part of the CMT teaching team, providing Two Way teaching and learning in Tiwi Spirituality.

## Leadership

*"The high-impact leader creates a school climate in which everybody learns, learning is shared, and critique isn't just tolerated, but welcomed... There's mutual agreement that any interventions that don't achieve the intended impact will be changed or dropped."*

- John Hattie

Intentional, explicit leadership team development was embedded at Xavier Catholic College this year. The Leadership Team was expanded to include CALT members Angelo Orsto and Bertram Tipungwuti and the team had one leadership formation session per term run by the Principal and John Marks, Educational Leadership Consultation. The leadership team engaged in discussions around shared vision and values and we established clear expectations about how our Leadership Team and meetings should operate. Leadership Team members were offered high quality professional development; the Deputy Principal and REC attended the Brown Collective Executive Leadership Course; the Curriculum Co-ordinator attended the Third National Indigenous Education Forum and the ACEL Lyn Sharratt Clarity Workshop; CALT members attended the PULiima Conference and the Principal attended ACEL's Clarity Workshops as well as ACEL's John Hattie and Visible Learning days. Leadership Team Members had one-on-one coaching from John Marks during the year. These leadership formation opportunities made a significant difference to the cohesion and functioning of the Xavier Catholic College Leadership Team.



## Community and Culture

This year a whole-school culture program was developed in consultation with Tiwi community elders, Red Cross leaders, Aged Care and the Tiwi museum curators. The Tiwi teachers facilitated the Thursday program with the support of the REC. In Semester 1, Years 7-9 students took part in reading and writing sessions in the Old Tiwi language. In Semester 2, the whole school had weekly bush trips out onto country with sessions run by elders and Tiwi staff in weaving, fishing, carving, ceremonies, singing and learning about Skin Groups and dances.

A positive working relationship was developed with families, elders, Traditional Owners and community groups through a school newsletter, regular Facebook communication, family events and One Precinct open days. A highlight was the Semester 1 'Reporting to Families' afternoon which occurred in community and had the biggest turnout in years. This model is now being used for other school and community gatherings.

This year, one of our Pre-Service teachers received a Charles Darwin University award for her excellent achievement in the GOO program. The facilities and time allocation for the Pre-Service teachers improved this year together with increased collaboration with supervising teachers. These developments fostered the Pre-Service teachers' capacity to manage classrooms. An end-of-year review of the GOO program was carried out with all stakeholders and identified recommendations for Pre-service Teachers' successful completion of the GOO program in 2020.

The Tiwi staff hosted a successful information day for 15 AIEWs from Darwin schools. The team met regularly, with the support of the Aboriginal and Islander Workforce Development Officer, to give the Tiwi staff a voice and opportunity to advise the school in best practice for improving student outcomes.



## Wellbeing (Pastoral Care)

Throughout 2019, Xavier Catholic College has continued to build and implement positive wellbeing initiatives. We were very fortunate this year to employ an experienced psychologist and to increase the number of our inclusion support staff. This has meant improved case management of students and utilisation of extensive support networks and organisations.

A Wellbeing Committee was established to focus on reviewing the current wellbeing program and developing a new model based on contemporary research. This program has now been developed in consultation with staff and students and the Wellbeing Committee is extremely excited about its implementation next year. During the review of the current program, it became evident that changes to our weekly timetable could lead to more positive outcomes in students' learning and also behaviour. Changes were made for the Semester 2 timetable and current data indicates that the shift has been extremely positive.

In addition to changes to the timetable, we have focussed on developing teachers' classroom practice so as to incorporate the Berry St Education model of de-escalation activities, regular check ins involving a 5-point emotional scale, brain breaks and gradual release learning activities. This teacher practice has been implemented across all learning areas and has seen a decrease in behavioural issues at the beginning of lessons as well as increased student outcomes.

This year we also initiated a new system of re-integrating students into school life after extended absences. Through discussions with students and their families, we have been able to develop individual student return to school plans. These have led to a higher percentage of previously disengaged students remaining at school.



## Teaching and Learning

Students in Years 7-9 are considered 'Juniors' and are streamed into three classes. In 2019, Junior classes were given Tiwi animal names for the first time in College history; Yilinga (Carpet Python), Mayimampi (Magpie Goose) and Jarranga (Buffalo). This not only increased the Tiwi identity of the College, but mirrored the class naming system of our feeder school MCPS, in turn strengthening the 'One Precinct' identity of the two schools.

Junior students participate in a range of curriculum areas, including Religious Education, English, History, Geography, Health and Physical Education, Maths, and Visual Arts. The balance of subjects ensures that students' strengths and talents are fostered and they are enabled to walk strongly and proudly in both the Tiwi and Western world.

Learning opportunities for Xavier students are not confined to within the classroom walls or indeed the school gates. Students this year have had numerous opportunities for learning outside the College, including Distance Education camps to Darwin, visits to tertiary education providers and Cathy Freeman Foundation Horizons interstate camps. Regular work experience opportunities across Bathurst Island, Melville Island and Darwin were also instituted.

As the proverb goes, 'it takes a village to raise a child' and we at Xavier Catholic College see the active interest and engagement of families with their child's learning as integral to their schooling success. Before families can engage with the College, we recognise they must be authentically informed of their child's learning. 2019 saw Xavier teachers go into the community with sitting mats and afternoon tea for all as they met with families to discuss Semester 1 student reports. The afternoon was very successful in breaking down the barriers that can sometimes exist between families and the College, with many positive and constructive conversations about student learning occurring. This model of school report distribution will continue to be refined going into 2020.

### Indigenous Advancement Strategy

The Indigenous Advancement Strategy in 2019 has again funded the Data Informed Practitioner (DIP) project at Xavier Catholic College. In 2019 the DIP project saw the roll out of GradeXpert, a program that give the school a central storage point for student data. It also gives Xavier the freedom to create new look school reports that are responsive to the needs of our parents and guardians.

The DIP project also saw a revised Professional Learning Community model utilised to deepen teacher's understanding of best practice in visible learning. Guided by student data and the work of Lyn Sharratt, staff disseminated learning intentions and success criteria into their teaching practice, and completed the formative work in developing a data wall. This will help us to ensure no student slips between the cracks.

### Vocational Education and Training

Xavier Catholic continues to provide strong Vocational Education and Training (VET) course options for all students once they reach Year 10. The offerings made available to students represent not only a diverse range of industries to cater for individual student interests, but provide training in industries with strong employment outlooks.

This year senior students have completed (in part or full) the following qualifications:

- Certificate III in Christian Ministry and Theology
- Vocational Training Package: Cooking for the Food Industry
- Certificate II in Construction Pathways
- Certificate II in Community/Certificate II in Health Support Services (no new cohort in 2019)

In addition to these certificate programs, Xavier students have had the opportunity to undertake short courses and skill set training in a range of vocational settings, including Bronze Medallion/Life Guard certificates, White Card training, First Aid and DriveSafe NT. All of these learning opportunities serve to enrich the educational experience of Xavier students and provide them with strong post-schooling education and employment opportunities.



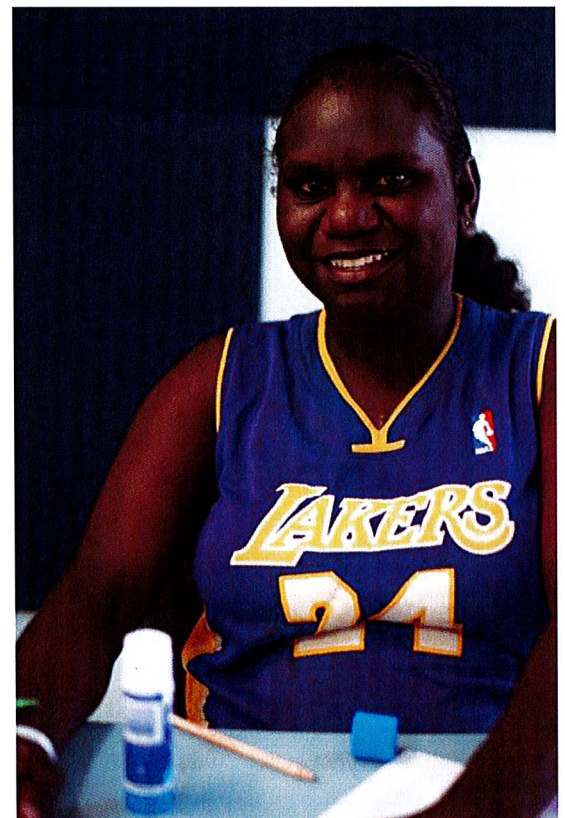


## Senior Secondary Outcomes

Students have two options once they reach Year 10 at Xavier Catholic College: NTCET stream or Employment Pathways (EP) stream. The NTCET stream is conducted in partnership with Northern Territory School of Distance Education (NTSDE). Stage 1 is completed over 2-3 years, and Stage 2 completed over one year. The EP stream follows the Employment Pathways Curriculum Framework; an alternative curriculum for students in remote schools endorsed by the Northern Territory Board of Studies. The EP curriculum draws from the Australian Curriculum General Capabilities, and aims to equip students with the skills needed to participate in the workforce and cultivate an enterprising mindset.

Xavier Catholic College has a long tradition in producing Year 12 graduates of distinction, and this year the College celebrated two students graduating from the EP class. These students have engaged the services of the Indigenous Youth Mobility Pathways (IYMP) project to seek further training and employment in the sport and recreation and education industries in Darwin. Many businesses in Wurrumiyanga are also enquiring about these graduates and students are receiving multiple offers for immediate employment!

The NTCET class celebrated four graduates this year, including the second ever male Tiwi student and the first non-Tiwi student. One student took on the extra workload to meet the requirements to gain an ATAR score, making her the second ever student to achieve an ATAR whilst studying at Xavier Catholic College. The four NTCET graduates are also engaging the IYMP project, Charles Darwin University and Batchelor Institute to gain further education and training in the land management, healthcare, emergency service and mechanics industries.



## NAPLAN Results

Xavier Catholic College experienced growth in all areas of NAPLAN this year (from Year 7 2017 to Year 9 2019).

2019 NAPLAN Growth	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year 7 2017	394	346	293	345	304
Year 9 2019	499	474	369	435	416

There has also been a general upwards trend in the NAPLAN results of successive Year 9 cohorts.

Year 7 NAPLAN Mean	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
2017	394	346	293	345	304
2018	429	376	284	427	371
2019	447	423	300	384	361

Year 9 NAPLAN Mean	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
2017	494	420	331	412	373
2018	481	398	362	429	370
2019	499	474	369	435	416

2019 Year Level	Test	Students above national minimum standard	Students at national minimum standard	Students below national minimum standard
Year 7	Numeracy	0	5	3
	Reading	1	5	4
	Writing	0	1	9
	Spelling	0	1	9
	Grammar and Punctuation	1	2	8
Year 9	Numeracy	0	4	1
	Reading	1	1	6
	Writing	0	0	7
	Spelling	2	0	5
	Grammar and Punctuation	1	0	6

Perhaps the biggest achievement for Xavier Catholic College in the NAPLAN space in 2019 was the way in which the tests were delivered across the week. Professional learning from the Berry St Education Model had a strong impact across the teaching and learning at Xavier and its insights were applied to the NAPLAN week, with many opportunities for students to regulate their emotions before and after each test. Anecdotal accounts indicate that the test environment was calm and productive, and this approach will be further refined in 2020 as Xavier Catholic College is called to complete NAPLAN online.

## Finance, Facilities and Resource

Xavier Catholic College is in a strong position to plan for significant capital works. These works will follow, under the guidance of the CENT Infrastructure Team, the development of a master plan in conjunction with MCPS. Our current thinking about future capital works includes:

- General Learning Areas refreshed to make them a more fitting Third Teacher.
- Staff kitchen and lounge refurbished so as to be inviting to all staff, and to enable appropriate cultural protocols to be in place.
- Expanded staff work areas including workspaces for Assistant Teachers.
- Increasing staff accommodation, possibly onsite.
- Indoor Sports Hall – used for assemblies, Masses, special events, PE in wet season.

Over the December 2019/January 2020 holidays, the Building Better Schools' Grant will see a major refurbishment of the Administration Area as well as of the Student Lounge. This will enhance staff and student safety and privacy in the main office as well as giving Senior Students a sense of autonomy and privileges earned through commitment to their learning.

## Student Enrolment Profile

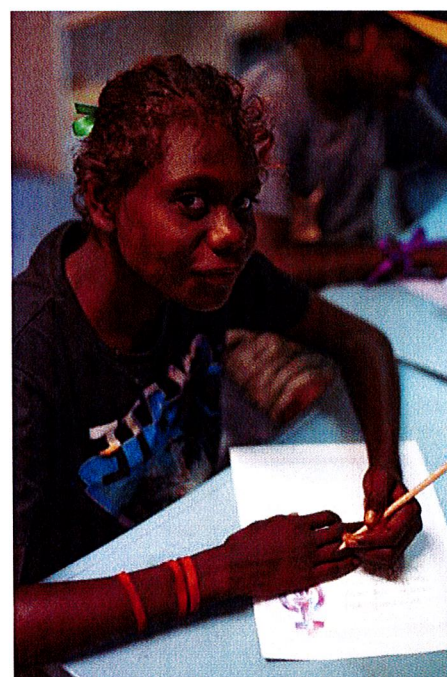
Year Level	Number of Students	Percentage of students who identify as Indigenous	Percentage of students who identify as having a disability
Year 7	12	(11) 91%	(6) 50%
Year 8	12	(12) 100%	(9) 75%
Year 9	15	(15) 100%	(10) 66%
Year 10	12	(11) 91%	(8) 66%
Year 11	14	(14) 100%	(7) 50%
Year 12	10	(9) 90%	(5) 50%
Year 13	1	100%	0
<b>Total</b>	<b>76</b>	<b>(73) 96%</b>	<b>(45) 59%</b>

## Student Attendance

Year Level	Annual Attendance Percentage
7	55%
8	45%
9	32%
10	34%
11	34%
12	41%

Xavier Catholic College works tirelessly in partnership with the Remote Schools Attendance Scheme (RSAS), the Cathy Freeman Foundation, The Smith Family and the NIAA Representative to increase student attendance.

We search continuously for strategies that will engage family and community in the life of the school.



## Staffing Information

Total Staff	Number	Full Time Equivalent
Teachers	15	15
Non-Teaching	17	15.3
Total	32	30.3

### Highest Qualifications of all Teachers

Summary of Teacher Qualifications	Number	Percentage
Post Graduate	8	57%
Bachelor	15	100%
Other Qualifications	6	43%

## Staff Professional Development in 2019

All staff at Xavier Catholic College are encouraged to participate in professional learning areas such as:

- Spiritual formation
- Compliance with legislated requirements
- School wide pedagogy
- Differentiation
- Leadership
- Wellbeing

### Whole Staff 2019 PD

- Mandatory Reporting
- WHS Training (e-module)
- First Aid & CPR training
- Fire Drill, Lockdown and Emergency Evacuation Training
- Harassment and Bullying Training (e-module)
- Student Protection training
- Manual Handling (e-module)
- Students with Disabilities (e-module)
- Fire Warden Training
- How to Embed a Whole-School ESL Perspective
- The School Nutrition Program Explained
- Assistive Technologies with Greg O'Connor
- NCCD Training
- AISTL Standards
- Working with Trauma and the Berry St Model
- Staff Spirituality Retreat - Compassion
- Ignatian Spirituality
- Policies and Compliance
- Quality of Life and Self Care
- EALD Assessment
- 8 Ways Aboriginal Pedagogy

### Middle and Executive Leaders 2019 PD

- Leading with Integrity for Excellence (The Brown Collective)
- ACEL Lyn Sharrat Workshop
- ACEL Visible Literacy Workshop
- ACEL John Hattie and Visible Learning Workshops
- PULililMA ( Conference for Indigenous Languages)
- Festival of Teaching
- MTANT Conference
- ACHPER Conference
- Gunbalanya Study Trip

## School Improvement Plan Report

Xavier Catholic College received very positive feedback following the 2019 School Improvement and Renewal Framework Visit (SIRF). The visiting CENT team commended: the clarity of purpose and vision evident in the Leadership Team and influenced by the work of Lyn Sharratt; the strengthening of One Catholic Education Precinct with MCPS; increasing voice and opportunities for Tiwi staff; the implementation of Data Walls and a high quality Professional Learning Calendar; the establishment of Professional Learning Communities; embedding Visible Learning strategies in classrooms; developing an innovative wellbeing program and changing the school timetable so as to increase student and community engagement; the decrease in suspensions and lockdowns; the implementation of the Tiwi Way lesson structure; the establishment of the Sensory Space.

The SIRF team also made note of the feedback actively sought from all staff regarding the performance of the Leadership Team. This included culturally appropriate ways of gathering feedback from Tiwi staff who embraced the opportunity to give it.

## Community/Parent Feedback

Feedback on the school's performance was sought from the community through many different mechanisms including informal home visits, community meetings, parent teacher catch-up meetings and open days.

The feedback has been largely very positive and has included the following very useful suggestions:

- establishment of an MCPS/Xavier School Advisory Board .
- showcasing school activities in the heart of the town centre i.e. near the shops.
- exploring ways to engage with the community and with organisations such as Aged Care and the Museum.

The regular school newsletter, very active school Facebook site and school Youtube channel all inform and report to parents and the community about successful activities and learning outcomes. We have received many positive comments about these various social engagement platforms and we invite parent feedback across all these platforms.

Student leaders through the Japalinga group got to feedback on the various SIRF areas relevant to them and their feedback was very positive. In particular they are very happy with the new Sensory Room, plans for the office renovation and the upgrading of the Senior Common Room. They express a high level of satisfaction with their teachers and the school environment and they value the opportunity to be learning in a safe, attractive and uplifting school community.

## Conclusion

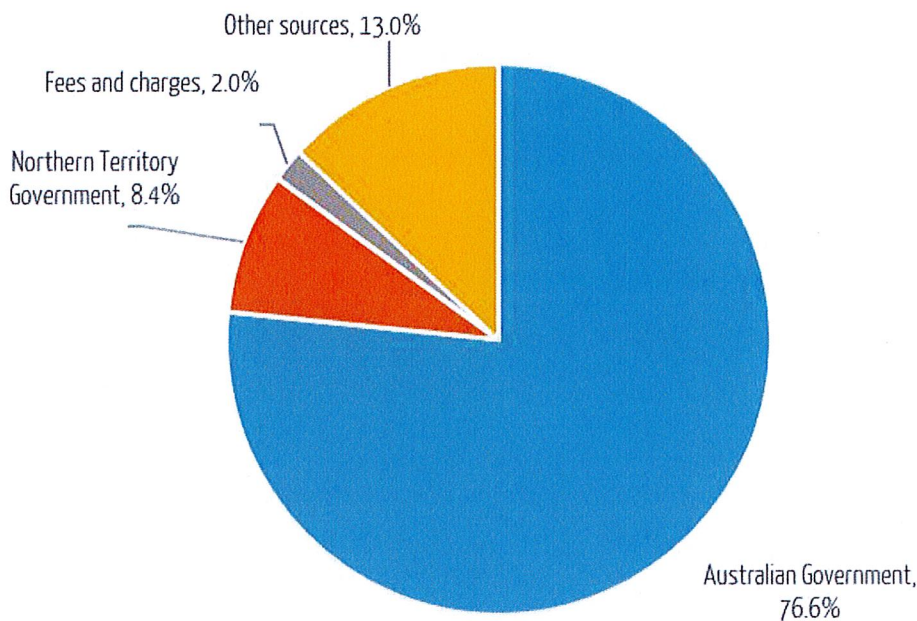
We know that our greatest challenge is in relation to school attendance and we will continue to explore innovative ways of increasing community engagement in the life of the school. We will also continue to ensure that our Tiwi and non-Tiwi staff are able to flourish and develop to their fullest potential and that classroom pedagogy and practice are highly effective; teachers routinely examining their impact and changing pedagogy and practice in order to increase student outcomes.

## Financial Information (Supplied by CENT)

### School Recurrent Income 2019

Source	Amount	Proportion
Australian Government	2,992,931	76.6%
Northern Territory Government	326,434	8.4%
Fees and charges	77,723	2.0%
Other sources	509,746	13.0%
<b>Total</b>	<b>3,906,834</b>	<b>100.0%</b>

### School Recurrent Income 2019



## Recommendation and Approval

The Principal of Xavier Catholic College Wurrumiyanga recommends to the Director of Catholic Education Office NT, the 2019 School Annual Report.

### Recommendation

Andree Rice  
Principal 2019 (Xavier Catholic College)

Signed: *Andree Rice*

Date: 23 April 2020

### Approval

Greg O'Mullane  
Director (Catholic Education Office)

Signed: *Greg O'Mullane*

Date: 28/4/2020

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