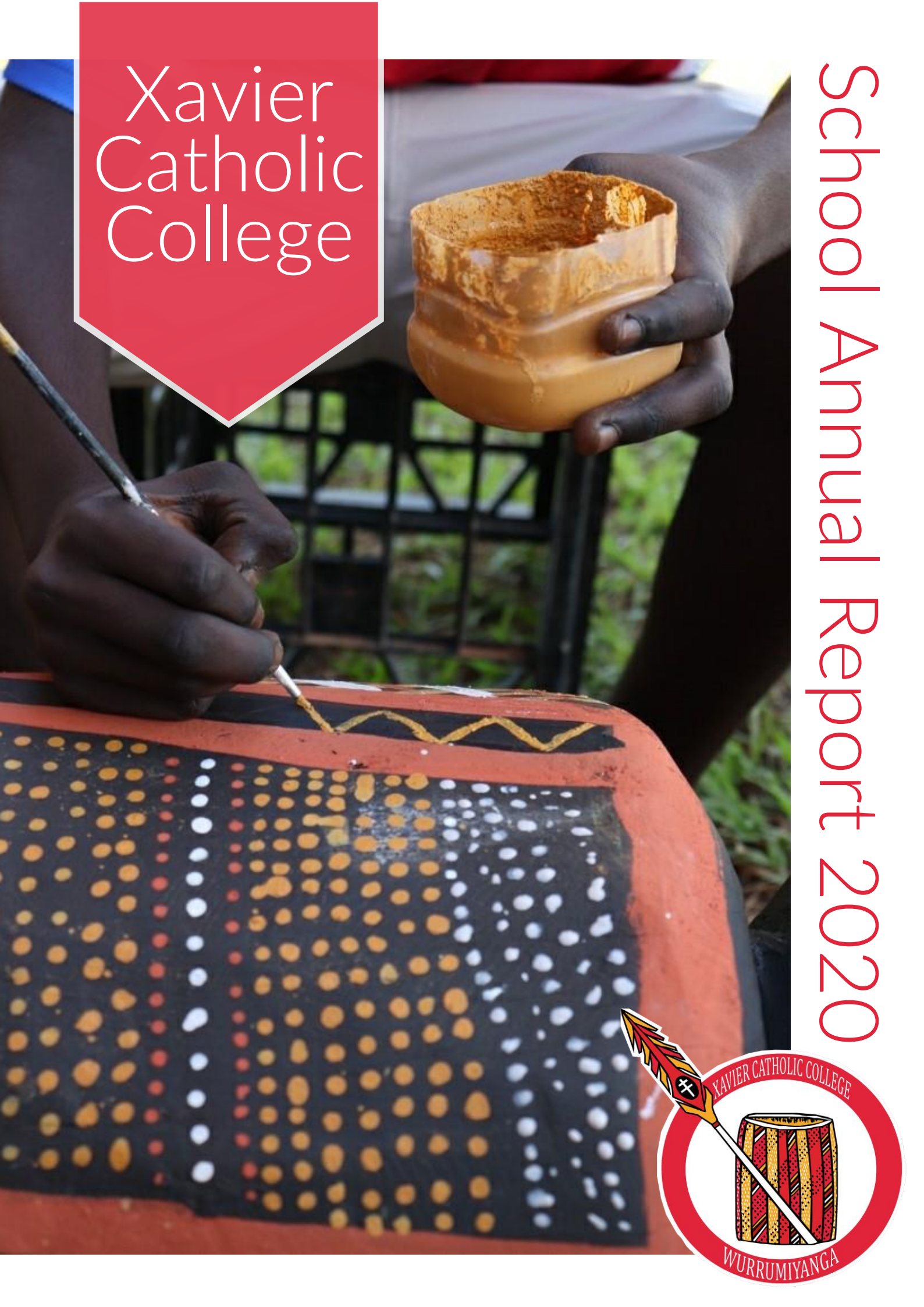


Xavier
Catholic
College

School Annual Report 2020



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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 32 NTCET Graduates in the past seven years.

School Vision & 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 and Reflection on External Validation

"I've looked over, and I've seen the promised land. I may not get there with you, but I want you to know... that we as a people will get to the promised land."

Martin Luther King

As for most schools in Australia, 2020 was a challenging year at Xavier Catholic College and glimpses of the promised land were sometimes hard to come by as COVID-19 brought unintended social consequences to most remote communities in the form of increased social issues and declining school attendance. Happily, school attendance increased again by Term 4.

We continued to hold fast to the sense of urgency and purpose driving our mission and vision which is to support young Tiwi to realise their potential by providing them with the skills they need to participate in society and the economy and to regulate their health and wellbeing. Three key drivers guide our strategy and operations and help give staff the sense that we are moving together with our eyes fixed on the same goals:

- improving student outcomes
- growing staff capacity
- working in partnership with the Tiwi community to increase attendance and build community confidence and engagement

2020 was the second External Validation for Xavier Catholic College. The panel, consisting of Sharon Duong, Justin Colley, Fr Pat Mara, Sue Trimble, Sr Catherine Mead and Pauline Schober, commended the school on a wide range of areas including:

- A high expectation and explicit improvement agenda across all strategic areas shared by a united and inclusive Leadership Team.
- Integration of Culture, Faith, Life and Learning.
- Mutual partnerships created between Tiwi and Non-Tiwi staff for the empowerment of Tiwi staff.
- Positive relationships and the dignity of all persons underpin the culture of the school.
- A strong vibrant, secondary school work ethic.
- Commendable achievements in Senior Secondary and Growing Our Own Program Outcomes.
- Consistent and embedded practices that place students at the centre.
- The sound financial management and position of the school.



The panel made a number of substantive recommendations--some of the key ones were:

- Sharpen the issues and priorities in ongoing strategic planning and consider sustainability in all things.
- Revisit the One Precinct concept with key stakeholders.
- Articulate a contemporary vision and mission statement for the school.
- Consider how faith formation could occur on island and be Tiwi- centric.
- Development of the Eight Ways Learning into a Tiwi context and use more bi-lingual resources and signage.
- Strengthen professional development opportunities for local staff.

These recommendations have been taken into consideration in the development of the school's 2021 Annual Improvement Plan.

Something I am very proud of that we have achieved as an entire staff is the initiation of a Xavier Catholic College Teaching and Learning Pedagogy. This will become even more explicit and formalised in 2021 but it currently includes an understanding and practice of explicit teaching, Visible Learning strategies, culturally informed pedagogy and a Berry St. Educational Model and MAPA (Management of Actual or Potential Aggression) informed approach to positive behaviour.

Teachers believe that their pedagogical practice has lifted this year and deeper learning is occurring regularly. Students' PM reading levels are improving and more students are engaged and staying at school for more of the day. The significant work we have undertaken in 2020 in terms of collecting and using student data to track and improve student outcomes is reflected in our "live" data wall, a state of the art tool driving learning. I would like to thank Gabrielle Lindsay, Junior Curriculum Coordinator, for leading this work in 2020.

The work that Inclusion Support, led by Yolanda Lombardo, has done to educate our staff about NCCD and the strategies that teachers can use to differentiate and support students with diverse needs is extremely important, given the majority of Xavier Catholic College students are part of NCCD. Employment Pathways' students have been more engaged and connected to the school and wider community in 2020 as Leila Flannery, EP Coordinator, has sought innovative ways to engage this class including initiating the first Wurrumiyanga Recycling Project, individualised timetables, Café and Community Work and Work Experience.



We remain a lighthouse school for producing NTCET graduates but this year we achieved another phenomenal result with all three of our NTCET graduates also receiving an ATAR score. This included the first male educated on island to receive an ATAR. Congratulations to James Tipungwuti, Marietta Puautjmi and Tenisha Thompson.

Xavier Catholic College continued to flood social media with vibrant school YouTube clips, an appearance on ABC's The Drum and a vibrant, much followed Facebook page. Thanks to Art Teacher, Ash Webb, for driving this outstanding community engagement arts outreach.

Xavier Catholic College, in conjunction with Murruputiyanuwu Catholic Primary School, has done significant work in the area of school immersions. This refers to visiting secondary schools who are seeking an Indigenous immersion experience for their students. Thanks to the hard work of teacher Emily Peacock, we now have a partnership model for immersions that is grounded in Catholic Social Teaching principles. We are excited to be working with Catholic Mission as partners in this space in 2021.

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 and Tim Scott, the Government Engagement Officer NIAA.

A significant number of staff are leaving Xavier Catholic College this year: Justin Brennan, Ash Webb, Pam Brown, Iman Abdulkader, Leila Flannery, Yolanda Lombardo and Jonathon Munkara. Each has contributed substantially to building up the Xavier community and improving outcomes for our students and we wish them every blessing as they go forth to their next learning experience.

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 and for the exceptional work that Caitlin Rankine has done as a School Officer. Finally, I would like to thank our fabulous staff who give 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 will get to the Promised Land! Our students will be the movers and shakers as we go forward into a brighter tomorrow.

Andree Rice
Principal

NTRAI Partnership Project

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 National Partnership on Northern Territory Remote Aboriginal Investment.

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 Numeracy Teacher, funded at 1.0 FTE to improve student outcomes in numeracy.

Catholic Identity

Xavier Catholic College continues to nurture its relationship with our local primary school, MCPS. There is a strong collaboration with the Parish with regular invitations to assemblies, liturgies, workshops on Catholic Identity and Spirituality as well as celebrations of local and national cultural events.

This year has seen a strong focus on the integration of culture, faith and learning in school celebrations, valuing Tiwi spirituality and culture. The One Precinct calendar of liturgical and Tiwi events has been strengthened this year with International Men's Day which incorporated a gathering with Tiwi elders sharing their stories, inspiring youth to be their best selves and celebrate their strengths. Although many events this year had to be cancelled or postponed due to COVID we were still able to include visits by Bishop Charles Gauci, NAIDOC Week, Remembrance Day and Saint Francis Xavier Feast Day.



Prayer and meditation continues to happen within the school community at all staff, student and community gatherings, especially for commemorating and remembering people and significant occasions such as anniversary of passing of student, past Tiwi school leaders. Culturally appropriate prayer tables and icons are now displayed throughout the school. This year we have continued to build the capacity of our student leaders to lead prayer, liturgies and whole school events. Junior students have grown in confidence in offering up their own prayers for family, community and themselves during lessons. Senior students and Tiwi teachers deliver the Acknowledgement of Country or Welcome to Country.

Staff retreat, reflection days and experiences highlight the richness of the local culture and spirituality – re-contextualising programs and processes to ensure cultural sensitivity and appropriateness. This year a One Precinct Retreat was held on the meaning and importance of the OLSH and MSC Charism to our schools. The retreat was delivered by Father Peter Hendricks and Sister Anne Gardiner with sessions on contemplation, prayer and celebration of the gifts we share.

Community Service and outreach work has been a focus this year with staff and students visiting the local primary school MCPS and playgroup to lead workshops, supporting in the running of the community café, and acknowledging the work done by the clinic and Age Care staff, together with regular community recycling. Staff have also delivered care packages to the families of loved ones who have passed away.

The Year 7-9 classes followed the ACCS Religious Education curriculum, incorporating Visible Learning strategies, bilingual team teaching by our Assistant Teachers, Tiwi language and culture, and a developing Tiwi pedagogy. The CMT program for the Year 10-12 students has been re-contextualised in the context of Tiwi culture and spirituality. The use of Digital Technology and The Arts has supported the engagement and achievements of students in this subject area.

Leadership

"Manage Self, Lead Others."

John Marks

Intentional, explicit leadership team and middle leadership development continued at Xavier Catholic College this year despite the impacts of COVID-19. Mr John Marks, Educational Leadership Consultant from Victoria, visited Xavier in February and worked with the Leadership Team and Middle Leaders to deliver sessions based around:

- What is my impact as a leader of learning?
- What am I most challenged by in leadership?
- What are others' perceptions of my leadership?
- How do I take staff/my team on the learning journey - empowering not telling?
- How do I embark on a potentially 'difficult' conversation?

John continued to work with the Middle Leadership Team throughout the year using Zoom and each Middle Leader had at least two coaching sessions with John. John also offered an appraisal process for Middle Leaders which enabled significant opportunity for self-reflection and growth. While accountability was naturally a 'given' with this process, the underlying purpose was to provide a professional learning experience for each middle leader appraised. It involved the Middle Leader submitting a self-reflection and having one feedback and one goal-setting session with the reviewer. Focus was on leadership successes and challenges and forming actions to grow in the role. Five nominated colleagues presented feedback via a confidential conversation with the reviewer. At the end of the appraisal, each Middle Leader submitted their self-reflection and the reviewer's report to the Principal.

John supported Leadership Team Members through ongoing coaching opportunities and these made a significant difference to the individual and collective resilience and wellbeing of team members in what was a difficult and demanding year. The Xavier Catholic College Leadership Team is an inclusive and supportive team characterised by trust and high performance.

Belinda Pereira and Gabrielle Lindsay were part of the NESLI Women in Middle Leadership Program and each developed a Professional Leadership project as part of this study. Gabrielle's was focussed on using literacy data to drive student improvement through the establishment of reading conferences. Belinda's was focussed on the use of reflection and feedback to build the capacity of Assistant Teachers within the Culture program.



Community & Culture

The whole school Language and Culture program continues to go from strength to strength with Tiwi staff taking a more leading role in learning, planning and teaching whole school program in consultation with Tiwi museum curators, community elders and Tiwi Strong Men and Women. Particular emphasis has been put on the teaching of reading and writing in Tiwi with students creating story books in language. An extremely successful 3-day cultural bush camp occurred in term 3, with traditional singing, dancing, bark painting, hunting and gathering in mangroves. The camp was well supported by elders and Traditional Owners.

A positive working relationship continues to thrive with families, elders, Traditional Owners and community groups through a school newsletter, regular Facebook communication, family events and One Precinct CFF Walk to School. A highlight was the Semester 2 "Reporting to Families" afternoon which occurred in community and had the biggest turnout in years. The work of the school community was also promoted on the news program, 'The Drum'.



This year sees the end of the Grow Our Own teaching degree program for Indigenous staff. Five staff attained a diploma in Educational Studies over the course of the program. Three Pre-service Teachers are in the final stages of completing the Bachelor of Education degree in Early Years Teaching.

A One Precinct Reconciliation Action Plan was created in consultation with Tiwi school leadership and in liaison with local community representatives.



Wellbeing (Pastoral Care)

The wellbeing of our staff and students is at the forefront of everything that happens at Xavier Catholic College and is clearly identified in the progression of our school rules from staying safe, to respecting everyone and then learning everyday. Our pastoral care structure and wellbeing programs provide support for students to grow in their social/emotional awareness and capacity, as well as live this out in their relationships with others. Positive relationships with other students and adults in their lives are key to this, and all teachers are intentional in building positive and effective relationships with each student and their family.

In 2020 we continued to focus on the Social and Emotional Learning of our students and implemented the MindUP program from the Goldie Hawn Foundation. This was to specifically work with students in the areas of self awareness and self regulation especially during moments of heightened anxiety. A new culturally and age appropriate Pastoral Care program was also implemented and will be evaluated after a bi-annual cycle. We have worked closely with staff from Catholic Care NT, Red Cross and the Wurrumiyanga Clinic to deliver parts of this program as well.

We have continued the student reintegration program after extended absences and continued to embed the Berry St Education model, regular check-ins involving a 5-point emotional scale, brain breaks, gradual release learning activities, success criteria and learning intentions in every class. A new behaviour management system has also been developed and implemented this year which continues to be based on best practice, the restorative justice principles. Coupling all these programs and processes with the strong culture of staff building positive and effective relationships with students we have seen for the second year in a row a drastic reduction in the number of student learning days lost due to suspensions.

Our Staff also participated in numerous professional learning opportunities one of which was specific training in the Management of Actual or Potential Aggression.

Our Wellbeing team consists of our Deputy Principal, Tiwi Staff, Wellbeing Coordinator, Inclusion Support Coordinator and Inclusion Support Practitioner.



Teaching & Learning

In a year that no one saw coming, Xavier Catholic College staff and students truly rose to the challenge presented by the ongoing impacts of COVID 19. Out of adversity came some truly innovative projects that epitomise the 'can do' spirit of the college.

In the height of the biosecurity lockdown, staff and students worked together to write and record the 'Rona Rap', a hip hop tune that carried health promotion messages at a time when the community was reeling from the news coming from the southern states about the impacts of COVID 19. Students were involved at all stages of production, from brainstorming the concept, writing, refining, rapping, singing and acting. This project also had the ulterior motive of keeping everyone's spirits buoyed in truly exceptional circumstances. So successful was this project in bringing us all together in the face of significant challenges, we were featured on the ABCs' Four Corners.



Stage 2 students also found themselves in a state of flux as the biosecurity lockdown was enacted, and they were unable to go into Darwin for their first study residential week, which is a crucial experience in Darwin that usually supports Stage 2 students to complete significant amounts of assessment. In collaboration with the Northern Territory School of Distance Education (NTSDE), Xavier Catholic College brought the study residential to the students in the first ever eResidential week. Every day, students used Zoom to connect with their Darwin teachers in lieu of face to face classes with them, whilst supported by their Xavier teachers on Bathurst Island. After school, instead of the usual Kingpin or University visits, students were given the opportunity to undertake drumming lessons and Zoom with Universities all over the country. Not even a national biosecurity lock down could stop Xavier students!



Senior Secondary Outcomes

Stage 2 Success

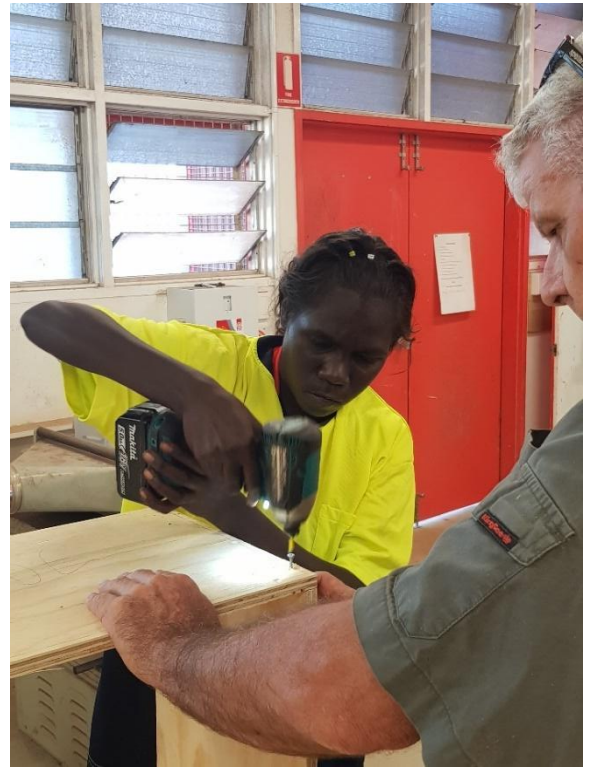
Despite the hurdles 2020 presented this year, Xavier Catholic College continued its strong tradition in supporting students to achieve their NTCET. This year we had three more graduates, bringing the total number of NTCET graduates from Xavier Catholic College to 32. Marietta Puautjimi, James Tipungwuti and Tenisha Thompson have been outstanding role models, and exemplified a studious and committed attitude to their schooling. These three showed exceptional dedication to their studies, so much so that they completed the extra requirements required to obtain an ATAR. Xavier Catholic College has only ever had a total of two students in separate years previously obtain an ATAR, so to have three ATARs all in one cohort is truly remarkable.



Employment Pathways Program

The Employment Pathways (EP) program has gone from strength to strength this year. Xavier staff have collaborated in planning throughout the year to present a truly integrated, capabilities-based curriculum to EP students. A large element of this integrated curriculum is the planning and undertaking of major projects. EP students have been focussing strongly on recycling cans and bottles around the community. They have sent countless bags of these into Darwin to a transfer station, where they are then paid for their efforts. The EP class have been so successful in their enterprising that they raised enough money to fund their own activity week, which included flying over a hairdresser for a day of pampering followed by a seafood buffet!

Attendance in the EP program has been supported through the introduction of a re engagement program. Students, along with their families and Xavier staff negotiate adjusted days for students who have been away from school for an extended period. This program allows students to experience success as they reintegrate back into school and has improved the attendance and wellbeing of EP students.



Report Distribution

This year Xavier Catholic College continued to develop the end of semester report distribution afternoons that were initiated in 2019. Semester one saw Xavier teachers set up tables at the Frangipani Café, and Semester two's event was held at the Nguiu Club Bistro. Both events saw many families come and sit with Xavier staff and discuss the achievements and next steps for students in their learning. Each event has had a warm and welcoming air to them, and each event has seen a steady increase in the number of families coming to discuss their child's learning.



NAPLAN Results

Under the Australian Education Regulation 2013 (section 60, Division 3 Part 5) schools are required to report information annually including student results in NAPLAN.

Education Council agreed to cancel NAPLAN in 2020 and the Commonwealth Minister for Education issued a statement of intent (TRM: 50:D20:71360) recognising that it would be difficult for jurisdictions to meet legislative requirements including those under Division 3 Part 5.

Although NAPLAN was cancelled this year, a small cohort of year 7 - 9 students graciously helped staff to conduct a successful NAPLAN School Readiness Test (SRT). Students completed two, 40 minute tests; a multi choice test covering literacy and numeracy, and a writing test. These tests were completed using alias profiles, and tests were not graded. Rather, the SRT gave students an opportunity to see what NAPLAN online will look like when Xavier students take part for the first time next year. It also gave staff an opportunity to test the software used to run NAPLAN online, and see how the system performs in our context. Both staff and students learnt much from these tests, and the college is well positioned to successfully conduct NAPLAN online in 2021.



Data Informed Practices

Fully aware of both the need to embed data informed practices across the school and the vastly differing needs of our junior students compared to the senior students, 2020 saw the establishment of a Junior Curriculum Coordinator position of responsibility. This role oversaw the development of a data wall that put faces to the names of our students, along with key metrics that inform teachers in their planning. As this data wall was rolled out, there was a renewed push too to improve the reading abilities of all our students, especially in the junior school. Staff were upskilled in taking running records, and Professional Learning Community sessions disseminated reading comprehension strategies within each learning area across the school.



Finance, Facilities & Resources

Xavier Catholic College has immaculately presented grounds and shared areas and classrooms that are uncluttered and tidy. There is a consistency in the presentation of the school that was commended by the External Validation panel. This is largely due to the exceptional work by our groundsmen Tom Nehemia and Jordan Nelson and our cleaner, Iman Abdulkader.

Improvements to the school in the form of an upgrade to the front office area, the Student Lounge and the Stage 1 and 2 classrooms were completed in 2020 due to the Building Better Schools' Grant.

Significant art works incorporating student learning and Tiwi culture and knowledge enhanced the school facilities this year. This included an Ampitji Mural (rainbow serpent), Bringing to Life Key Values of Biblical Characters through integrating with Tiwi Culture, and The Toilet Project. The Toilet Project was executed by Xavier Catholic College students and inspired by Enlighten Education who want toilet blocks to be places that nurture and uplift students.

Xavier Catholic College is in a strong financial position and in partnership with CENT, developed a Master Plan in 2020. This will guide the upgrading of facilities and eternal areas of the College. Planned capital works for 2021-2022 include:

- New staff workroom where Tiwi Staff also have desks and there are communal working areas
- Classrooms refreshed to make them a more fitting Third Teacher.
- Building some staff accommodation onsite.
- Refurbishing toilet and shower block for Xavier students and Schools on immersions

More minor works occurring over the 2020/2021 Christmas break include block-out blinds installed throughout the school and the installation of swipe electronic locks.

A significant upgrade to Xavier Catholic College's network cabling and equipment will occur in 2021 and will ensure greater stability, support and accessibility of ICT resources for our staff and students. These works will be carried out in partnership between A&J Communications, NEC and Catholic Education Office as part of a Federal Government grant to improve connectivity in remote areas.



Staffing Information

Total Staff	Number	Full Time Equivalent
Teachers	15	15
Non-Teaching	17	16.8
Total	32	31.8

Qualifications

Total Staff	Number
Post Graduate	7
Bachelor	17
Other Qualifications	

- Bachelor of Education
- Bachelor of Theology
- Bachelor of Health Science
- Bachelor of Arts
- Graduate Certificate in TESOL
- Graduate Certificate in Computer Education
- Graduate Certificate in Education – Inclusion Education
- Graduate Diploma of Teaching, Commerce
- Graduate Diploma of Education
- Masters of Teaching
- Masters of Education

Staff Professional Development

- 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
- RHD Information Session
- Inspire Staff Meeting
- Diabetes Training
- Goal Setting
- Positive Psychology
- Culture Program
- Spirituality
- NCCD/Student Welfare
- Diagnostic Reading Conference
- PLC – Diagnostic Reading Conference & Literacy Improvement
- MAPA Training
- Catholic Identity Retreat

Student Enrolment Profile

Year Level	Number of Students	Percentage as Indigenous	Percentage with disability
Year 7	11	(11) 100%	(10) 91%
Year 8	8	(8) 100%	(8) 100%
Year 9	14	(14) 100%	(13) 93%
Year 10	18	(17) 94%	(17) 94%
Year 11	10	(9) 90%	(9) 90%
Year 12	10	(10) 100%	(10) 100%
TOTAL	71	(69) 97%	(67) 94%

Student Attendance

Year Level	Annual Attendance Percentage
7	42%
8	32%
9	37%
10	27%
11	25%
12	32%



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/family teacher catch-up meetings and report afternoons. Parent/family surveys were conducted at our two report afternoons and families were very happy to let us know what was going well for them at the school and what needed improvement.

This feedback was largely very positive and included the following very useful suggestions:

- help parents to get teenagers to school and to manage phone and internet usage
- build stronger partnerships with the local community and significant elders
- showcase school activities in the heart of the town centre
- offer sexual health and drug education at school

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.

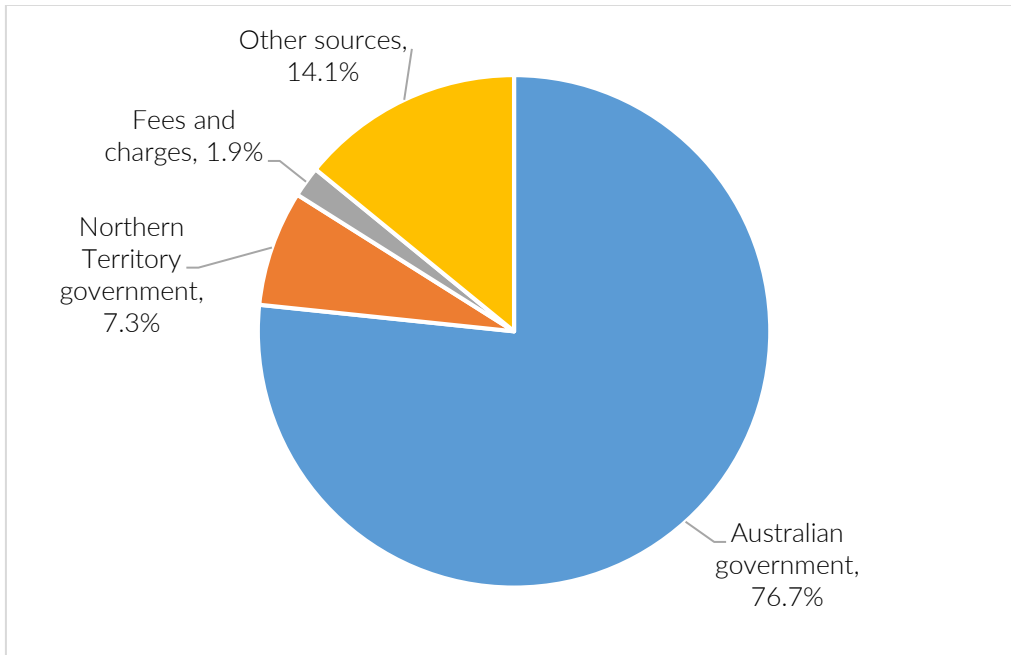
Conclusion

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 (CENT)

School Annual Recurrent Income 2020

Source	Amount	Proportion
Australian government	3,207,857	76.7%
Northern Territory government	305,290	7.3%
Fees and charges	81,363	1.9%
Other sources	590,207	14.1%
Total	4,184,718	100.0%



* Note: All figures based on school income (excludes system allocations)

Recommendation and Approval

The Principal of Xavier Catholic College Wurrumiyanga recommends to the Director of Catholic Education Office NT, the 2020 School Annual Report.

Recommendation

Andree Rice
Principal 2020 (Xavier Catholic College)

Signed: 

Date: 04 August 2021

Approval

Greg O'Mullane
Director (Catholic Education Office)

Signed: 

Date: 2 September 2021

Xavier Catholic College

Wurrumiyanga, Bathurst Island

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