



Xavier Catholic College 2021 School Annual Report

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 Nguiu) 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 34 NTCET Graduates in the past eight 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 & REFLECTION

The Alice Springs (Mparntwe) Education Declaration enshrines Australia's vision for "a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face."

In 2021, Xavier Catholic College Wurrumiyanga edged its way closer to this ultimate goal, achieving many of its targeted annual strategic priorities. These continued to focus the school sharply around its three key drivers: improving student outcomes, building staff capacity, and strengthening community partnerships and confidence in the school. These successes appear to be reflected in Xavier Catholic College's increased enrolment numbers from 71 in the 2020 Census to 93 in the 2021 Census.

At the 2021 SIRF presentation, we reflected that our aim to embody as many of Lyn Sharratt's 14 Parameters for School Improvement as we could over three years had actually been largely achieved; the most powerful ones being that staff now shared the beliefs and expectations that Xavier Catholic College students could achieve success in their learning and Xavier Catholic College teachers could teach more confidently and expertly young Tiwi, helping each student achieve significant growth in literacy and numeracy as well as a suite of interpersonal, social and cultural skills.

We named our greatest current strengths as:

- having an improvement driven agenda;
- being student-centered;
- maintaining high expectations for students;
- prioritising staff and student wellbeing;
- building a positive and cohesive staff culture;
- running high quality staff professional development;
- embedding the Xavier Catholic College Synthetic Systematic Reading Program;
- embedding a reflective cycle in teaching Maths;
- using data actively and meaningfully; and
- demonstrating authentic partnerships between Tiwi and non-Tiwi.

We recognised the areas in which we needed to improve as:

- developing Tiwi staff capacity;
- embedding an ecological perspective and practices (Laudato Si focus);

- increasing community engagement and buy-in;
- greater alignment with MCPS;
- sustaining our literacy and numeracy initiatives and programs;
- strengthening the Catholic formation of staff;
- strengthening the Senior Programs on offer; and
- improving staff accommodation;

In the 2021 SIF CENT Panel Report, the panel particularly highlighted the commitment and work of local teachers and the CALT team to ensure learning is culturally appropriate and that students are engaged. The panel stated:

“It is clear that the school leadership is committed to the formation and leadership development of local Tiwi staff and that practices and attitudes are grounded in relationships of mutual respect. The school leadership team is highly commended for their consistent focus in developing the Tiwi team and leadership and encouraging Tiwi voice in all aspects of school life.”

As noted in the conclusions of the Panel Report, the development of Tiwi staff remains a pressing issue for Xavier Catholic College and indeed, for all remote Catholic schools whose workforces have large numbers of local staff who have been unable to access higher education due to a complex array of social, cultural and economic reasons. The emerging and strong leadership of younger Tiwi Teachers at Xavier Catholic College such as Casimira Tipiloura and Rodney Tiparui gives great hope for the future of Tiwi leadership at Xavier Catholic College and in the wider Wurrumiyanga community. Recommendations of the Panel and our own reflections on areas for growth have been incorporated in the Annual Improvement Plan for 2022.

An area that needs to be singled out this year for affirmation is the embedding of a Xavier Catholic College Teaching and Learning Pedagogy. All Xavier Catholic College teachers plan their lessons using the ACARA curriculum but they do this in a way that is Tiwi appropriate and helps maximise student growth. What this looks like on the ground is that teachers incorporate de-escalation routines into the start of their lessons; they use Visible Learning strategies such as Learning Intentions and Success Criteria, Word Walls, Bump It Up Walls and Anchor Charts; they use explicit teaching strategies and they are utilising a Tiwi version of the Eight Ways of Aboriginal Knowing.

Thanks to the expert guidance of our Acting Curriculum Coordinator, Leash Giles, Xavier Catholic College staff are now assessing student growth using a range of diagnostic tools for testing that are relevant and useful for young Tiwi. This includes MAI testing, PAT testing and also Synthetic Systematic Phonics screening and testing. Teachers have been upskilled in using these assessments and as the result, it has been possible to capture and measure student growth in a very substantial manner. We are incredibly proud that most of our students have shown at least a year and some, more than two years of growth in reading and in maths in 2021! Leash Giles reflects on this growth in reading that is the result of her innovative work in creating the Xavier Synthetic Systematic Phonics Reading Program in her section of the SAR.

Leash has been made a NEITA Apple Award Winner this year for her outstanding and exemplary contribution to teaching and we could not be happier for her or for our community. This is a highly prestigious award given to very few teachers in Australia and New Zealand and congratulations must go to Leash for the hours of hard work and dedication she put into developing this unique Tiwi contextualised reading program that is making a huge difference to the literacy levels of Xavier Catholic College students.

The work that Clare Kearney has done in leading Inclusion Support in 2021 needs to be highlighted because Clare has continued to increase teacher confidence in differentiation and personalisation of learning for students with diverse needs. The number of students at Xavier Catholic College who are part of NCCD continues to grow under Clare’s leadership and this means more students are able to access support with their learning needs.

Xavier Catholic College remains a lighthouse school for producing NTCET graduates and this year Ephrianna Tipungwuti and Taluhla Turner join Xavier Catholic College's list of graduates. Ephrianna will be working at the school next year as a Tiwi Teacher!

Community engagement this year included report nights held at the Nguui Bistro, the school Facebook page having many weekly posts and one of our graduate teachers, Georgia Irvine, being interviewed on ABC's The Drum about what led her to teaching and why she loves working at Xavier Catholic College.

Our biggest issue remains school attendance and engagement, with numbers being dramatically affected by community upsets and tragedies. We work in partnership with a strong network of organisations including the RSAS Team (Yellow Shirts), Shane Ponter - Engagement Officer Top End Remote Schools, the Cathy Freeman Foundation, the Wurrimiyanga Police and Julanimawu Health Centre to strengthen families' engagement with school and their sense of belonging.

A number of staff are leaving Xavier Catholic College this year: Chris Simmonds, Belinda Pereira, Tom Nehemia, Leash Giles, Leesa Pye, Patrick Feeney and myself! Each has contributed their own gifts to the building up of this community and we thank them and wish everyone the very best as they go forward into the next chapter of their lives.

I would like to thank and acknowledge the Leadership Team (Elizabeth Moodey, Anne-Maree Fewtrell, Sr Monique Singh, Gabrielle Lindsay, Leash Giles, Josh Leane, Clare Kearney, Angelo Orsto, Bertram Tipungwuti and Casimira Tipiloura) for their unwavering commitment to making our school the best school it can be. I am grateful for the profound local knowledge and absolute dedication of our School Business Manager, Shona Strong, and for the excellent work that Caitlin Rankine does as a School Officer. Finally I would like to thank the incredible staff of Xavier Catholic College who have pulled together like no staff I have ever known, to support our students and each other to make a difference every day in the lives of young Tiwi.

Part of me is heartbroken to be leaving but part of me cannot wait to see what lies ahead for each member of our community. As I said to our students at my Farewell Mass, I will be back in ten years and I expect to see Xavier Catholic College students or staff leading the TIRC, Tiwi Islands Land Council, the Clinic, School and other major organisations on this beautiful island.

Thank you to my colleagues and line managers at CENT for supporting me every step of the way as Principal over the past three years. To Greg O'Mullane, Jacqui Langdon, Sr Catherine Mead, Dirk Botha and my Principal Consultant Br. Daniel Hollamby, my sincere thanks.

Until we meet again, may God hold the community of Xavier Catholic College in her loving hands. I know that Brad Cooney, incoming Principal, will take the school onwards and upwards and I wish him all the happiness and fulfilment that I have received whilst in this position.

Goodbye and God Bless,

A handwritten signature in black ink, reading "Andree Rice". The script is cursive and fluid, with the first name "Andree" written in a larger, more prominent hand than the surname "Rice".

Andree Rice

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 and 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 founded the Aboriginal and Islander Workforce Coordinator, a Numeracy Teacher and the Program Leader for Culture this year.

INDIGENOUS ADVANCEMENT STRATEGY - SCHOOL NUTRITION PROGRAM

The school and community greatly benefit from the School Nutrition Program that provides breakfast, morning tea and lunch to all students attending school each day. The program contributes to both attendance and community health, with improved attentiveness and less student behaviour issues. The nutrition program provides an average of 120 student meals a day including breakfast, morning tea and lunch.

BUILDING ON YESTERDAY FOR TOMMORROW (BOYFT)

The Additional BOYFT Teachers initiative which was supported by NIAA grant funding in 2020, has continued to be supported, with the school funding these teaching positions throughout 2021.

ACCS CABLING UPGRADE PROJECT

The project was to modernise existing aged ICT infrastructure in our Catholic Education NT Aboriginal Catholic Community Schools (ACCS) and deliver improved School ICT opportunity and usability in the following schools:

- The works were completed by a partnership between successful tenderers A&J Communications (a local territory owned and operated company), NEC and Catholic Education Office. This important project has realised following functional outcomes at our School;
- All networking equipment has been replaced with CISCO equipment and configured into the NTSCHOOLS ICT platform services model.
- Detailed Cabling and Network maps and documentation for all schools has been updated.
- All copper/fibre runs were tested and replaced if required to meet standards and project objectives. (Cat6A Copper Cabling, OM3 Fibre Cabling)
- Each area/learning space is fitted out with appropriate number of data ports and wireless access points to suit current and future online learning and assessment requirements, including NAPLAN online and support online professional development opportunities.
- Capital works have been completed to trench low functioning or problematic building to building links, or provide new access pathways to suit best practice network design.
- Uninterruptible Power Supply (UPS) devices fitted with all networking equipment to ensure continuity of service.



CATHOLIC IDENTITY

Throughout the year, Xavier Catholic College has continued to invest in One Precinct goals in Catholic Identity and spirituality. Shared liturgical celebrations with MCPS have included a Precinct Mass in March with Bishop Charles Gauci, Ash Wednesday liturgy, a celebration for Our Lady Help of Christians (and the 200 year anniversary of Catholic education in Australia), a celebration of Bishop Gsell and the Bathurst Island mission in June, All Souls Day and the Precinct Christmas Mass. An additional collaboration that has emerged throughout 2021 is the promotion and engagement in Youth Mass, every last Sunday of the month at the local Parish Church. Connections to the Parish and wider Church continue to be strengthened through invitations extended to assemblies, liturgies and cultural events, and visits from Bishop Gauci.

The prominence of Tiwi culture and spirituality is clearly visible in significant events in the school calendar. Events featured throughout 2021 include International Women's Day, where strong women from community came to share stories with Sr. Anne. Remembrance Day highlighted the role of Matthias Ullungura, hence the service focused on local history and culture alongside honouring all who gave their lives for others in wars.

A variety of prayer and spirituality experiences continue to enrich the Xavier Catholic College community. Staff, student and wider community gatherings commence in prayer. Students and Tiwi staff are empowered to participate in and guide prayerful moments. Students are gaining confidence to deliver readings, and in classroom prayers offer intercessions for a wide range of intentions, within the school, community and broader scale needs. Depending on the occasion and culturally appropriate norms, Tiwi staff may deliver the Welcome to Country at gatherings, or other staff may offer the Acknowledgement of Country.

Retreat and formation experiences for staff and students have also featured throughout the year. The 2021 Darwin-based NET Team ran a Catholic Identity retreat day on self-image during Term 3. Staff engaged in a combined precinct retreat day facilitated locally by both schools.

Tiwi culture and spirituality are deeply valued in both larger celebrations and in the classroom. The 'Tiwi 5 Ways' pedagogical framework has been developed further throughout the year and implemented with the collaboration and consultation of the CALT teams across both MCPS and Xavier Catholic College. Using this as a reference point and guide, the integration of culture, faith and learning are grounded in culturally appropriate and accessible norms. Junior RE (years 7-9) followed the ACCS program though the incorporation of the 'Tiwi 5 ways' sees the program delivered in a specifically contextualised way. CALT Team planning and bilingual team teaching with Assistant Teachers further connects the program to Tiwi culture and spirituality. The year 10-12 students continue to engage with the CMT course, which has been adapted to the local context.

Both staff and students continue to be involved in community service and outreach. Involvement included volunteering at MCPS and the running of the community cafe, as well as connections with the clinic and Aged Care staff, and regular community recycling.

LEADERSHIP

Intentional, explicit leadership team and middle leadership development continued at Xavier Catholic College in 2021 despite the ongoing impacts of COVID-19. Following a high staff turnover at the end of 2020, the leadership team consisted of an almost entirely new staff. The Leadership Team also grew to include CALT member Casimira Tipiloura and the role of Inclusion Support Coordinator. Xavier Catholic College would like to acknowledge the work of Elizabeth Moodey throughout her time as Deputy Principal. Her influence on the Pastoral Care and Wellbeing program and framework was a pivotal point for the school, which created a more holistic education for our young Tiwi students.

John Marks continues to support our Leadership and Middle Leadership teams through coaching meetings online throughout the year. With his guidance, the team, and as individuals, we were able to focus on our successes and challenges, and form actions to better support staff in their roles.

A key focus of leadership this year was developing the Aboriginal workforce and improving their capacity and confidence to teach within the classroom and around the school community. Thank you to the work of Matthew Cullen in Semester 1 and Darcy Direen in Semester 2 for their dedication to the Aboriginal Workforce Coordinator role and their efforts in helping the Tiwi Teachers in reaching their potential at Xavier Catholic College. This an ongoing and important role the 'Come and Go' syndrome of teachers in remote schools, means that the Tiwi teachers are those at Xavier Catholic College who are likely to continue their work here for many years and have strong roots in community.

Xavier Catholic College has provided opportunities for our Tiwi staff to continue their professional development. May Kantilla, alongside the Religious Education Coordinator, has started contributing to the Catholic Education NT REC meetings in Darwin, completed a Mental Health First Aid Course and was a spokesperson for Xavier Catholic College youth at a public community meeting in 2021. Rodney Tiparui also completed a Mental Health First Aid Course and spoke with May at the public community meeting and spoke on behalf of students and youth. Casimira Tipiloura is currently studying to complete a Certificate IV in Education Support with Transforming Training and in August 2021 was awarded NAIDOC Youth of the Year. Bertram Tipungwuti officially graduated from the Growing Our Own (GOO) program and achieved his Diploma of Educational Studies.

Josh Leane and Cynthia Pereira were part of The Brown Collective's Leading from Within (Middle Leadership) Program and each developed a Professional Leadership project as part of this study. The four main stages of the program include self-reflection, peer collaboration, coaching and mentoring and direct application of learning through action research. The main focus of Cynthia's study was an integrated learning project, aimed at engaging our lowest attending senior students in the Employment Pathways class. The result of this was a Tiwi Hunting Book, shared with the community and primary school, and as a resource for junior students in Culture lessons. Josh's project focused on building the capacity and independence of Tiwi teachers in the classroom and around the school.

This year, we have seen an increase in student leadership both senior and junior students and their willingness to participate and lead assemblies and house activities. We have introduced a 'Random Acts of Kindness' award to recognise the efforts of students and provide them a chance to showcase their leadership ability around the school without direction from staff.



JUNIOR STUDENTS

2021 saw the creation and rollout of the Xavier Catholic College Reading Program – A Synthetic Systematic Reading Program with decodable readers set on the Tiwi Islands. Accompanied by the Xavier Reading Assessment, this program has its foundations in the Science of Reading, focussing on upskilling students' abilities in decoding and comprehending texts. Students and teachers have been engaging with our program in an exciting way and our students' reading abilities have increased drastically as a result.

The need for a data-informed teaching and learning cycle was also extremely evident in junior maths. The teaching team took on a very collaborative approach to teaching mathematics this year, using MAI data to group students based on their point of need and research driven practices to immerse students in rich mathematical lessons. Again, this data-driven approach has been vital in the continued growth of our students' numeracy skills throughout the year.

Teachers have been working collaboratively to build a positive culture of confidence, being unafraid to make mistakes, collaborative team teaching and visible learning. We are very proud of the way that our students are now approaching their learning and making significant progress as a result.

Science and technology has been an important focus for 2021, with Smart Skills become more integrated with science learning, and multiple opportunities for hands on science throughout the year, including visits from Menzies Health Lab, Year 9 & 10 Santos Science Camp, inclusion of STEAM challenges in maths classes and Science Activities Week at the end of Term 3. Students are building their capacity in thinking creatively and innovatively, as well as their curiosity about how things work.

In Art, students have been using the design process to research, design and produce Pukumani Pole designs, sports logos and Anime characters. Students have continued to build their knowledge and understanding of healthy choices, as well as their repertoire of sports games in Health and Physical Education.





EMPLOYMENT PATHWAYS

This year the Employment Pathways students continued their Recycling Project collecting cans and bottles from around the community to send to Darwin for recycling. In classes one of the integrated learning projects was writing and illustrating a Tiwi Hunting Book. This project centered on capturing the students existing knowledge of bush food and creating a resource which can be shared with other students and schools. Students wrote, edited, illustrated and formatted the book with assistance from their teachers.

EP students planned, advertised and hosted a Movie Night for MCPS students to attend after school. The students watched Moana and EP students provided the juniors with fruit and water and sold snacks and drinks. Later in the year the students designed posters to raise awareness about the TITEB Under 8s event and prepared gift bags for children who attended.

Students have also spent time getting job-ready, developing an understanding of their personal skills and qualities and how they would translate to a work environment. Students have been writing and formatting their own resumes, even updating them with new qualifications that they achieved during the year.

STAGE 1 & 2

Throughout 2021, the Stage 1 & 2 students at Xavier Catholic College have had a successful year developing their academic skills and engaging with study and university camps in Darwin, as well as community engagement opportunities with local employers and organisations on the Tiwi Islands.

In Term 2, thirteen students proudly represented Xavier Catholic College during an intensive study camp at Northern Territory School of Distance Education. Throughout their time on the Darwin campus, the students worked diligently in completing a number of assessment tasks, displaying an impressive level of commitment to their Stage 1 & 2 subjects.

In Term 3, eight of our Stage 1 & 2 students had the opportunity to experience university life in Darwin by attending the Charles Darwin University Bidjipidji camp. The camp allowed students to discover university paths of interest and included a variety of experiences that nurtured the leadership, growth and development of students through culturally relevant, fun and engaging activities.

Later in the year, students engaged in work experience and a Careers Expo day in Wurrumiyanga, which allowed students to learn more about the career options available on the Tiwi Islands and set future goals for themselves.

Our two graduates, Ephrianna Tipungwuti and Taluhla Turner, worked extremely hard throughout the year to achieve their NTCET and were strong role models for the Xavier Catholic College community. Both students maintained high attendance and worked hard during after school study sessions to complete all the required tasks for their Stage 2 subjects. Through ongoing determination, the Stage 1 & 2 students are gaining the skills and knowledge to become future leaders on the Tiwi Islands and beyond.



RED DUST

At the beginning of Term 3, students were involved in a series of collaborative workshops with Red Dust, whereby they planned for, wrote and produced the song, “Ngawurrayamangajirri.” The collaboration, engagement and creativity that was witnessed throughout this process was phenomenal.

REPORT DISTRIBUTION

Throughout 2021, Xavier Catholic College has continued with the success of our Family Report Distribution Nights at Nguui Club Bistro. Families have been wonderful in their support of their students at these evenings. Once again, we have seen a steady increase in the number of families coming to discuss their child’s successes with Xavier Catholic College staff.

NAPLAN

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

2021 was Xavier Catholic College's first year of rolling out NAPLAN as a digital test, following the cancellation of NAPLAN in 2020 due to COVID. There was a slight dip in NAPLAN results compared to 2019. This is likely due to low attendance in 2020 as a result of COVID.

XCC Year 7		2012	2013	2014	2015	2016	2017	2018	2019	2021
Numeracy	<i>School Mean Range</i>	390 - 414	372 - 434	402 - 431	408 - 445	366 - 415	369 - 419	402 - 457	426 - 468	341 - 384
	School Mean	402	403	417	427	390	394	429	447	363
	NT Mean	475	477	484	485	486	489	488	488	480
	Aust Mean	538	542	546	543	550	554	548	554	551
Reading	<i>School Mean Range</i>	356 - 419	325 - 431	367 - 433	350 - 413	354 - 416	313 - 378	329 - 424	392 - 455	358 - 381
	School Mean	387	378	400	381	385	346	376	423	370
	NT Mean	474	469	479	483	473	473	474	480	477
	Aust Mean	542	541	546	546	541	545	542	546	542
Writing	<i>School Mean Range</i>	270 - 367	256 - 346	291 - 377	285 - 345	227 - 306	269 - 317	215 - 353	248 - 352	305 - 353
	School Mean	319	301	334	315	266	293	284	300	329
	NT Mean	435	418	416	409	428	421	418	422	459
	Aust Mean	518	517	512	511	515	513	505	513	522

XCC Year 9		2012	2013	2014	2015	2016	2017	2018	2019	2021
Numeracy	<i>School Mean Range</i>	404 - 476	382 - 536	443 - 474	468 - 497	431 - 459	486 - 503	450 - 513	484 - 513	448 - 484
	School Mean	440	459	458	483	445	494	481	499	466
	NT Mean	532	523	532	538	532	542	536	540	534
	Aust Mean	584	584	588	592	589	592	596	592	588
Reading	<i>School Mean Range</i>	305 - 426	411 - 540	420 - 447	379 - 432	420 - 460	388 - 451	261 - 535	449 - 499	369 - 430
	School Mean	365	476	434	405	440	420	398	474	399
	NT Mean	516	528	522	520	521	515	508	511	515
	Aust Mean	575	580	580	580	581	581	584	581	578
Writing	<i>School Mean Range</i>	223 - 380	47 - 445	119 - 211	129 - 278	259 - 374	296 - 367	234 - 491	295 - 443	355 - 427
	School Mean	301	246	165	204	316	331	362	369	391
	NT Mean	472	470	463	440	462	458	438	453	465
	Aust Mean	554	554	550	547	549	552	542	549	551

PROGRESSIVE ACHIEVEMENT TESTING (PAT)

In September of this year, Xavier Catholic College rolled out PAT-Reading and PAT-Maths to our Year 7-10 students for the first time. We held PAT celebration days that involved students sitting the test in the morning and then engaging in fun-filled afternoons as a reward for their hard work. We went swimming at Tarntipi Waterhole and hosted a Cinema in the Xavier Catholic College Library. Our results from PAT testing show that our students are performing slightly higher in maths, than reading. We were very proud of our students for the effort and commitment they gave to achieving their best in these tests.

DATA INFORMED PRACTICES

This year Xavier Catholic College has continued to place strong emphasis on data informed practices. Our Data Wall, which puts faces and names to students, has been updated with more relevant data collection tools, current student school photos and a focus on our Xavier Catholic College Reading Program growth. Our Data Wall also tracks numeracy, writing, attendance and wellbeing data. Through this collection of data, we have been able to start a Case Management approach to improving academic outcomes for 'at risk' students, and while this has been in its trial phases for 2021, we are noticing positive improvements in students who have received these interventions.

INCLUSION SUPPORT

2021 has been a year of growth and development for our teachers and students involved in Inclusion Support. This year we have focused on developing staff capacity, capabilities and confidence in supporting our students' diverse needs and making sure our interventions are well documented. The staff at Xavier Catholic College are committed to improving student outcomes and working together with a variety of different stakeholders to achieve the individualised learning goals of our students. The Inclusion Support team provided small group interventions in literacy throughout the year and purchased resources such as fidgets, blankets, pillows and the Green Hat planks, to help our students de-escalate and calm their bodies and minds. Through the Inclusion Support program Xavier Catholic College offered after school activities and built partnerships with Catholic Care and the clinic.



PASTORAL CARE & WELLBEING

2021 was a very successful year in terms of improving student outcomes across all areas of the school and there have been many highlights in the area of Pastoral Care and Wellbeing.

Two particular highlights of Semester 2 include the making of the Red Dust video, Ngawurrayamangajirri. and the annual school bush camp at Tarntipi. Both events strengthened school spirit and made students feel proud, both as young Tiwi and as Xavier students. Many cultural activities occurred on camp as well as team building activities and students were able to relax and learn in a beautiful, peaceful environment. We concluded the camp with Mass celebrated by Bishop Charles who has supported the school throughout the year.

Students attended four camps in Darwin throughout the year: NTSDE's Stage 1 and 2 Study Camp; The Michael Long Leadership Camp; The Santos Science Camp and the Bidjipidji Camp. These camps offer significant learning opportunities for our students because they open up connections to community, education and career pathways, helping our students formulate aspirations and goals for life-long learning.

A Careers' Lunch was organised at school in Semester 2 for the Stage 1& 2 and Employment Pathways' students in partnership with TITEB. Thirty five local organisations attended the day and students were provided with a chance to discuss future career prospects in a one-one-one session. A number of students also enrolled in the Drive Safe Program and obtained their Learner Permits and Provisional Licences.





COMMUNITY & CULTURE

The Culture program flourished this year with attention being given to collecting and responding to feedback from Tiwi Teachers and students. Culture sessions were planned in consultation with staff at Patakijiyali Museum and community elders. Focus was on developing and practising traditional skills such as painting and hunting, learning Tiwi history and storytelling. The Weaving Project organised by Starwin and run by Strong Women from the community was aimed at teaching female students the art of weaving using pandanus and it concluded with the creation of an artwork to be displayed in the office.

A highlight of the school calendar was the Xavier Catholic College Bush Camp which gave staff and students the opportunity to spend time on Country, learn from elders and participate in traditional singing and dancing.

The Tiwi Five Ways of Learning continued to be developed and used within the Religious Education with storytelling at the heart of learning.

The school newsletter and Facebook page have helped maintain and promote positive relationships with families, the community and community organisations. The now established biannual Family Report nights have supported open and constructive dialogue between the school and families.

This year has also seen the strengthening of the school's partnership with the Tiwi Plantations' Corporation connecting students in the Employment Pathways class with the forestry plantation on Melville Island. The Careers Expo, organised with the support of the Remote Schools Attendance Strategy team, also allowed students to explore the different local employment opportunities available to them.

Xavier Catholic College was able to share how its community connections and incorporation of culture benefited students and the college community as a whole at the CENT Catholic Identity Day in Darwin. This presentation was a great cultural highlight of the year as the Xavier Catholic College Tiwi Team presented to 500 CENT staff as part of the Laudato Si Forum.



FINANCE, FACILITIES & RESOURCES

Xavier Catholic College has attractive and contemporary learning spaces, and beautifully maintained grounds. This is largely due to the hard work and dedication of our groundsmen Tom Nehemia and Jordan Nelson.

Improvements to the school in 2021 include the refurbishing of all Junior classrooms by Top Notch builders and their team, led by Trent Fien. The classrooms are now painted in a warm white colour, have new light grey autex noticeboards, light beech laminate cabinetry and vibrant furniture. The overall effect of these updates are to ensure a calming and supportive ambience in the classrooms, a Third Teacher environment much needed by Xavier Catholic College students. All classrooms in the school were refitted in 2021 with new desks and chairs.

The school purchased one Troop Carrier this year and now has a total of five vehicles.

Xavier Catholic College is in a strong financial position thanks to the prudence and careful management of finances by Shona Strong, Rochelle Marshall and Kristina Lay, and the school is working with CENT Infrastructure to deliver in 2022:

- A refurbished toilet and shower block for Xavier Catholic College students and schools on immersions.
- Covered walkways.
- A refurbished Art Room.
- Staff Housing.



STUDENT DATA

STUDENT ENROLMENT PROFILE

Year Level	Number of Students	Percentage as Indigenous	Percentage with a Disability			
			Supplementary	Substantial	Extensive	Total
7	22	22 (100%)	2	8	2	12 (55%)
8	13	13 (100%)	1	4	0	5 (38%)
9	11	11 (100%)	0	6	0	6 (55%)
10	21	21 (100%)	1	9	1	11 (52%)
11	15	15 (100%)	2	5	1	8 (53%)
12	11	10 (91%)	1	0	0	1 (10%)
Total	93	92 (99%)	7	32	4	43 (47%)

STUDENT ATTENDANCE

Year Level	Term 1	Term 2	Term 3	Term 4	Annual Attendance Percentage
7	52%	59%	55%	50%	54%
8	47%	44%	50%	57%	49%
9	50%	51%	49%	49%	50%
10	38%	38%	30%	29%	34%
11	32%	29%	25%	25%	28%
12	34%	29%	27%	30%	30%
Total	42%	42%	39%	40%	41%

STAFFING INFORMATION

Total Staff	Number	Full Time Equivalent
Principal	1	1.0
Teachers	14	13.8
Non-Teaching	17	16.7
Total	32	31.5

QUALIFICATIONS

Total Staff	Number
Post Graduate	15
Bachelor	18
Other Qualifications	13



STAFF QUALIFICATIONS

- Bachelor of Education
- Bachelor of Teaching
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Theology
- Bachelor of Design
- Bachelor of Business
- Bachelor of Exercise Science & Human Movement
- Bachelor of Health Science & Human Movement
- Bachelor of Fine Arts
- Bachelor of Outdoor Recreation Education
- Masters of Education
- Masters of Teaching
- Masters of Arts
- Masters of Special Education & Behavioural Intervention
- Graduate Diploma of Education
- Graduate Diploma of Theology
- Graduate Certificate Religious Education
- Graduate Diploma of Forensic Psychology
- Honours in Science
- Diploma of Educational Studies
- Certificate III in Early Childhood Education
- Certificate III in Media
- Certificate III in Theology
- Certificate IV in Training & Assessment
- Certificate IV in Business
- Certificate IV in Accounting
- Certificate IV in Business Administration
- Advanced Diploma of Science
- Advanced Diploma of Nutrition
- Diploma of Art
- Pool Lifeguard Award

PROFESSIONAL DEVELOPMENT

- Mandatory Reporting
- Fire Drill Training
- Lockdown Training
- Work Health & Safety
- Harassment & Bullying
- Safeguarding Essentials
- Disabilities Training
- Mental Health in the Workplace
- Code of Conduct
- Orientation including timetables, PCW, Behaviour Management, Inclusion)
- Explicit Teaching
- PPE/RHD/Clinic
- Staff Culture
- TRB: Professional Responsibilities and Understanding the Standards
- Visible Learning
- Teacher Goal Setting
- Student Wellbeing: SDQ and Mind Up
- Team Teaching
- How to Pray
- PLC
- Asthma & Anaphylaxis Training
- Teacher Stress & Resilience
- Planning
- Speaking Insights
- Mission

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, transition to Year 6 parent/family afternoon, transition to Senior parent/family afternoon, and parent/family report afternoons. Parent/family surveys were conducted at our two report afternoons, assisted by the Tiwi Teachers and the Cathy Freeman Foundation staff, 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 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
- 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

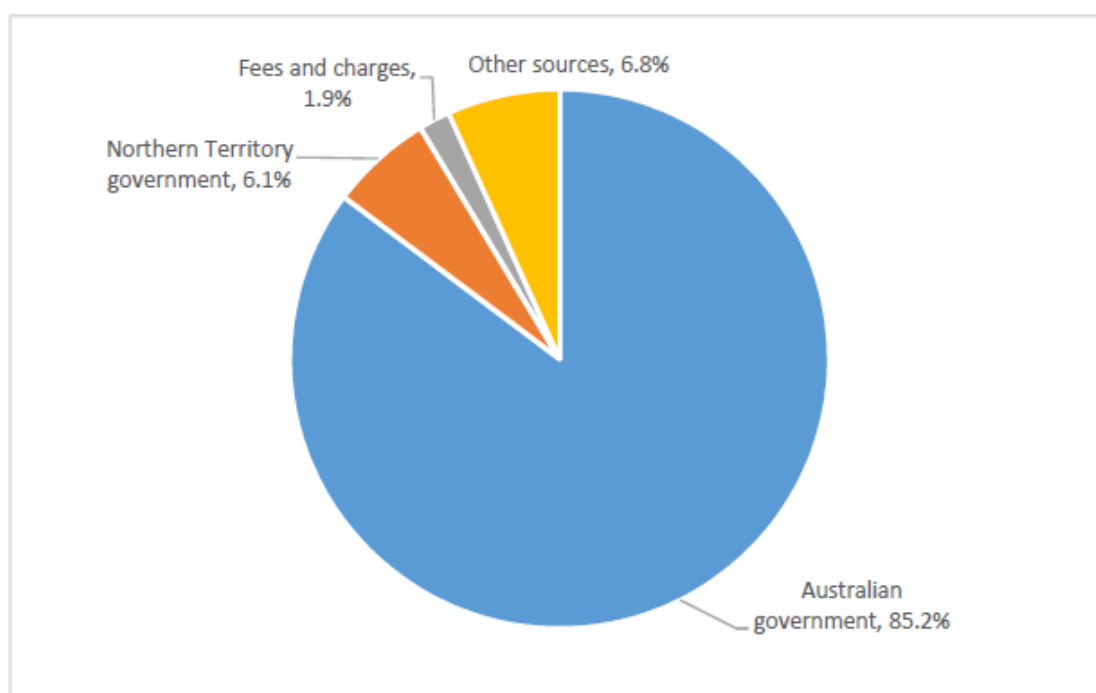
Xavier Catholic College has done its utmost this year to work in partnership with parents, family, community and Catholic Education NT to promote the growth of young Tiwi and the substantial gains made this year in terms of school improvement and student learning outcomes will ensure a smooth transition into the New Year for all members of the school community. Xavier Catholic College rightly deserves its reputation as an excellent remote Catholic, Aboriginal community school and our students have every chance of being the strong, smart and compassionate leaders of tomorrow in Wurrumiyanga and beyond.



Xavier Catholic College
School annual recurrent income
2021

School recurrent income 2021

Source	Amount	Proportion
Australian government	4,216,747	85.2%
Northern Territory government	303,360	6.1%
Fees and charges	92,756	1.9%
Other sources	333,968	6.8%
Total	4,946,831	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 2019 School Annual Report.

RECOMMENDATION

Andree Rice

Principal (Xavier Catholic College)

Signed:

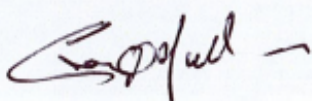


Date: 13 December 2021

APPROVAL

Greg O'Mullane

Director (Catholic Education Office)



Signed:

Date: 29/4/2022

XAVIER CATHOLIC COLLEGE

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