



## **Xavier Catholic College, Wurrumiyanga**

### **School Annual Report**

**2018**

#### **Xavier Catholic College Wurrumiyanga (XCC)**

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## School Context and Profile

Xavier Catholic College (XCC) and its associated Precinct Primary School, Murrupurtiyanuwu (MCPS) are located in the growth town of Wurrumiyanga on Bathurst Island, 80 kilometres north of Darwin. MCPS and XCC together form the Catholic Education Precinct and provide a Quality Catholic Tiwi Education for students from Pre-School to Year Thirteen.

Wurrumiyanga (formerly Nguiu) means 'land of the giant cycads' and is traditionally owned by the Tiwi people. In 1911 Bishop Gsell started a Catholic Mission and in 1912 MCPS (formerly St Therese's Catholic School) was established. XCCW followed in 1932.

### **Xavier Catholic College Wurrumiyanga (XCC)**

Originally established as a boys' school, XCC now offers coeducation for students from Year Seven to Year Thirteen. Our vision is to provide a Quality Catholic Tiwi Education for the students in our care.

Middle School students (Year Seven to Year Nine) study Religious Education, Australian Curriculum English, Australian Curriculum Mathematics, Science, History, Health and Physical Education, Creative Arts (Music and Art), and Design and Technology (Woodwork and Food Technology).

Senior School students (Year Ten to Year Thirteen) study both academic and vocational subjects to earn credits towards obtaining the Northern Territory Certificate of Education and Training (NTCET)

## School Vision, mission and values

XCC and MCPS aim to offer Quality Catholic Tiwi Education for the students in our care.

### **Our Values**

Strong in Faith

Strong in Culture

Strong in Learning

## Principal's message

Awi Mamanta,

This report marks my final one as Principal of Xavier Catholic College, Wurrumiyanga. It is with sadness and pride that I leave my position here to move to St Michael's Catholic School Palm Island.

When I arrived in 2014, the college had just celebrated the graduation of six NTCET students. This was a milestone in Tiwi history, as no students had graduated on island previous to this. The dream existed, however, when Mrs Katherine van Egmond and the community, established a partnership with NTOEC, the former Northern Territory Open Education Centre, to have two senior classes undertake Stage One and Stage Two. From this time and with the continued building of academic and VET pathways, the college has seen twenty-five students' graduate to date. It has



also seen eighteen young people enter the workforce in areas such as education, health, administration and trades. This was something we celebrated and at our final assembly.

Aside from academic achievement, there have been three other key developments. The first, a culture of learning, whereby students now stay at school during the day instead of leaving the grounds, which was a long standing challenge in 2014. The second, noted by visitors, is that we are a safe place. This is due particularly to the efforts of Cameron Hughes, former Xavier Principal, Ben McCasker (Deputy Principal) and Tiwi staff, who put in place the college's Zero Tolerance policy to bullying and harassment.

Finally, I acknowledge our partners, the Catholic Education Office Darwin, The Cathy Freeman Foundation, The Smith Family, The Michael Long Learning and Leadership Centre, Menzies's Health, ConocoPhillips and the Indigenous Literacy Foundation, who have provided aspiration, opportunity and well-being opportunities for our students. Living on an island with limited sporting, leadership and workplace experiences can be difficult. These organizations, alongside teaching staff, have provided trips away, mentors, expertise and resources that have enhanced our students' learning. We are blessed to work with such dedicated people.

In closing, I thank the Tiwi people I have worked with over the last five years. You have taught me much and Lance and I will take you in our hearts wherever we go. I also thank Shona Strong for her knowledge and guidance, Ben McCasker and Tahnee Gale for being a formidable Leadership team in my first four years and all staff who currently work at the college and those who have shared their friendship and expertise from 2014-18. To Fr Pat and Sr Anne, thank you for your friendship and wisdom. To the students, each of you made my day in many ways. I pray you grow strong, taking up every opportunity you can to lead your people with wisdom and pride.

Mana, God bless you all.

**Tess Fong (Principal)**

## Deputy Principal's Report

In 2017, Pope Francis stated that "God wants us all to see one another as brothers and sisters and to live as such, forming a great human family that is harmonious in its diversity". I feel the College community and the Tiwi people are true representations of what Pope Francis means. In commencing at the College this year, I felt so welcomed by the love and openness of the community. I was extremely grateful for this and look forward to continuing to build relationships next year.

2018 was filled with so many achievements and highlights. We created strong links with NT Tennis and many of our students had the opportunity to participate in Tennis lessons at school and Tennis camps in Darwin. The College continued to strengthen its relationships with the Cathy Freeman Foundation, Corrugated Iron, Smith Family, NTF, Essendon FC and the Michael Long Centre. We joined together for many Eucharistic Celebrations, Cultural days, Carnivals, Health Days, School Fete and Community events. We were also very proud of a number of students who were selected to represent the NT in AFL throughout the year.



For the sixth consecutive year, the College also celebrated the achievements of Year 12 Graduates and the very first male student to graduate and achieve their NTCET. Twenty-Five students have now graduated and completed their NTCET since 2013.

The achievements of our students and the many opportunities they receive would not be possible without the dedication, commitment and hard work of our teachers. The College is very fortunate to have so many staff that are true witnesses to the message of the Gospel and are role models for our students. This year the College farewelled the following staff: Tess and Lance Fong, Maggie Duggan, Helen Shellard, Jacinta and Paul Chamberlain, Rebecca Wright and Troy Taylor. I wish them the best of luck and every success for their future endeavours. I would also like to thank Nigel Mitchell, Shauna Delaney and Mike Madden for stepping into teaching roles throughout the year to support the College, it was greatly appreciated.

I wish everyone a Merry Christmas and a peace filled New Year.

God Bless,

**Elizabeth Moodey (Deputy Principal)**

## Religious Education Coordinator's Report

At Xavier in 2018 our major liturgical events have provided the core of Catholic life. The events which both signify and nurture the Catholic identity of the school community include Masses, Liturgies and professional development opportunities such as: Beginning of Year Mass for staff and teachers, Ash Wednesday Mass, OLSH Feast Day, Bishop Gsell Day/Feast of the Sacred Heart, Staff Retreat (precinct,) Feast of St Mary McKillop Mass, Catholic Identity Day, (Precinct) All Saints/All Souls Liturgy (Precinct), St Francis Xavier Mass, End of Year Mass (Precinct)..

The Years 7-9 classes followed the ICCS Religious Education curriculum and the Years 10-12 classes studied the IFE Certificate III Christian Ministry and Theology. The students in Groups 1 & 2 were. As the school moves to have three groups in the 7-9 classes it may be possible for the teachers to follow the ICCS program in order (Year 7, 8 and 9 for Groups 1, 2 and 3).

I would like to acknowledge the ongoing support and guidance of Fr Pat Mara who has advised and encouraged us throughout the year. Fr Pat was able to provide one of the joys of this year in the reintroduction of Class Masses. The students in each group attended Mass in small groups these Masses were usually held in outdoor areas. The students responded to these Masses positively and they mentioned how the open spaces and intimate nature of the Masses made them feel peaceful. I also thank Sr Anne for her leadership. She has always made herself available to guide me in areas of local or Catholic knowledge.

It is also important to mention that my role as REC at Xavier does not stand alone and relies heavily on the close relationship with the REC at MCPS, Jane French. Many of the liturgical celebrations occurred as a result of collaboration between the two. Jane's professionalism and friendship enriched all facets of the work we have done together and I would like to record this



and thank her for it. An example of this working friendship is the introduction of World Teacher's Day celebrations held for staff of both schools that Jane and I initiated.

**Helen Shellard (REC)**

## Curriculum Coordinator's Report

Xavier Catholic College continues to celebrate success through the tradition of Yr 12 students from Wurrumiyanga achieving NT Certificate of Education and Training. Kyanne Warlapinni and Aggie Kantilla were proud recipients of NTCET alongside Paulinus Tipungwuti, Xavier Catholic College's first male graduate, Paulinus Tipungwuti. In 2019, there are five candidates working towards NTCET Graduation at the end of the year. The Stage 1 and 2 programs are continuing to develop with a variety of courses offered to our students. This year students participated in Digital Presentations and next year will complete units in Creative Arts with NT School of Distance Education (NTSDE).

Xavier Catholic College can be proud of its success with IFE's Certificate III Christian Ministry and Theology and other VET courses offered this year included Certificate I in Food Processing and Certificate I in Manufacturing Pathways.

A comprehensive senior secondary program allowed all of our senior students to access additional courses and qualifications to further develop employability skills. DriveSafeNT visited the community and a large cohort of students gained their 'L' and 'P' licences. Students attended Lifesaving, First Aid Training, White Card and Responsible Service of Alcohol training.

In response to preparing school leavers for the workplace, the Employability Skills program for the AC (Alternate Curriculum) class targets practical skills and this year we focused on work experience. Students again participated in the Smith Family Experiential Mentoring in Darwin for 5 days in May. Students worked each day in allocated workplaces and stayed with host families in Darwin. At Wurrumiyanga, senior students attended work experience at the MCPS as Assistant Teachers, at Xavier College as Assistant Teachers, Tiwi Rangers, Julinamawu Health Clinic, Top Knotch Constructions, Tiwi Tours, the local garage and Tiwi Design. A regular feature of the AC program this semester was the students running a business enterprise at the Frangipani Café. Students learnt how to operate a coffee machine, make milkshakes and develop customer service skills. Next year students can participate in Workplace Learning as a course with NTSDE where they will attend work for a nominal number of hours and complete written tasks and gain credits for NTCET.

Communication with family and the wider community is an integral factor in the success of student outcomes. This year we held three-way meetings for senior students to discuss current academic progress and to identify future goals and pathways. The attendance at sessions increased as the week went on and it was a positive experience for all.

The continuation of a Data Informed Practitioner and structured Professional Learning Communities has grown significantly this year under the guidance of Justin Brennan. A cyclical structure resulted in frequent and effective professional discussions and goal-setting with a whole-



school focus each term. Student achievement data reflects the successes of specific goal-setting at this level. Student engagement was evident in practical learning tasks and this year students enjoyed Art, Food Technology, Culture Days, Swimming lessons, Menzies School of Health days and regular sport.

Finally, Xavier Catholic College continued to support students with individual learning needs and provided flexible teaching and learning programs to enable all students to succeed within our Quality Catholic Tiwi Education.

**Paula Duggan (Acting Curriculum Coordinator)**

## Student Enrolment Profile

### Student Enrolments <sup>1</sup>

Year Level	Number of Students	Percentage of students who identify as indigenous	Percentage of students with a disability
Year Seven	19	100	94.7
Year Eight	14	100	92.8
Year Nine	18	94.9	77.7
Year Ten	16	100	93.7
Year Eleven	16	94	75
Year Twelve	7	100	28.5
Year Thirteen			
Total	90		

### Student Attendance <sup>2</sup>

Collection Period	Active Enrolment	Passive Enrolment	Active Attendance Percentage
February (1)	113		54
March (2)	112		53.6
May (3)	97		54.6
June (4)	93		51.6
August (5)	74		37.8
September (6)	78		39.7
October (7)	84	5	29.8

<sup>1</sup> Data obtained from the August 2018 Census

<sup>2</sup> Data obtained from the Department of Education and Children's Services Validation Report: Enrolment and Attendance 2018



Summary of Teacher Qualifications	Number	Percentage
Post Graduate Qualification (Masters of above)	5	35.7
Bachelor Degree or Equivalent <sup>4</sup>	14	100
Other Qualifications	1	7.14
November (8)	87	33.3

XCC manages attendance through:

- Regular reviews of the school roll
- Correspondence with parents and guardians regarding attendance patterns
- School incentives eg: raffles, camps, excursions, certificates, etc.
- Programs aimed at promoting positive school attendance eg, School Nutrition Program, Activities Programs, etc.
- Quality Teaching and Learning programs
- Promotion of a safe learning environment
- RSAS Support

## Staff Profile, Teacher Standards, Qualifications and Workforce Composition

### Teacher Qualifications <sup>3</sup>

	Number	Full Time Equivalent
Teachers	14	14
Non-Teaching Staff (including Assistant Teachers)	12	10.3
Total	26	24.3

## Senior Secondary Outcomes

Element	2012	2013	2014	2015	2016	2017	2018
Number of NTCETs awarded	0	6	2	1	5	8	3

<sup>3</sup> Data obtained during August 2017

<sup>4</sup> All teachers have a minimum of four years training and are registered with the Teacher Registration Board of the Northern Territory. Percentage appears more than 100% in cases where teachers hold more than one Bachelor Degree or equivalent.





Number of students who completed senior secondary school	0	6	2	1	5	8	5
Number of students who completed Year 12 but no certificate	0	0	0	3	6	0	0
Number of awarded VET qualifications	0	9	10	11	29	18	10
Number of students who undertook a school-based apprenticeship	0	0	0	0	0	0	0
Number of students going on to further education and training, including university, TAFE and apprenticeships	0	7	2	5	5	8	3
Number of students who left school during the school year and who are now employed	1	6	1	6	0	4	2
Number of students who left school from who are now seeking work or engaged in a gap year	6	16	0	3	11	7	6

## National Assessment Program Literacy and Numeracy

### XCC NAPLAN Summary (2008 – 2018)<sup>5</sup>

#### Year Seven

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>2008</b>	408	294 N	<b>442</b>	392	418
<b>2009</b>	364	252 N	309	182	364
<b>2010</b>	<b>415</b>	295 N	366	369	387
<b>2011</b>	407	257 P	389	359	335
<b>2012</b>	387	319 P	371	<b>404</b>	402
<b>2013</b>	378	301 P	376	339	403

<sup>5</sup> Data obtained from the My School website and RAAD



<b>2014</b>	400	<b>334</b>	355	358	417
<b>2015</b>	381	315	377	379	<b>427</b>
<b>2016</b>	385	266	364	309	390
<b>2017</b>	346	293	345	304	394
<b>2018</b>	376	284	427	371	429

## XCC NAPLAN Summary (2008 – 2018)<sup>6</sup>

### Year Nine

	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar and Punctuation</b>	<b>Numeracy</b>
<b>2008</b>	397	<b>319 N</b>	380	400	404
<b>2009</b>	497	311 N	357	299	496
<b>2010</b>	<b>577</b>	- N	<b>452</b>	563	422
<b>2011</b>	407	228 P	419	334	409
<b>2012</b>	365	301 P	409	397	440
<b>2013</b>	476	246 P	441	358	459
<b>2014</b>	434	165	354	406	458
<b>2015</b>	405	204	399	376	<b>483</b>
<b>2016</b>	440	316	412	<b>413</b>	445
<b>2017</b>	420	331	415	<b>396</b>	494
<b>2018</b>	398	362	429	<b>370</b>	481

## School Review and Improvement / Parent, Student and Staff Satisfaction

At the end of 2011, the need for Murrupurtiyanuwu (MCPS), our partner primary school and Xavier Catholic College (XCC) to work more closely together became strong. At the beginning of 2012, we formed the Cross Campus Leadership team (with leaders from both XCC and MCPS to lead a

<sup>6</sup> Data obtained from the My School website and RAAD



new beginning for both campuses. This work became the core vision of departed Principal, Leaha Kerinauia and with her expertise the Precinct goals became:

- Continue growing our Catholic Identity
- Explore more opportunities to empower our staff
- Cater for the educational needs of our students
- Provide quality teaching
- Support our children, staff and the wider community
- Develop stronger partnerships

In 2015 MCPS and XCC undertook the School Improvement and Renewal process outlined in the Catholic Education NT School Improvement and Renewal Framework. The key areas of Leadership and Community and Culture were reviewed. The process aimed at answering three key questions:

1. How are we going?
2. How do we know?
3. What are we going to do now?

The process included a self-assessment survey whereby staff and a focus group of parents provided feedback to the Cross Campus Leadership Team. Feedback included affirmations, ratings and recommendations. These recommendations informed the 2015 Annual School Improvement Plan.

The Precinct focus for 2016 was to:

- Revisit One Precinct Plan intentions and MOU (with CEO Executive)
- Develop One Precinct Maintenance Master Plan
- Establish One Precinct Community Consultation Committee
- Develop model for a sustainable Indigenous workforce
- Potential for C&C Leadership (shared space with GOO)
- Develop Pre School to Year 13 curriculum plans (RE, Literacy & Numeracy, ILC) with view to seamless transition and sharing of resources, human and physical
- Develop strong One Precinct Indigenous Language and Culture program
- Develop comprehensive transition plan for students from year 6 to 7
- One Precinct Orientation and Induction program including Community and Culture, Catholic Identity, Two-Way learning and WHS information
- One Precinct PD where appropriate
- Consider opportunities for whole school precinct events to max community support
- Consider a 'rolling' Strategic Plan (3 to 5 years)

In 2018 we continued the focus areas above and adjusted our School Annual Improvement plan to reflect achievements in these areas.

In 2019 there will be a process once again of gathering information from students, families and staff to inform the next Strategic Plan.



# Xavier Catholic College



## Annual School Annual Improvement Plan 2018

	Strategic Goals	Strategies	Accountabilities	Evidence of Success
<b>Catholic Identity</b>	CI1 – Build student confidence to participate in Prayer and Liturgy	<ul style="list-style-type: none"> <li>- Continue to build student leadership capacity e.g. in assemblies, liturgies, Masses</li> <li>- Continue to practice students before these events</li> </ul>	XCC – REC Wurrumiyanga PP	Students confidently taking leadership roles in prayer, liturgy & assemblies (video students during these events)
	CI2 – Develop a CC Prayer Policy and Scope and Sequence of Liturgical celebrations from Year P-13	<ul style="list-style-type: none"> <li>-Continue regular CC REC meetings</li> <li>-Continue regular Principal/REC meetings</li> </ul>	XCC –REC MCPS – REC XCC – Principal	A Published CC Prayer Policy and Scope and Sequence from Year P-13
	CI3 – Work closely with CILT, Strong Men and Women to plan Liturgical celebrations and Culture Days that are meaningful and relevant for students	<ul style="list-style-type: none"> <li>- Organise regular planning meetings with CILT</li> <li>- Invite/encourage CILT members to be more active in celebrations</li> </ul>	XCC – REC MCPS – REC CILT XCC – DP	Evidence of culturally appropriate and meaningful liturgical celebrations



	CI4 – Develop precinct MITIOG program	-CC REC's liaise with CEO RE Consultant, Fr Pat, CILT, elders and the clinic to develop a MITIOG program that reflects both the doctrine of the Catholic Church and Tiwi Culture.	XCC- REC MCPS – REC CILT	A completed program by the end of Semester 2
<b>Leadership</b>	<b>Strategic Goals</b>	<b>Strategies</b>	<b>Accountabilities</b>	<b>Evidence of Success</b>
	L1 – Build capacity of CILT as a Leadership body within the school	-CILT to meet weekly with Leadership Team	CC – Principals CENT Principal Consultant	-Weekly meetings of CILT/ XCC Leadership Team -Termly meetings with MCPS CILT and CC Leadership Team
	L2 – Build CC Leadership Team (collegiality and support)	-Reestablish CC Leadership Meetings (after Housing Meetings - Wks 3 & 8 each term)	CC Leadership Team  CENT Principal Consultant	-Regular meetings and strong CC Leadership support
	L3 – Continue to build Japalinga	-Principal to meet weekly with Japalinga. Invite Japalinga to make suggestions to improve the school -Include CILT/community participation in Japalinga activities where possible -Look for opportunities for Japalinga to represent the school in the community -Have two students per semester as School Captains (voted by Japalinga)	XCC – principal XCC – Staff CILT	Japalinga to be a central feature of school/community life
<b>Teaching &amp; Learning</b>	<b>Strategic Goals</b>	<b>Strategies</b>	<b>Accountabilities</b>	<b>Evidence of Success</b>
	TL1- Continue to develop and refine data gathering procedures	-DIP and CC to meet weekly -Continuation of bi annual data collection -Continue to use/refine PAT testing	XCC – CC XCC – DIP XCC – Principal	-Embedded data cycles and practices -Data driven PLC's



		<ul style="list-style-type: none"> <li>- DIP &amp; CC work to align PLP's &amp; Data collection</li> <li>- Regular PLC meetings (monitored by CC)</li> <li>- Review of Literacy &amp; Numeracy plans with co-rds of Lit &amp; Num, following data collection periods (DIP to monitor)</li> <li>-NAPLAN data analysis and feedback to staff (DIP)</li> </ul>	XCC – Lit&Num coordinators	
	TL2 – To have all staff using visible data in classrooms with links to PLP's and EAP's	-Continue to focus on the use of Visible Data in the school	XCC – DIP XCC - CC XCC – Principal XCC – CEO (Secondary Consultant), DIP Consultant	-Evidence of Visible Data in all classroom  ms
	TL3 – Increase Assistant Teacher skills	-Continuation of Assistant Teacher Mentor role - Seek ways to provide more planning and mentoring time for GOO/AT's - Continue to promote and support Menzies Skills for Life program in the school	XCC – Principal XCC - DP XCC - ATM GOO Coordinator XCC – Teachers	-AT's collaboratively and confidently working with teacher mentors
	TL5 – Increase PD opportunities for teaching staff	Source whole staff PD opportunities e.g. MOOCS,	XCC – Principal XCC – DP XCC - CC	-Completion of Staff PD relevant to Strategic Plan
<b>VET</b>	VC1 – Continue to develop current VET certificates	-Continue VET blocks (CDU and Connect & Grow)	XCC- VC XCC – Principal CENT VET consultant CDU	-Increased number of students completing VET blocks and receiving employment
	VC2 – Continue to develop Triple Certificate II in Community Services/Health, Aboriginal and	-Continue to embed ATIPHC (Review Triple certificate program)	Cert II Teacher CDU , Connect & Grow XCC – Principal CENT VET Coordinator	More students completing course and considering Community



	Torres Strait Island Primary Health Care (ATIPHC)			Services/Health Care courses
	VC3 – Complete Whole School Careers plan	-Continue to work on Whole School Careers Plan -Continue to teach Careers in from Yr 7- AC -Continue to build on local work experience program (Wk 7 each term) -Continue to build Smith Family Experiential Mentoring program for AC and Stage 1 students	XCC Principal XCC Careers Coordinator XCC – CC Smith Family	- Careers plan completed by the end of the year - More students moving from school to workplaces
	TL4 - Increase attendance and engagement, particularly of senior males within the school	-Incorporate the Northern Territory Employment Pathways Curriculum into AC curriculum	XCC – CC XCC – DP AC – PLC	-Continued increased attendance and engagement in the AC class
<b>Pastoral Care &amp; Well Being</b>	<b>Strategic Goals</b>	<b>Strategies</b>	<b>Accountabilities</b>	<b>Evidence of Success</b>
	PCWB1 – Develop a structured Pastoral Care and Well Being block to occur each Tuesday morning	- Continue to develop the PC block - Timetable community involvement eg RSAS, CFF, PM&C)	XCC – DP XCC – Homeroom Teachers Community members (Strong Men and Women, Red Cross, CFF, PM&C)	-More students attending and staying at school
	PCWB2 – Continue to build PCWB links with community	-Continue to invite elders/community stakeholders to school events -Incorporate community stakeholder visits/excursions into timetable -Invite community stakeholders to participate in activities with students (Red Cross Basketball competition, CFF/PM&C grooming and beauty sessions) -Student/teacher excursions	XCC – DP XCC – REC XCC – Principal	-Community ownership and engagement -More parents/carers at school activities



		-look for opportunities to build parental involvement and knowledge of XCC activities/initiatives (Homeroom BBQ's, sick and rest notes to parents)		
	PCWB3 – Continue XCC PCWB Committee Meetings	-Continue regular meetings -Plan a XCC social calendar (include CC activities)	XCC – DP XCC - PCWB Committee	
<b>Community and Culture</b>	<b>Strategic Plan Goal</b>	<b>Strategies</b>	<b>Accountabilities</b>	<b>Evidence of Success</b>
	CC1 – Development of a Tiwi Language and Culture (TLC) program in conjunction with MCPS	-Continue to develop a scope and sequence of special Tiwi days -REC to determine which days coincide with CC Scope and Sequence of prayer and liturgy and include these days for celebration - Include more Indigenous Language and Culture (ILC) activities in PC block/classroom activities -Develop a ILC Scope and Sequence (in conjunction with ILC Teacher at MCPS) -Have more focus on Tiwi words/phrases within Homeroom	XCC- Principal XCC – REC MCPS - ILC Teacher	-Completion of TLC Scope and Sequence
	CC2 – Refresh and add to Tiwi art around the school, including building a culture area	-With help from Strong Men and Women have the pukimani poles refreshed within the school -Build a cultural area for dancing/culture lessons	CILT Strong Men and Women XCC – Woodwork teacher	





			XCC – DP	
	CC3 – Lift the profile of CILT within the school	-More members to be appointed to CILT -CILT to be included in regular Leadership Meetings	CENT – Director XCC - Principal	
<b>Finance, Facilities &amp; Resources</b>	<b>Strategic Plan Goal</b>	<b>Strategies</b>	<b>Accountabilities</b>	<b>Evidence of Success</b>
	FFR1 – Continue to maintain and develop XCC facilities to meet academic and site demands	-External painting of buildings -Continue to develop school grounds, including Outdoor Learning Area -Upgrade Multipurpose room to include free standing stoves	XCC – Principal XCC – Financial Secretary XCC – DP CENT Infrastructure	-Grounds well maintained and further developed -External painting completed -Stoves installed and functioning in MP room
	FFR2 – Continue to maintain and upgrade hardware and software as required	-Regular inspections of ICT equipment -Regular maintenance as required -Updating of ipad fleet as required -Updating of desktops and laptops as required	XCC – Principal XCC – DP CENT ICT Technician	-Up to date Hardware and software -Staff and students using hardware and software proficiently



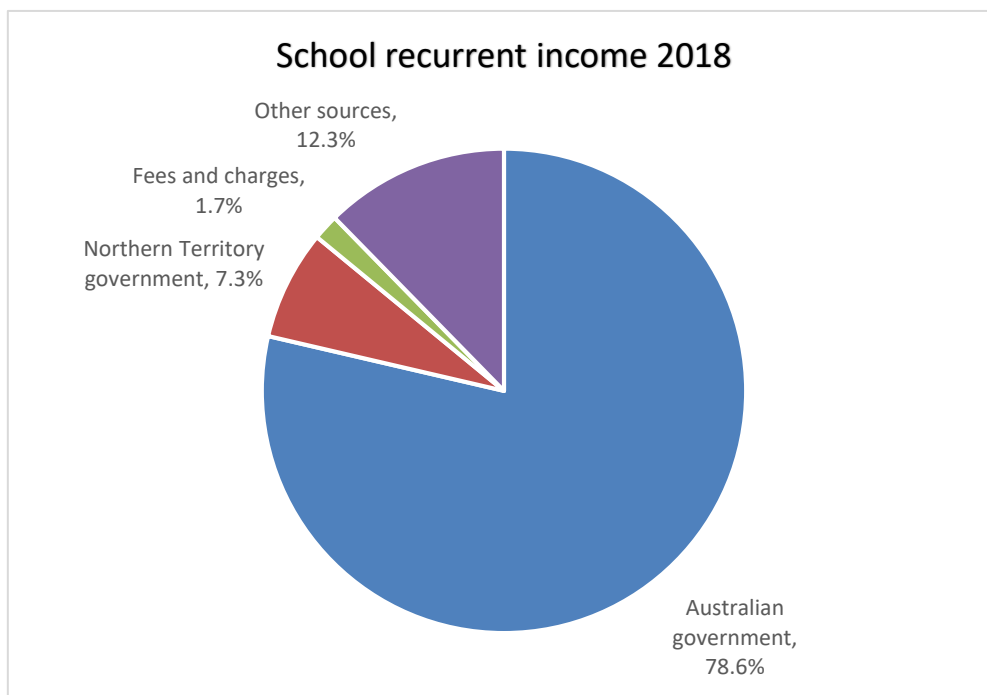
## Finances

### Xavier Catholic College Wurrumiyanga

#### School Annual Recurrent Income 2018

Source	Amount	Proportion
Australian Government recurrent funding	3,549,538	78.6%
Northern Territory Government recurrent funding	330,331	7.3%
Fees and charges and parent contributions	77,651	1.7%
Other sources	556,518	12.3%
<b>Total Gross Income</b>	<b>4,514,037</b>	<b>100.0%</b>

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





## Publication of Activity under the *Stronger Futures* Quality Teaching Initiative

The effective teaching of Indigenous students in our school has been promoted by targeted support from Education Officers and Consultants from Catholic Education NT. Teachers, Assistant Teachers have participated in whole school and smaller group professional learning to develop teacher practice in literacy and numeracy. This has included Accelerated Literacy and MAI (Maths Assessment Interview).

Individual support for teachers has also been available as required in specialist subject areas. There has also been support for the inclusion and assessment of students with hearing and learning difficulties, Positive Partnerships PD (Autism Australia) and Trauma workshops.

XCC has also provided meaningful and positive learning pathways for students including VET in schools (*secondary schools only*). This targeted support is part of the *Stronger Futures* Quality Teaching Initiative and has been made possible through the *Stronger Futures in the Northern Territory* National Partnership Funding Agreement.

Number of Students (August 2018 School Census) – 90



## Recommendation and Approval

The Principal of Xavier Catholic College Wurrumiyanga recommends to the Director of Catholic Education Office NT, the 2018 School Annual Report.

### Recommendation

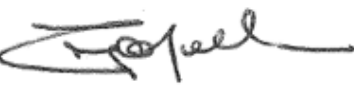
1. **Andree Rice**  
Principal 2019 (XCCW)

Sign: 

Date: 12 March, 2019

### Approval

**Greg O'Mullane**  
Director (CEO)

Sign: 

Date: 8 April, 2019