



2019 Annual Report

Xavier College

REGISTERED SCHOOL NUMBER: 0404



Senior Campus
135 Barkers Road Kew

Kostka Hall Campus
47 South Road Brighton

Burke Hall Campus
Studley Park Road Kew

xavier.vic.edu.au

Contents

2	Contact Details
2	Minimum Standards Attestation
3	Our Context
4	College Overview
5	Statement of Democratic Principles
6	Principal's Report
8	Rector's Report
10	Education in Faith
12	Learning & Teaching
25	Student Wellbeing
28	Child Safe Standards
29	Leadership & Management
31	College Community

Contact Details

ADDRESS	Senior Campus: 135 Barkers Road, KEW, 3101 Burke Hall Campus: Studley Park Road, KEW, 3101 Kostka Hall Campus: 47 South Road, BRIGHTON, 3186
PRINCIPAL	Mr William Doherty
RECTOR	Fr Chris Middleton SJ
TELEPHONE	(03) 9854 5411
EMAIL	Principal@xavier.vic.edu.au
WEBSITE	xavier.vic.edu.au
ABN	51 621 514 172
E NUMBER	E1040
FEDERAL DET NUMBER	1298

Minimum Standards Attestation

I, William Doherty, attest that Xavier College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

22 May 2020

Our Context

Xavier College is a Catholic school within the spiritual and educational tradition of the Society of Jesus (the Jesuits). Our inspiration is Jesus Christ, the model of fulfilled human life.

Guiding Principles

We are guided by principles that call us to:

Protect, educate and develop the whole person

- Having a personal concern and care (Cura Personalis) for the whole life of each member of our College community forming our students intellectually, spiritually, morally, aesthetically, physically, socially and emotionally.
- Protecting and safeguarding the wellbeing of all students in our care.

Form men and women of faith to work for justice in the world

- Forming members of our community to serve God in the world.
- Having a committed and practical concern for those in need, such that students, staff and parents make an explicit connection between their Catholic faith and their work for justice in the world.

Pursue excellence in humanity

- Welcoming all to Xavier College, where they can flourish and passionately pursue excellence in all things, encouraging each person to live out his or her vocation in life by developing their God-given gifts to the best of their ability.

Seek discernment and wisdom

- Developing a self-reflective disposition in members of our community, particularly in students, preparing them to make informed decisions in accordance with their conscience.
- Preparing the individual to find God in all things through the use of each person's imagination and creativity, and the integration of faith and reason.

Engage critically with the world

- Courageously and respectfully engaging with world cultures and perspectives.
- Critically pursuing a depth of learning by reflecting on experience and being moved to action.

Strive for the Magis

- Developing a desire to strive for the Magis. The Jesuit ideal of Magis is a thirst for 'depth', for the greater good and for the most courageous response to the challenges of our time.

College Overview

Xavier College, first opened in 1878, was named after St Francis Xavier, one of the closest friends of St Ignatius of Loyola. Together with five other companions, they founded the Jesuit order in 1540. Jesuit principles of education emphasise the centrality of the Catholic faith, pursuit of excellence, development of the whole person, care of each individual (Cura Personalis), and service to others. These principles define all aspects of life at Xavier. We are part of a world-wide network of Jesuit schools that collectively educate nearly two million students.

We understand the crucial importance of laying the foundation for the future of your son and daughter. From skills, passion and work ethic to self-image and place in the community, the journey begins here.

At Xavier we educate students from Early Years (3-year-olds) to VCE.

We have three campuses: Kostka Hall, Brighton (3-year-olds to Year 8, co-education to Year 4); Burke Hall, Kew (3-year-olds to Year 8, co-education to Year 4) and the Senior Campus, Kew (Year 9 to 12, all boys including boarding).

We aim to develop students who will become men and women of conscience, competence and compassion, who are able to bring about a more peaceful and just society by example and deeds.

Beyond mere bricks and mortar, the facilities at Xavier support both the guidance and nurturing of our girls and boys with, as a priority, an active, safe and secure learning environment.

Recognising the time demands placed upon parents, and in keeping with our commitment to all aspects of a child's welfare, we offer an out-of-school-hours care program at both Burke Hall and Kostka Hall for Early Years students.

Our Intent

Xavier College aspires to be world-class in all that we do. We strive to form exceptional graduates through inspiring learning experiences and our distinct Jesuit character.

Our Pillars

Our Intent is developed through seven Pillars:

1. Our Jesuit Identity
2. Our Inspiring Learning
3. Our Student Life
4. Our Xavier Family
5. Our Professional Expertise
6. Our Operational Excellence
7. Our Global Engagement

Each have core Values and Priorities that direct and drive our ongoing actions.

Our Graduates

Our students are at the heart of all we do. Through their Xavier journey, we strive to form exceptional Xavier graduates who are:

- **A**uthentic by their integrity, inquiry, reflection and conscience
- **S**piritual through faith, hope and love
- **P**ositive in their action, their diverse intelligence and competence, their leadership and accomplishment
- **I**nspiring, courageous and committed in making a difference in the world
- **R**esilient, embracing vulnerability and diversity and thriving on challenge and adversity
- **E**mpathetic, compassionate, with generous hearts, who value community and act for and with others.

For more information go to: xc150.xavier.vic.edu.au

Statement of Democratic Principles

The VRQA Minimum Standards for School Registration includes a standard concerning the school's adherence to Australian democratic principles and practice.

This standard is as follows:

The programs of, and teaching in, a school must support and promote the principles and practice of Australian democracy, including a commitment to:

- *elected Government;*
- *the rule of law;*
- *equal rights for all before the law;*
- *freedom of religion;*
- *freedom of speech and association;*
- *the values of openness and tolerance.*

Xavier College is committed to the principles of a liberal democracy

- We believe in an accountable, democratically elected government.
- We respect and observe the rule of law and believe that no person is above the law.
- We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes.
- We believe not only in the freedom of religion, but also the need to practise tolerance and understanding of others' beliefs.
- We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom.
- We believe in the values of openness and tolerance, and value and respect all members of the school community regardless of background.

Principal's Report

It gives me great pleasure to record that 2019 was another excellent year in the rich history of Xavier. While anything but ordinary, it is so often in the accomplishment of what can easily be seen as regular practice that gives any year or community the substance that underpins its strength.

Be these actions in classrooms, stages, auditoriums and halls, sports fields or galleries, be they through the endeavours of our students, our staff and coaches, or parents and volunteers, we were once again blessed to have so many of our community contribute in so many 'ordinary' but incredibly substantial ways.

Our annual record once again provides a fitting marker for recognising these actions and individuals. We celebrate and embrace our endeavours wholeheartedly, for whether they be judged a success or failure, they represent our story of journey and growth in our head, heart and hands, and our endeavours for the greater glory of God.

Further evidence of the notion that regular practice need not be ordinary, in 2019 the College released its new Strategic Plan named XC 150. In offering a beacon for our endeavours as we head towards our 150th anniversary in 2028, the document provides a clear framework for our actions. It clearly reiterated the Jesuit context and guiding principles that have and will direct all our actions. It also placed a clear focal point on the development of exceptional Graduates, highlighting the importance not only of that distinct Jesuit character but also of inspiring learning experiences as well as a mentality that seeks to be 'world-class'. This approach seeks to ask the critical questions, not only of Xavier but of others across our global community, such that we can continue to grow and learn, both as individuals and as an institution. The Graduate focus is a reflection of the knowledge that our students are at the centre of all we do. Further, it is an expression of the defining worth of a Xaverian education, namely the development of qualities and characteristics in our students through their journey at Xavier such that they aspire to become Graduates who are:

Authentic by their integrity, inquiry, reflection and conscience
Spiritual through faith, hope and love
Positive in their action, their diverse intelligence and competence, their leadership and accomplishment
Inspiring, courageous and committed in making a difference in the world
Resilient, embracing vulnerability and diversity and thriving on challenge and adversity
Empathetic, compassionate, with generous hearts, who value community and act for and with others

Such documents do not occur without leadership and the collective wisdom of various teams charged with leading this diverse and extensive Xaverian community. I firstly acknowledge the endeavours of the College Board, so ably led by Mr Tony Nunan. As Tony completes his first year as Chair of Board, his enthusiasm and generous involvement in so many events and aspects of the College, in concert with his skill and wisdom in directing the Board's work and deliberations, have been a personal source of great strength and confidence. He has been ably assisted by the entire Board, its committed members and their involvement with other volunteers in the respective Board Sub-Committees.

Xavier stands as one part of a diverse range of Jesuit ministries. Most directly, it operates under the guidance and frame of Jesuit Education Australia, most ably chaired by Fr Tom Renshaw SJ whose ongoing support of the works of the College is deeply valued, as is that of its Executive Officer Ms Jennie Hickey.

The College Executive is also so instrumental in the life of the College. The College Rector Fr Chris Middleton SJ continues to inspire so many through his dedication to the care of our students through a focus on both their mental and spiritual health and wellbeing. The Directors of our three Campuses have been instrumental in the ongoing operations and leadership of our collective community – Mr Michael Illott at Senior Campus, Ms Kathleen Upfold at Kostka Hall and Mr Brendan Fraser at Burke Hall. The College is indebted to the strong and vibrant leadership offered by Mr Fraser who so ably assumed the responsibilities of leading Burke Hall following the mid-year departure of previous Director Mr Peter Cooper. The College also bids farewell and extends its deep appreciation to our outgoing Director of Development and Community Relations Mr Tony Bretherton. Mr Bretherton brought new and valued acumen to the College's support of the Foundation and has laid the groundwork for future proposed capital development and advancement within the College. I am also indebted to the highly dedicated and professional work of Ms Susie Roberts in her capacity of Director of Human Resources and Mr David Lawn as our Chief Operating Officer, as well as the support I receive from my Personal Assistant Ms Sally Nightscales.

Leadership comes in many other forms. Notably through our student body, the College has been superbly served and led this year by College Captain Ned Kelliher, so ably assisted by Vice Captains Oliver Burke and Ben Sexton and the entire prefect body. Our student leadership extends also to our junior years at both Burke Hall and Kostka Hall, with various portfolios being ably and enthusiastically led by many of our Year 8 students on these respective campuses as well as by a number of Year 4 students where this is accommodated through our Early Years structure. I would also like to signal and thank the work of the Student Voice Committee that was ably coordinated by our Head of Student Culture Mr Michael Aldcroft. This is an invaluable complement to the wide and distributive nature of student engagement and voice at Xavier. This group has also played a most constructive role in the development of a Student Code that will see life and provide clear direction and a compass for all Xaverians from 2020.

As we head into a new decade, I am conscious that we do so without a distinguished list of staff who have called time on their working lives at Xavier, mostly through retirement. Their contribution to the College, indeed all who taught or coached or mentored at Xavier, and their positive impact on the lives and capacities of our young can scarcely be quantified. We remain deeply grateful for their gifts and their contribution to Xavier. For now though, we move into our new decade with great expectation and purpose, knowing that we continue to build on our strong foundations and that we have a clear plan and aspiration for the future.

Sursum Corda

William Doherty
Principal

Rector's Report

Looking back on 2019 at Xavier, there is much to be grateful for. We were blessed with a strong Year 12 cohort which has shown much character and leadership. Highlights in sport included the APS premierships in Basketball and Water Polo (shared). An ambitious music program included the music tour of Spain and Portugal, numerous concerts, musicals and wonderful liturgical singing. The Creative Arts festival show the breadth and depth of the arts program. Tours, retreats, camps and service programs fill out life at Xavier.

St Ignatius wrote that the deadliest sin is ingratitude: "the cause, beginning and origin of all evils and sins." Few, I suspect would name ingratitude as the origin of evil. Ignatius' world view placed gratitude as central to a healthy spirituality. In having an acute sense of God's presence in all things he saw gratitude as the fundamental response to God's gifts.

St Ignatius continues to have a significant influence through the legacy of his spirituality and the associated ideals of Ignatian education, along with the works of the Society of Jesus. This makes him such a fascinating figure, especially for our time. From the valiant soldier to a priest behind a desk in a small room in Rome, he, like Karl Marx, would change his world through ideas put down with a pen. Ignatius was an eminently practical man and yet was a mystic, easily moved to tears in prayer. In the world of the Renaissance he was a charismatic individual and yet showed an acute appreciation of the need to embed individual charism in institutions. He had an intensely personal faith and was still a man of the Church, however imperfect he knew it to be. Ignatius was a man of poverty yet moved easily in the circles of power and influence as he preached the gospel to the poor and powerful alike. He knew the value of reflection and gave us the Examen, while founding a religious order what was extremely active. To my mind the figure of St Ignatius is associated specifically with two key things in relation to the work of education.

The first is that of forming generous hearts. Generosity was a key element in his world-view and of subsequent Jesuit spirituality. It flowed from his acute sense of God at work in the world because he saw God as the very origin of life. A generous response was called for in response to the overwhelming love of God, shown above all in the coming of Jesus. Generosity and a sense of gratitude drove Ignatius and his companions. Francis Xavier travelled to India and then Japan, on fire with a generosity of heart, so as to bring the Gospel to all. A young, idealistic youth, Stanislaus Kostka, was driven by this generosity to give his life to the service of God and others.

One word that best defines our hoped-for characteristic of the Xavier student is the word 'generous'. The generosity in our students' use of their gifts and talents and their generosity with that most valuable of all commodities, time, is extraordinary. It is demonstrated in Ignatian service. It is found in our retreats and immersions. It finds expression in our co-curricular program and those who go an extra mile and those to support their peers in many ways. The voluntary red and black army expresses it. The boys from the Class of 2018 who served in Thailand, India, Sri Lanka and Tonga gave ongoing expression to it. Generosity is what sustains the College community. Such generosity also looks outwards as we seek to form 'men and women for others' who will make a difference to their world by using their hearts and minds well. It is also an example of where good spirituality and good psychology go so well together, as a strong sense of gratitude and a disposition towards generosity are important protective factors in ensuring wellbeing in life.

Secondly, Ignatius gave us a spirituality that emphasised a positive outlook on the world and on human nature. His spirituality was a mindset, or way of looking at reality, that was informed by his faith in God. He believed the world was of God and thus God could be found in all things and especially the hearts and activities of humankind and that discerning this presence of God was the key to finding happiness and meaning in life. Such a view could have remained simply a romantic way of looking at things, held by an individual, quickly lost in time, but for the fact that Ignatius was able to en flesh his spiritual ideas in a group, the Jesuits, and in the Church. Ignatius knew that to have lasting impact, to be real, spirituality has to be en fleshed – he started a Religious Order that would have a constitution and structure: the Jesuits. At a time when our faith and institutions of all sorts, and especially the Church, can be shaken, Ignatius' pragmatic realism about how good can be done within the Church is perhaps reassuring. We look to the good first in our institutions just as we look to the good in individuals.

And so the Jesuits would seek to embrace the world, seeking God in a multitude of ways. Because of its essentially positive spirituality the results have been diverse and creative: when we gaze at the moon we might be looking at any of the 35 features on the lunar surface that are named after Jesuit astronomers; when we study physics we may be surprised to discover that a Jesuit produced the first developed atomic

theory; when we study geography we discover that Jesuit explorers first mapped the Mississippi and Amazon rivers; when we go to the arts we find that Jesuits played a part in the development of the modern theatre and ballet; when we go to medicine we find that quinine was first named 'Jesuit bark' after those who introduced it to Europe; in education, we learn that Jesuit schools and universities produced the first modern curriculum; and in many areas of social justice, Jesuits and their collaborators have been present, from early opponents of the slave trade, to activists for indigenous peoples today.

This spirituality of engagement flowed into how the Jesuits regarded education and the respect we seek to accord all that is authentically human, including the human intellect. So here at Xavier we seek to encourage our students to have that same adventurous sense of the world, to see the world as a gift to be explored and enjoyed. We speak about the formation of the whole person and encourage our students to develop and nurture their talents well and generously. We encourage them also to look to the good in others, and in themselves, and to eschew 'us' and 'them' attitudes and to seek common ground when looking at the diversity to be found in the world around them.

The early Jesuits always focused on the cities and, consequently, on building near the centre of things. It is a world that is full of life. The world is our home. But this world also has its darkness and its shadows. We face constantly choices in life, the choice between love and hate, between generosity and meanness of spirit, between service and self-seeking. Ignatius' spirituality, with its focus on reflection through the Examen and discernment, offers a guide in discerning these choices between life and death.

Fr Chris Middleton SJ
Rector

Education in Faith

The theme for this year was *Discernment to Action: with One Foot Raised*, accompanied by the words “live well, live wisely, live humbly It’s the way you live, not the way you talk that counts” (James 2:13).

In Ignatian spirituality, *Discernment* is at the core and involves prayer and weighing facts and feelings about the several good choices which ultimately lead to a choice about what was the best fit for an individual. Through discernment, we can shed our prejudices and limited viewpoints, and take on a new perspective: God’s perspective. We are drawn, as Pope Francis says, into ‘a way of sensing things of God from within God’s own heart’. The scripture passage was a reminder that words are never enough but need to be reflected in one’s actions.

‘*With One Foot Raised*’ within Ignatian spirituality cultivates a philosophy of indifference in order to confidently change and adapt to meet the needs of any situation. This call to live with ‘one foot raised’ embodies a freedom from attachment to places, things, programs and even people in order to move, adapt, improve, shift and / or modify as needed.

So what did this theme mean within the College context? As educators, it is about keeping the best interests of our students at the centre of all our decision-making. We needed to be prepared to distance ourselves from the emotion, which surrounded any issue or problem.

The retreats and reflection days, the Maytime Fair, the Masses and liturgies provided many opportunities for staff and students to live out this theme.

Christine Fonseca

Head of Faith & Service

Karyn Young

Assistant to the Head of Faith & Service

Goals & Intended Outcomes

The Xavier College mission has the highest ideal to ‘develop reflective and compassionate men and women of Christian faith and hope, who will give service and leadership in our world’. In keeping with this ideal, the Centre for Faith and Service strives to give students a desire and the requisite preparation to serve God in the world and to have a committed and practical concern for the poor. In serving the vision of the Beatitudes, the opportunities provided look to make explicit the connection between their Christian faith and their work for justice.

- Religious Education undertaken at all year levels and integrated into other parts of the curriculum through the Ignatian Pedagogical Paradigm (IPP).
- Faith education is integral to the Jesuit teachings and Ignatian values and these are a central focus for both staff and students.
- Religious teachings and community service programs promote a greater self-awareness, ability to reflect and to learn respect for self and for others.

Achievements

- Weekly Community Time whereby students have the opportunity to attend voluntary Mass or House Masses.
- Celebration of liturgies throughout the year, involving both students and staff.
- Engagement in the Ignatian Service Program, which offers students opportunities to participate in a wide range of community service and social awareness activities.

VALUE ADDED

- Prayer to commence classes and meetings
- Easter liturgies
- Daily voluntary Mass (Senior Campus)
- Weekly voluntary Mass (Burke Hall and Kostka Hall)
- Retreat opportunities at Years 4, 5, 6, 7, 8, 9, 10 and 12
- Family House Masses
- Social Justice Week activities - supporting Caritas Australia & Simply Sharing Dinner in conjunction with Genazzano College and Living Library program.
- Youth Engagement Program (YEP)
- ANZAC Day Services
- Annual St Ignatius Day Mass
- Year 9 Catholic Heritage excursion
- Year 10 Religions of the World excursion

Ignatian Service / Social Justice programs

- Richmond Tutoring program – Friday Night School
- Visiting residents at Prague House (Balwyn), St Joseph's Hostel (Hawthorn) and St Catherine's (Balwyn), MacKillop House (Kew Gardens).
- Andale School Assistance Program
- Community Service at Ozanam House
- Social Awareness Week – Year 11
- Brosnan Services visits
- Benenson Society meetings (Senior Campus students)
- Rotary Gardening program for elderly Boroondara residents
- Red Cross blood donations (Senior Campus students)
- St Paul's School – Musical Interludes
- Great Cake Bake
- Caritas Christi – Musical Interludes
- ReLink Sport Carnivals (Burke Hall)
- Year 8 Mini Fair – Kostka Hall
- Year 12 Service Day
- Art Circle Workshops with Yooralla
- Environment Week – including Senior Campus Ride to School Day
- Sport Workshop with Yooralla
- Social Justice Awareness programs – all campuses
- Assisting with the Sony Foundation Children's Holiday Camp
- Companions Community Morning Tea – Kostka Hall
- Inauguration of the Xavier College Refugee Advocacy Group
- Re-convening of the Xavier College Vinnies Chapter
- Fund-raising activities in aid of a wide range of charities and support organisations throughout the year
- Youth Engagement Project Winter Sleepout (Years 7 & 8) – Burke Hall
- Building the 2019 College theme: *Discernment to Action: with One Foot Raised* into retreats, assemblies, reflections, liturgies, fundraising and Ignatian Service programs

Learning & Teaching

Goals & Intended Outcomes

- Review all curriculum documentation and practice in light of the Victorian Curriculum. Implementation of Victorian Curriculum (F – 10) and integration of the Catholic Identity.
- Focus and integration of the IPP, including training of staff, with respect to its application to classroom practice.
- Continuous review of learning activities in curriculum that incorporate international-mindedness and involve international and intercultural experiences across K-12.
- ICT devices program to students from Years 5 - 12.
- Have consistent curriculum documentation across Burke Hall, Kostka Hall and Senior Campus.
- Continue to review Teaching & Learning Policy and implementation.
- Ongoing in-school Professional Learning Programs to further improve differentiation and development of the curriculum at each of the three stages of schooling. Led by the Heads of Teaching & Learning at each campus and the Director of Human Resources.
- Broaden use and functionality of the Learning Management System (LMS) across all campuses.
- Continue lines of ongoing curriculum communication between the Early Years and the Middle Years.
- Continue to promote and provide cross-campus professional learning opportunities involving Burke Hall and Kostka Hall staff.
- Continue to develop and review the characteristics of a Jesuit Education in our curriculum at all campuses.
- Improving teacher effectiveness by learning from the best schools globally. Continuous investigation into Best Practice.
- Provision of extra support and assistance to students, teachers and parents through the Learning Enhancement Centres at each campus, offering program differentiation and strategies that further promote inclusiveness, accessibility and extra support that cater to a diverse range of learning styles.
- Planning for the redevelopment of four prototype classrooms and two House spaces at the Senior Campus to be completed in 2020, which will inform the improvement of further classrooms going forward.

Achievements

- Implementation of new inquiry-based learning programs at the Early Years and Middle Years Curriculum at Burke Hall and Kostka Hall.
- Continuation of the Elevate Study Skills program to all Senior Campus (Years 9 – 12) students.
- Continuation of the Magis Scholars peer to peer tutoring and mentoring program for VCE students at the Senior Campus, which has been well received, with strong uptake by our senior students.
- Implementation of ICT-based learning opportunities for students across all campuses, using technology to further inspire student engagement and learning such as robotics and coding at the Early and Middle Years, whilst also promoting cybersafety through the eSafety and other IT awareness programs, taught at all levels.
- At the Senior Campus eLearning and pedagogical practices have been extended through the establishment of Communities of Practice and Professional Development programs, promoting sharing of information and innovations amongst staff in their support of students and their opportunities to learn.
- Integration of the 2019 College theme: *Discernment to Action: with One Foot Raised* into the curriculum at all year levels where possible, further reinforcing and incorporating the Ignatian characteristic of *Discernment* into our daily lives as well as highlighting the importance of being ready to adapt *with One Foot Raised*.
- Works on the Senior Campus classroom redevelopment project commenced in November 2019.

Learning & Teaching 2019:

Early Years – Kostka Hall

The focus this year has been on recognising our students as capable learners who bring with them a vast array of learning experiences and expectations. We focused on the whole person: body, mind, heart and spirit. We developed, strengthened and nurtured each child's conscience, ability to show compassion and their competence as active members of our community.

Our students learnt about what was significant, relevant, challenging and engaging, whilst fostering a sense of reflection and discernment, as well as helping our students to engage and serve in the wider world and to demonstrate "Discernment to Action".

Action, residing at the core of student agency, is fundamental to the Primary Years Programme (PYP) learning process and its overarching goal of the development of international-mindedness. Through action, students display authentic links to their learning and develop a sense of what it means to belong to local and global communities.

The PYP Exhibition offers students the opportunity to participate in an in-depth personal inquiry, to share a new understanding and be inspired to take purposeful action. The Exhibition showcases the students' learning throughout the Early Years journey at Xavier College. This year Years 3 and 4 students developed a greater understanding of the transdisciplinary Unit of Inquiry, Sharing the Planet.

The following prompts guided students how to think about how they could be change agents:

- Doing:** Have you done something different?
- Saying:** Have you said something?
- Being:** Have you been a different person?
- Thinking:** Have you thought differently?
- Having:** Do you have more of something?
- Feeling:** Have you felt differently?

Keith Newman

Dean of Early Years

Kate Bird

Early Years Curriculum / PYP Coordinator

Early Years – Burke Hall

The Early Years continues to be a vibrant, exciting place for learning. Educators provide a comprehensive and balanced curriculum to develop the individual talents of our young girls and boys and to equip them with the knowledge, skills and attitudes necessary to successfully navigate the changing nature of our world.

Through our inquiry-based curriculum, we aim to empower students to ask questions about themselves, their local environment and the wider world. We hope that what we have done with this year's Exhibition 'Who We Are' led students to a greater understanding and tolerance of the world and people outside our community.

We aim to develop confident communicators, imaginative thinkers and informed citizens with experiences that allow students to learn and to communicate and build relationships with others. Classroom activities such as show and tell, plays, leading assemblies, debates and presentations draw on and expand children's expressive language skills, they develop their speaking skills and ability to express themselves verbally in front of a group, which builds confidence. We foster presentation skills from a young age to ensure students acquire a skill that will be very useful to them throughout their lives.

The 2019 assemblies of the Early Years have proven to be a great time to build a sense of community, celebrate our time together as learners as well as developing the self-esteem of all participants. Level assemblies in the Early Years have developed over time. Initially, they were relatively informal and involved only teachers and students. We now welcome parents, extended family and friends to attend whenever they can. We make a point of using this forum to develop both leadership and public speaking skills across all levels.

Assemblies always formally acknowledge the traditional landowners and indigenous cultures of the world with Acknowledgement of Country, followed by a relevant prayer. This year, in order to promote international-mindedness, students have presented in their mother tongue as well as other languages they have been exposed to, including prayers in English, Greek, Italian, Mandarin, Spanish and French. Classes then present items based on learning developed from their respective Units of Inquiry. Excursions, incursions and special events such as concerts, exhibitions and even book launches – have been a focus over the course of the year. Other contributions have come in the form of musical items where students play solo or with accompaniment.

Elena Serraglio
Dean of Early Years

Tim Bergin
Assistant Dean of Early Years & PYP Coordinator

Middle Years – Kostka Hall

The Kostka Hall Middle Years has been a thriving centre of teaching and learning in 2019. Boys from years 5 to 8 have continued to explore all facets of their personal academic profile, with a range of experiences on offer for all students. This year has seen a significant involvement in music concerts and drama performances, along with debating, public speaking and numerous excursions.

The major curriculum initiative launched at Kostka Hall this year was the *Ambula in Fortitudine* (Walk in Strength) program, taking place on Friday afternoon for all Middle Years students. This program features similar language and attributes to the International Baccalaureate (IB) learner profile and aims for a greater alignment of learning for students moving from our Early Years, while introducing many key elements of a Xavier College education to our new students. It provides a firm and purposeful structure based in Ignatian tradition, a proud and deliberate focus on boys' education and a pedagogical approach that aims to foster the dispositions required in a modern creative workforce.

The *Ambula in Fortitudine* program that provides a dynamic and creative outlet for house group work at each level in the Middle Years. This approach aimed at building house spirit and deepening relationships between peers, a key aspect of our teaching. Each student task contains elements of challenge-based learning and encourages critical thinking skills. Importantly, we have also been able to include our Ignatian Service activities and Personal Development programs and our Year 8 boys also have the vital role of leading house reflection and Examen to conclude the program each Friday afternoon.

The feedback received from parents, students and staff has been hugely positive and offers a great platform for the program to grow and develop into the future. Importantly, it has also enabled the boys to meet with members of the community and special guests. Each semester has concluded with the Campus hosting an open afternoon where students engage with the wider community to reflect on their learning and growth across the *Ambula in Fortitudine* program.

Callum Parker
Head of Teaching & Learning

Greg Gaudie
Dean of Operations and Middle Years

Middle Years – Burke Hall

Middle Years focus on skills critical to building social and emotional intelligence, necessary to thriving transitions, each level reflecting the priority for a successful experience as an individual and a collective. The Year 5 focus, *to belong*, builds a feeling of being a valued member of our community, deepened in year 6 through the focus, *to connect* with people, places and programs. With Year 7 transition, the focus *to adapt* in welcoming new students or being welcomed as a new student complements learning to respond to new beginnings and change. As each experience shapes our students' learning, relationships continue to broaden and deepen, culminating in the Year 8 focus, *to lead*.

It is our intent to equip students with the knowledge, skills and capabilities to thrive in a world that is rapidly changing. Our transformational education setting is equipping our future generations with the knowledge, skills and capabilities to thrive in tomorrow's world.

This year, we have continued to encourage creativity and curiosity in our inquiry-based learning programs. Student agency has been embraced in the Year 4 Exhibition, the Year 6 Colonisation of Mars Science Inquiry, and the Year 7 Call to Action Inquiry. Each program focused our student learning on complex problems and issues that required consideration of diverse perspectives. Students actively shared their learning and promoted their solutions in public forums, showcasing their ability to think critically, creatively and ethically.

We have continued to form exceptional young men and women through inspiring educational experiences. Our programs have promoted creativity and curiosity, broadening our students' imaginations and transforming their lives.

Lauren Borschmann

Acting Dean of Middle Years

Michaela Strang

Head of Teaching & Learning

Senior Campus

In our mission to continuously improve the learning of our students and to contemporise the pedagogical approaches of our staff we have trialled a number of new initiatives in 2019.

The Magis Program, in its second year, has proven to be taking shape as an opportunity for senior students to access the highest achievers from the previous Year 12 and to learn from their peers not only about subjects, but also positive study habits. Held in the library each night after school, two scholars offer their support to any student who is studying in the newly refurbished Bellarmine study room. This year our Academics Prefect Paul Huynh organised a speaker from the Magis scholars to deliver targeted lectures on topics or texts that the current Year 12s were studying.

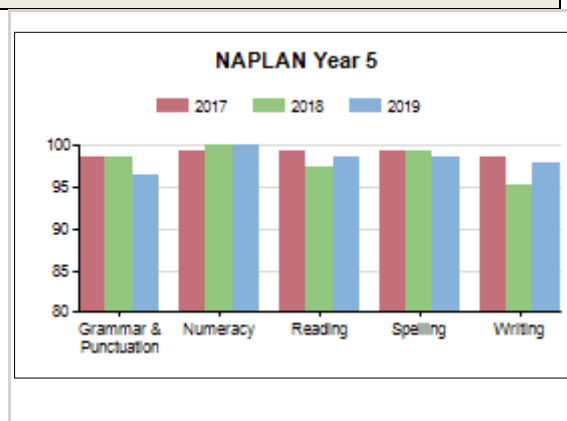
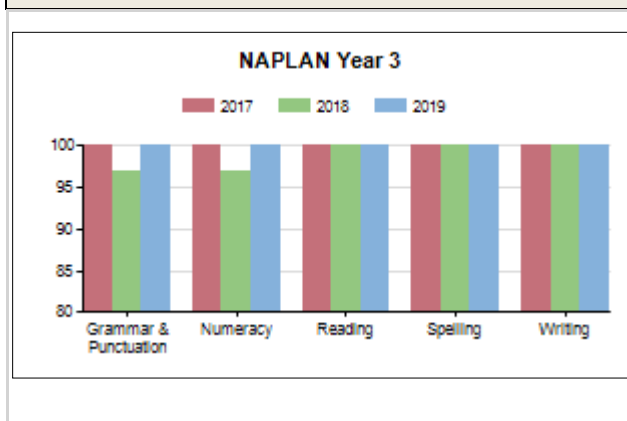
Similarly, the teaching staff were also engaged in a program this year that had a strong emphasis on learning from each other. This year we piloted Wednesday afternoon staff professional learning, where all staff engaged in two pedagogical streams: one on High Impact Teaching Strategies (HITS) as advocated by Professor John Hattie from the University of Melbourne and the Victorian Department of Education, and the other stream on Communities of Practice, based on UK Professor Dylan William's two-year course on formative assessment and learning. Every two weeks, the staff would spend 80 minutes learning these new strategies, listening to each other and engaging in professional conversations about learning. These programs also encouraged peer observation in the classroom and looking at different ways to engage students. While it is only the first year of this mode of professional learning, the programs have been well received by staff, with many using the new strategies in their classrooms. Looking ahead to 2020, the program will be modified and expanded yet again, with an emphasis on using formative assessment and feedback techniques, such as rubrics, in all assessments across all subject areas. It is imperative that as teachers, we have formal opportunities to talk to each other about pedagogy in order to further develop our craft.

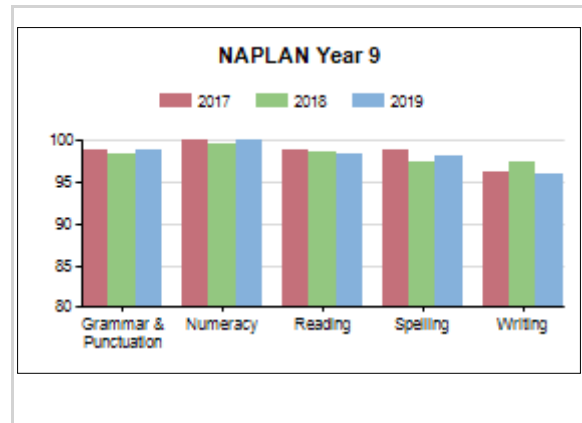
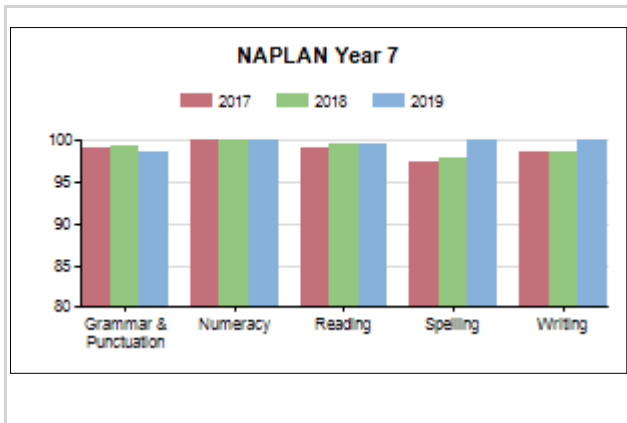
Melinda Roberts

Head of Teaching & Learning

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	97.0	-3.0	100.0	3.0
YR 03 Numeracy	100.0	97.0	-3.0	100.0	3.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	98.7	98.6	-0.1	96.5	-2.1
YR 05 Numeracy	99.4	100.0	0.6	100.0	0.0
YR 05 Reading	99.4	97.3	-2.1	98.6	1.3
YR 05 Spelling	99.4	99.3	-0.1	98.6	-0.7
YR 05 Writing	98.7	95.2	-3.5	97.9	2.7
YR 07 Grammar & Punctuation	99.1	99.2	0.1	98.6	-0.6
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 07 Reading	99.1	99.6	0.5	99.5	-0.1
YR 07 Spelling	97.4	97.9	0.5	100.0	2.1
YR 07 Writing	98.7	98.7	0.0	100.0	1.3
YR 09 Grammar & Punctuation	98.8	98.3	-0.5	98.8	0.5
YR 09 Numeracy	100.0	99.6	-0.4	100.0	0.4
YR 09 Reading	98.8	98.7	-0.1	98.4	-0.3
YR 09 Spelling	98.8	97.5	-1.3	98.0	0.5
YR 09 Writing	96.3	97.5	1.2	96.0	-1.5





NAPLAN overview: Students meeting minimum standards - 2017 - 2019

Year 3 – All students met minimum standards in Reading, Writing and Spelling, as well as for Numeracy in and Grammar & Punctuation in 2017 and 2019. 97% of students achieved minimum standards in Numeracy and Grammar and Punctuation in 2018, which over the 3 years demonstrates a consistent and strong level of student learning and understanding.

Year 5 – At least 95% of students met the minimum standards across the five NAPLAN test domains, demonstrating a high level of student achievement.

Year 7 – At least 97% of students met the minimum standards for all five NAPLAN test domains, indicating a strong level of student learning.

Year 9 – At least 96% of students met the minimum standards in all five NAPLAN test domains, again indicating consistently high levels of achievement across all areas of numeracy and literacy.

All NAPLAN results for each student are analysed annually by our Learning Leaders and / or Learning Support teachers at each campus. Any student who has not met national benchmarks has an individual learning plan devised to assist them and help them address any particular areas of learning, which may have been identified through their NAPLAN test results.

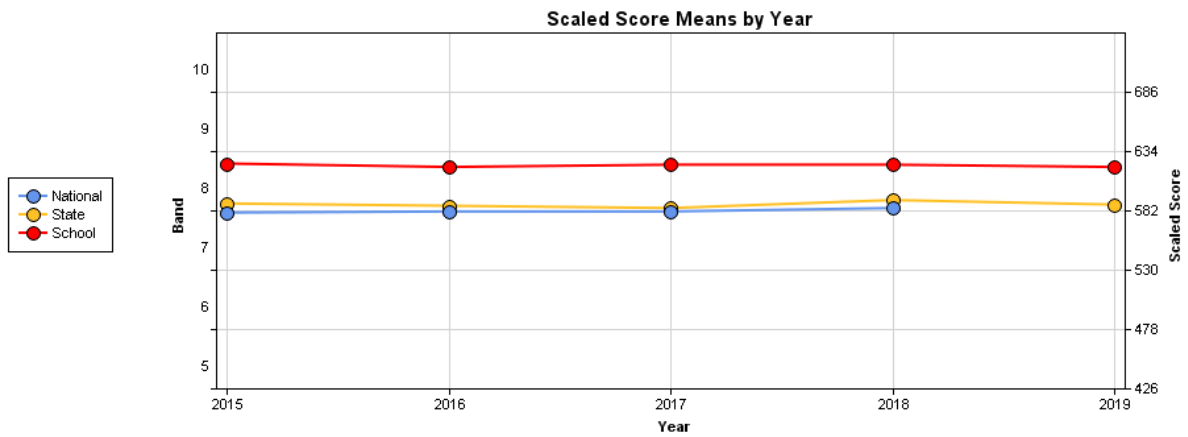
All NAPLAN results are also monitored annually to ensure that any specific learning areas of numeracy and / or literacy are addressed, as may be required.

2019 MEDIAN NAPLAN RESULTS FOR YEAR 9			
	School	State	National
Year 9 Reading	623.6	591	Not available
Year 9 Writing	597.5	560	Not available
Year 9 Spelling	612.7	588	Not available
Year 9 Grammar & Punctuation	601.6	580	Not available
Year 9 Numeracy	632.3	592	Not available

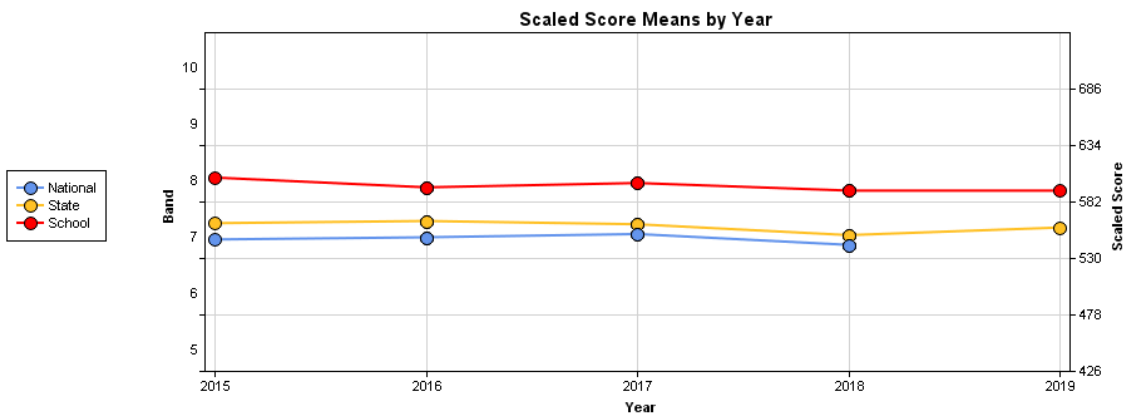
As in previous years, the outcomes achieved by Xavier College students in each of the above learning categories have compared favourably with both state and national measures of performance. The above table provides reference at the level at which 50% of students score more and 50% score less. A similar pattern is noted at each year level tested and not only at the 50th percentile, but at key percentiles from the 10th to the 90th.

The graphs below show the mean NAPLAN scores at Year 9 over the years 2015 – 2019

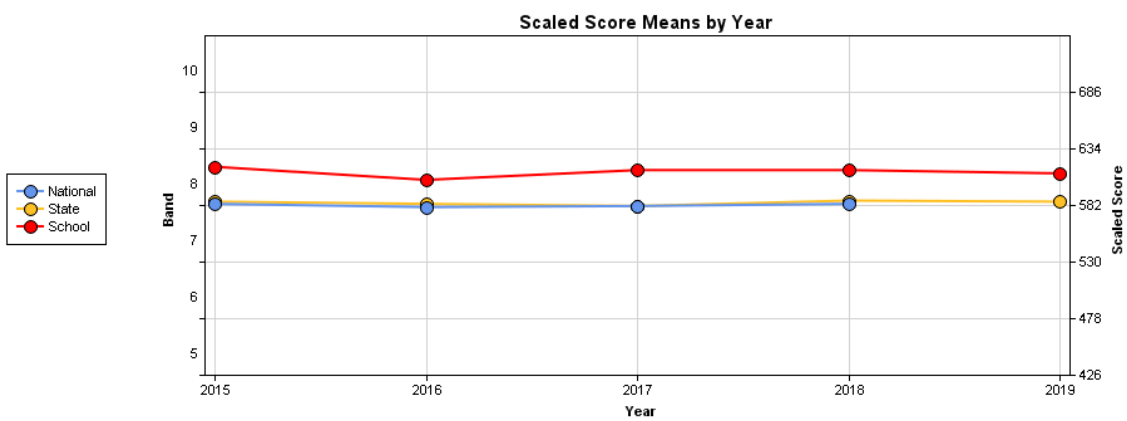
Xavier College Year 9 Reading, 5-year Trend



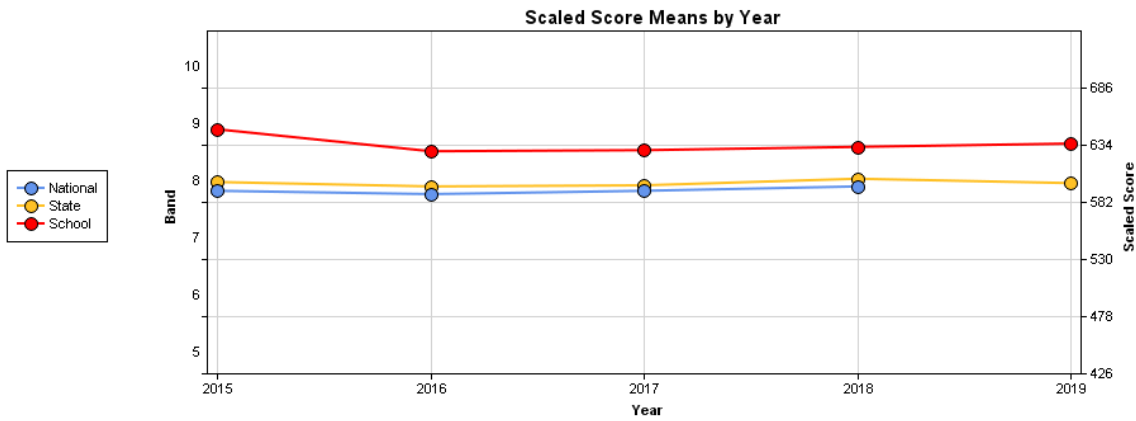
Xavier College Year 9 Writing, 5-year Trend



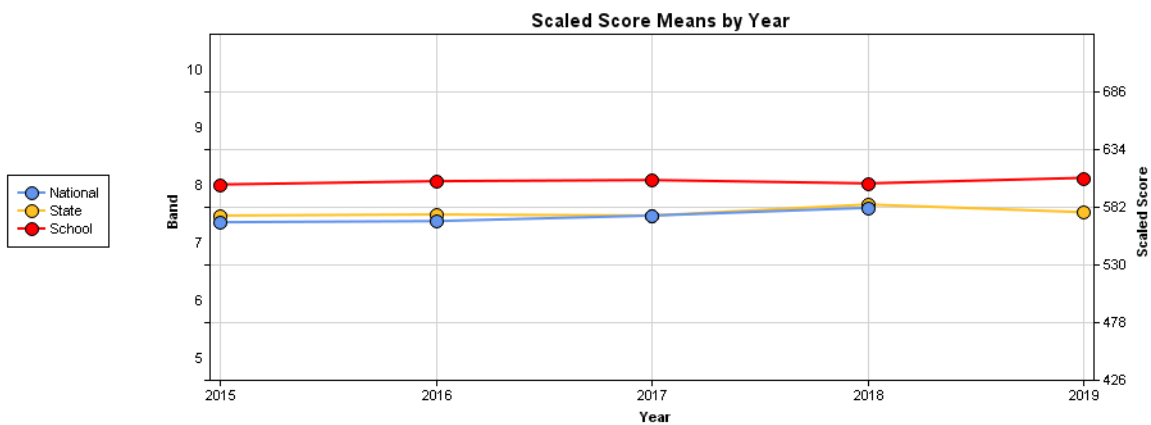
Xavier College Year 9 Spelling, 5-year Trend:



Xavier College Year 9 Numeracy, 5-year Trend:



Xavier College Year 9 Grammar & Punctuation, 5-year Trend:



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	92.5
Year 2	94.6
Year 3	90.4
Year 4	93.7
Year 5	94.7
Year 6	93.8
Year 7	94.3
Year 8	92.9
Year 9	93.5
Year 10	93.1
Overall average attendance	93.4

- As can be seen in the table above, student attendance is consistently high across all campuses and year levels.
- Attendance of all students is very closely monitored daily and any issues with non-attendance are raised with both parents and students immediately and dealt with on a case-by-case basis.

VCE Results

On behalf of all staff of Xavier, I am very pleased to report on the academic attainment of our 2019 graduating class.

Our results at the top end demonstrate emphatically that our capacity is comparable with the best. We had two students achieve the highest possible ATAR of 99.95 and one who attained an ATAR of 99.90.

The wonderful collective achievement of our 2019 cohort saw the elevation of our median ATAR score to to 84.75 – up from 82.70. We are delighted that over one in three of our graduating class was positioned in the top 10% of the state, with 60.5% gaining an ATAR above 80.

Whilst there are many academic achievements across the cohort and all subject areas, we are conscious that behind every number stands a young man who has ability and intelligence in its multitude of diverse forms. We hope and trust they have come to appreciate the scores they have now attained are but one measure of achievement and that they remain ‘men for others’ who will make a difference in the world by the way they live their lives, through their head, their heart and their hands.

Xavier is always about the faces and the stories behind any data, for we are a school built on people and relationships, on our desire for individual human excellence. These young men are but part of a cohort that blended unique talents, personal conquests and achievements, big or small, that offer much inspiration to our community, not least those who will follow them in the Red and Black.

Congratulations to those who are proud of their academic achievements and thank you to all the members of our Class of 2019.

William Doherty

Principal

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 – 12 Student Retention Rate

98.8%

SENIOR SECONDARY OUTCOMES	
VCE MEDIAN SCORE	34
VCE COMPLETION RATE	100 %
VCAL COMPLETION RATE	N/A
POST-SCHOOL DESTINATIONS AS AT 2019	
TERTIARY STUDY	79.0%
TAFE / VET	6.0%
OTHER	0.0%
APPRENTICESHIP / TRAINEESHIP	2.0 %
DEFERRED	8.0 %
EMPLOYMENT – Full or Part-time	6.0 %

Year 12

The class of 2019 were well represented at high ranks on the ATAR scale:

- 10 students (4.2% of the cohort) attained an ATAR of more than 99 (top 1% of the State)
- 43 students (18.1%) recorded an ATAR of more than 95 (top 5% of the State)
- 88 students (37%) attained an ATAR of more than 90 (top 10% of the State)
- 144 students (60.5%) attained an ATAR of more than 80 (top 20% of the State)

The median ATAR for 2019 was 84.75 - meaning that 50% of our students scored in the top 15.25% of the State.

Perfect study scores of 50 were achieved in the studies of English (4), Further Mathematics, Mathematical Methods and Physics.

The median study score was 34, with 16.25% of study scores equal to or above 40.

STUDENT SATISFACTION

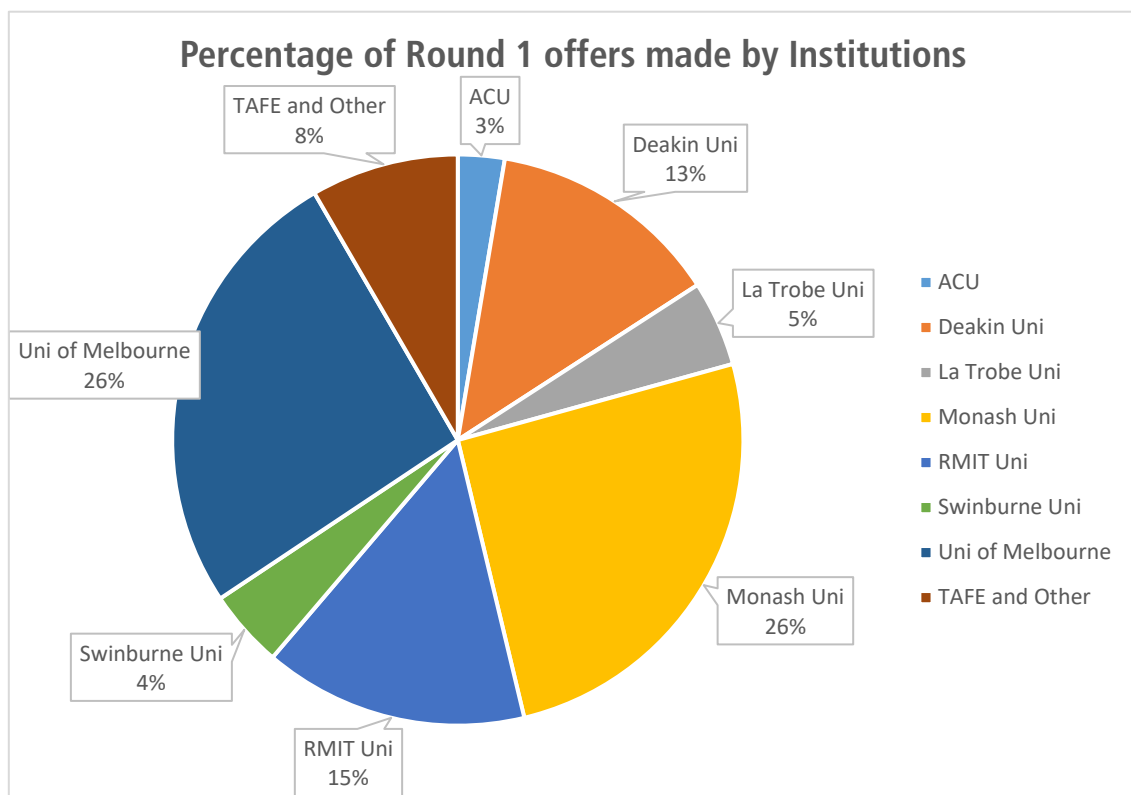
The Year 12 Student Exit Survey results showed that there is a high degree of satisfaction in all areas of school life.

Class of 2019 Tertiary Destinations

Finding one's professional purpose in life can be one of our biggest challenges. A life of work with meaning brings rewards apart from financial gains. It is with this in mind that we hope all boys are choosing pathways to professional purpose in their lives. The following information was drawn from VTAC data collated in January 2020 regarding offers made to our 2019 students from Victorian Universities.

Xavier continues to have a very high placement of students in tertiary education with 99.5% of boys successfully received offers. Approximately two thirds of the group were successful in gaining an offer for either their first or second choice for university or TAFE. This reflects a Xavier College education continues to provide boys with the opportunity to access learning areas of their choice.

Xavier students showed a clear preference for the University of Melbourne and Monash University in approximately equal number. Since 2013, RMIT has provided a steady increase in first round offers to our students. RMIT provides a different model of education, with specific and often vocational study designs. It has a long and distinguished reputation and this and its city location explains it having become the third most offered institution to our boys.



The 2019 cohort consisted of 246 students. The total number of students who listed preferences through the VTAC system was 235, or 95.53% of the cohort.

Offers Made According to Preferences

101 students received their first preference and 64 received their second. Therefore, two thirds of students received either their first or second preference. This is in line with the previous year's figures. It reflects that the education provided at year 12 enables the vast majority of students to achieve their desired goals for further study. The table below indicates the breakdown of offers made by student preference after the first round.

Breakdown of Preferences after Round one:

Preference	Number of Offers made of both fee types	Percentage of all offers
1 st	101	43.9
2 nd	64	23.4
3 rd	31	11.1
4 th or lower	44	14.6
Total	240	100

* The number of offers exceeds the number of students due to some receiving more than one offer (for full fee courses).

Offers Made According to Rounds

96.6% of students in the 2019 cohort were successfully placed after the December round of offers. The majority of students now receive offers one week after release of ATARs. No medical or teaching course offers are made until mid-January 2020.

Forty-five students received a January round offer which would have been either new courses they have added, or courses further up their preference list.

Offers made According to Rounds:

Round	Number of offers	Percentage of Student Offers
December	227	96.6%
January	45	19.5%
February	10	4.62%

* The number of offers made exceeds the number of students because a student may have received an offer in more than one round.

Percentage of first round offers to Xavier students in December 2019:

Institution	Percentage of offers 2019
University of Melbourne	26
Monash University	26
RMIT University	15
Deakin University	13
Australian Catholic University	3
Swinburne University	4
LaTrobe University	5
TAFE	7
Other	0

The most offered courses are commercial areas of all types. Courses leading to employment in property and health industries also realised increasing numbers of offers compared to past years. The number of Law offers continues to decrease, a noticeable pattern over the past few years as boys seek post graduate qualifications in Law. It is likely the high number of Melbourne Arts graduates will have future post graduate Law students amongst them. Law degrees are traditionally popular with Xaverians. In January, two Monash Law offers were made, and six Deakin offers. One student obtained a guaranteed Arts/Law pathway at the University of Melbourne. ACU and LaTrobe also offered Law places to Xavier graduates.

Society & Culture, which includes all Arts and Humanities degrees, was slightly more popular compared to Science.

Health has been identified by many reports as an area of growth for future employment and students received 19 offers in this field including two in Medicine and one in Physiotherapy. Thirteen students went into pre-medical degrees. Four students were given offers in sport related courses such as Sport Science and Management.

The school prides itself on an excellent Creative Arts program and with students excelling in this area, it is no surprise that 24 offers were made, including in architecture, music, design and communications fields. One offer was made for VCA Fine Arts (Animation), a notoriously difficult college to access based on folio work, two for Architecture at RMIT and one Landscape Architecture, again both folio-based selection.

Field of Study	Percentage (%)
Management and Commerce	37.1
Natural and Physical Sciences	14.2
Society and Culture [includes Law/Arts]	17.1
Health [includes Medicine, Dental Science, Physiotherapy, Nursing, Occupational Therapy]	5.8
Creative Arts [Journalism, Media, Film, TV, Design, Fine Arts, Music]	7.3
Information Technology	1.8
Architecture and Building	7.6
Engineering and Related Technologies	8.7
Agriculture / Environments	0.4
Education	0
Total	100

I wish all of our Class of 2019 well on the myriad of life journeys which they are now embarking. As men for others may they find, through their various professions, a meaningful and rewarding professional purpose in their lives.

Kay de Jong

Head of Careers

VET Coordinator

Student Wellbeing

Goals & Intended Outcomes

- Our objective is to develop students with a broad and courageous outlook and to provide them with strong pastoral care.
- Emphasis on adopting leadership practices and programs across all year levels that have an Ignatian focus.
- Continue to develop the Ignatian outreach programs for the Early Years and Middle Years at Burke Hall and Kostka Hall to ensure that a consistent and meaningful Ignatian Service program that is of sufficient duration to be practical, develops relationships with those whom they serve and is sustainable within the timetable.
- Strengthen student well-being and pastoral care across all 3 campuses.
- Encourage student faith, spiritual and devotional life.
- Expand student leadership and involvement in consultation and decision making.
- Develop respectful learners who build, maintain and restore relationships.
- Increase involvement in social justice action and Ignatian Service in local and global communities.
- Encourage the spirit of welcoming others into the community.
- Students have access to school counsellors at each campus.

Achievements

There is a strong emphasis on pastoral care by all staff to ensure that students are supported as individuals as well as in their academic programs.

- From Years 5 – 12, the school has Personal Development programs to assist students as they grow into young adults and which enable them to broaden their perspectives and social skills.
- All students are involved in a sport throughout the year, which helps them in gaining team-work skills as well as an understanding of maintaining good fitness and health.
- In addition to classes, the College offers a wide range of co-curricular activities, which provide a variety of different experiences that build on skills to help students develop their talents and grow into well-rounded members of the school and wider community.
- Through further development and involvement in the Ignatian Service program, students connect with the community and gain an understanding of being able to assist and support others who are less fortunate.
- Newly appointed Head of Student Culture at the Senior Campus and the establishment of a Student Voice Committee which worked on developing a Code of Student Conduct, to clearly outline our expectations of students.
- Through the newly created Head of Transition, Alignment and Success, instituting programs and processes, designed specifically to assist and support our Year 8 students in navigating their transition to Year 9 at the Senior Campus.

VALUE ADDED

Indigenous Perspectives

- Year 10 Kimberley Cultural Exchange
- Year 9 Red Earth Arnhem Land and Kakadu Immersion
- Visiting Exchange students from Broome
- Reconciliation Week activities– including special Assembly
- Xavier Committee for Indigenous Affairs (XCIA) – Years 10 – 12.
- Barbecues held in Reconciliation Week and NAIDOC Week in March to raise funds for the newly established Xavier Education Foundation for Indigenous Students.
- Synergy Indigenous Art Show held at the Senior Campus
- Year 8 VIP (Victorian Indigenous Immersion Program at Burke Hall and Kostka Hall
- Acknowledgement of Country at school assemblies

Careers & Course Selection Advice

- Information evenings – Years 7 & 8, 9 & 10 and VCE
- Subject Selection Information nights – Years 8 & 10
- Tertiary Course Information evening – Year 12
- Careers Expo evening – Years 10 & 11
- Course Selection evening – Years 11 & 12

Visual & Performing Arts

- Senior Campus Creative Arts Festival
- Burke Hall Art Show
- Kostka Hall Art Show
- Music Recitals / Concerts
- Xavier & Genazzano School Musical – “Wicked”
- Xavier & Lauriston Concert
- Xavier & Mandeville / Genazzano Hall Winter Play – “The Matchmaker”
- Cast participation in school plays at Sacré Coeur & Mandeville Hall
- Burke Hall Musical – “Seussical Jnr”
- Kostka Hall Musical – “Madagascar Jnr”
- Music Orchestra, Ensemble & Band performances, including 3-campus Bands Concert, and Jazz in the Rigg Quad concert, 3-campus Music Concert at Hamer Hall
- Hosted the “Sing Off” at the Senior Campus Performing Arts Centre
- Exhibition with Sacre Coeur on the theme of ‘No Place Like Home’ at Brighton Library – Kostka Hall
- Ensemble performances at the Victorian School Music Festival – Kostka Hall
- Mt Gambier Jazz Festival

Intra School Competitions

- House Carnivals – Summer & Winter in swimming, Athletics, Music & Theatre Sports

International Perspectives

- Global Young Leaders Conference – New York and Washington DC
- Student Exchanges & Cultural Immersion Tours – Belgium, France, Italy and Latin Tour (Italy).
- India Immersion
- Timor-Leste Immersion
- Thailand and Vietnam Immersion
- World Challenge Expedition – Costa Rica
- Visiting students and volunteer teachers from Japan
- Visiting students from France and Italy
- Choral and Strings Tour – Spain and Portugal
- Basketball Tour – USA
- IB/PYP in the Early Years at Burke Hall and Kostka Hall

Academic Enhancement

- Participation in National Competitions in Mathematics, Science and Geography
- Year 10 Writers’ Tour to Canberra
- Year 9 Creative Writing Program
- Eldon Hogan Creative Writing Prize
- Writers in residence
- Shakespeare performances for Years 9 and 10 students
- Spelling Bee for Years 9 and 10 students
- Annual academic awards at each year level recognise achievement and commitment to studies
- Outdoor Education Certificates
- Night of the Notables (Burke Hall & Kostka Hall)
- City Cite (Burke Hall & Kostka Hall)
- Latin Extension classes (Burke Hall)
- Mathematics Extension classes (Burke Hall & Kostka Hall)
- Robotics Program – Years 5 & 6 (Burke Hall)
- National Science Week activities
- National History Challenge – Burke Hall
- Homework Centre – Tuesdays – Thursdays after school during Term time
- Mathematics at Xavier (MAX) – assistance open to all Senior Campus students each day before school
- Elevate study skills seminars – Years 9 - 12

- VCE Headstart Program for students of all VCE subjects (Units 1 - 4)
- Contribution to Shared Stories Anthology
- Middle Years Home Learning Club (Wednesday afternoons) – Kostka Hall

Personal Development

- Peer Support in Centre for Faith & Service activities: Year 12s with Year 9s on Emmaus Days; Year 11s with Year 8s on Galilee Days.
- Social Awareness week – all Year 11 students
- Retreats program – Years 4 - 12
- Respectful Relationships Program – Year 7 Burke Hall
- The Brother John Mentoring program – Prep – Year 8 Burke Hall
- Wellbeing Representative Program – Year 7 Burke Hall
- Presentations on contemporary social issues for Year 9 and Year 10 students
- Seminars for Year 12 students during Activities Week on contemporary social issues
- Participation in the Bayside Resilient Youth Survey – Kostka Hall
- Body Safety Australia Program in Early Years for parents and students – Kostka Hall
- Years 5 and 8 Mentoring Program – Kostka Hall

Leadership Opportunities

- Leadership training for House and school leaders at each year level
- Leadership camp for school prefects
- Archbishop's Conversation with student leaders
- Duke of Edinburgh Award program
- Centre for Faith & Service training days for Emmaus Day & Galilee Day leaders
- Briefing of nominated student sporting leaders
- Senior student leaders and guides of school tours
- Recognition of contribution through the award of School Colours
- Year 8 Youth Leadership Programs in conjunction with Bayside Council (Kostka Hall)

Public Speaking

- Debating Association of Victoria – inter-school debates at each level
- Annual Staff – Student debate
- Student leaders chair School Assemblies of approx. 1000 students and staff
- House Presidents lead House assemblies of approx. 120 students and staff
- National Jesuit Schools Debating Carnivals
- Plain English Speaking Award
- Year 8 Public Speaking Award – (Burke Hall & Kostka Hall)
- House Debating (Senior Campus)
- Junior Secondary Debating Program (Kostka Hall)

Social Activities

- Performing Arts celebrations with students from neighbouring girls' schools
- Year 10 Dancing classes and socials
- Year 9 Breakaway evenings with students from Genazzano
- Red & Black Ball – Year 12
- Jazz on the Lawn – Kostka Hall

Sport

- Compulsory participation in sport for two seasons at each year level from a wide range of sports.
- Membership of the Associated Public Schools (APS) interschool competition
- Participation in inter-school competitions in Golf, Snow Sports, Gymnastics, Aikido and Sailing
- Sporting Tours
- National Jesuit Carnivals
- Early Years Co-Curricular Sport

Outdoor Education

- Cave Hill Creek – Year 5 Burke Hall & Kostka Hall
- Grampians – Year 6 Burke Hall & Kostka Hall
- Merricks Aqua Camp – Year 7 Burke Hall & Kostka Hall
- Lake Eildon – Year 8 Burke Hall and Kostka Hall
- Various locations across Victoria – Year 9 and 10 camps

Child Safe Standards

Xavier College has **zero tolerance** for child abuse and is committed to acting in children's best interests and keeping them safe from harm. The College regards its child safety responsibilities with the utmost importance. As a College community, we are committed to providing the necessary resources to ensure compliance with all relevant child safety and protection laws and regulations and to uphold a child safe culture at all times.

The College is committed to the protection of all children from all forms of child abuse and demonstrates this commitment through the implementation of a comprehensive Child Safety Program designed to keep children safe. Further, students at the College, through our actions, processes and support, are empowered to have voice and to take action for their own care.

This Child Safety Program is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the College community. The Program deals specifically with child protection issues and is designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws. Broader child safety issues arising from our common law duty of care are dealt with through our Student Duty of Care Program.

Listed below are links to the key policies that support Xavier's Child Safety Program:

[Student Care Policy](#)

[Child Safe Policy](#)

[Creating and Maintaining a Child Safe Environment Policy](#)

[Participation and Empowerment of Students Policy](#)

[Staff and Student Professional Boundaries Policy](#)

[Mandatory Reporting Policy](#)

[Responding to and Reporting Allegations of Child Abuse and Student Sexual Offending Policy](#)

[College \(Jesuit Province\) Code of Conduct](#)

The Jesuit Province has also engaged the [Australian Childhood Foundation](#) who have been working to make schools, sporting clubs, welfare groups and child-based organisations safer for the children in their care and have been delivering their Safeguarding Children Program since 2009. Xavier College is the first Jesuit school to be involved in this program and the Australian Childhood Foundation is providing training for all our staff.

The Safeguarding Children program provides policies, training and an accreditation scheme that strengthens the capacity of organisations to build an effective child safe culture.

In its First Interim Report (2014), the Royal Commission into Institutional Responses to Child Sexual Abuse identified the Safeguarding Children Program as an example of a voluntary accreditation scheme for organisations with a duty of care to children. It is a vital program because it aims to create a lasting community commitment to the safety of children and young people.

Xavier College continues to work closely with the Australian Childhood Foundation to ensure we have a comprehensive framework for safeguarding children and providing the best environment for our students.

Leadership & Management

Goals & Intended Outcomes

- Xavier College actively promotes Professional Development opportunities to its staff, especially in the areas of curriculum development and teaching practice, to ensure that staff are as widely aware of various teaching methods, leadership opportunities and student management practices as possible.
- Sharing of professional learning between departmental / faculty staff is achieved through staff meetings and internal staff professional development.

Achievements

- The direction of various initiatives across the school is overseen by a number of school bodies, including the College Board, College Executive, Campus Leadership Teams and various committees in the areas of Community Development, Finance, Building and Projects and Mothers' and Fathers' Associations.
- The Strategic Plan Monitoring Committee shapes and monitors the progress of objectives in the areas of Catholic Ethos, Education, Student Life, School Governance and Facilities Planning.

TEACHING STAFF ATTENDANCE RATE	95.6%
STAFF RETENTION RATE	86.1%

TEACHER QUALIFICATIONS	
DOCTORATE	1.3 %
MASTERS	11.3%
GRADUATE	23.8%
GRADUATE CERTIFICATE	3.1%
DEGREE BACHELOR	64.4%
DIPLOMA ADVANCED	21.9%
NO QUALIFICATIONS LISTED	30.0 %

STAFF COMPOSITION	
Principal Class	6
Teaching Staff (Head Count)	282
FTE Teaching Staff	254.9
Non-Teaching Staff (Head Count)	207
FTE Non-Teaching Staff	162.7
Indigenous Teaching Staff	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Various programs / workshops for the development of the Australian Curriculum in the different subject areas
- Victorian Curriculum & VCE Curriculum development / curriculum workshops
- Subject specific professional learning by various Associations e.g. HTAV, MAV etc.
- Restorative Practices
- Student Care / Pastoral Care / Child Safety
- Anaphylaxis / First Aid
- Pedagogy / Teaching Methodologies
- Optimising student learning – creation of differentiation and extension opportunities
- Digital Learning applications / Cybersafety
- Leadership

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	282
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 900.00

College Community

Goals & Intended Outcomes

- The Xavier College Community, comprising past and present families, staff, students and members of the Jesuit Community is a very tightly knit one and all of its constituents continue their commitment to ensuring educational and co-curricular programs and outcomes for all students bring out and build on their natural abilities, as well as broadening their awareness of the greater community. This includes a strong social justice perspective and students are encouraged to consider how they can make their own contribution by working and living in the Jesuit tradition of being 'Men and Women for Others'.
- The Community Development Office links the various school bodies and coordinates events, whilst also ensuring that past parents and students remain connected to the College and that its traditions are upheld.

Achievements

- Our students continue to demonstrate a high level of involvement and commitment to upholding the values of Xavier College.
- Many students at the Senior Campus are keen contributors to Ignatian Service (community service) programs such as the Friday Night School, where they tutor primary school students from all over Victoria. There is always a strong involvement of past and present students, parents and staff in volunteering at the Maytime Fair, all proceeds of which are donated to the Jesuit Missions across Asia and parts of Africa.
- Ignatian Service has also a growing priority at both Burke Hall and Kostka Hall campuses to encourage community service involvement and social awareness earlier and to ensure that this is committed to community programs continues in their senior years and beyond, one of these mechanisms being through continued involvement with the Xavier College Social Justice Network (XCJN).
- There are a wide variety of events organised by the Community Development Office as well as the Mothers' and Fathers' Associations that the school community has the opportunity to attend, as well as events and programs run by the Xavier College Social Justice Network and Jesuit Social Services.

VALUE ADDED

Values Education

- Prayer to commence classes and meetings
- Easter liturgies
- Daily voluntary Mass (Senior Campus)
- Weekly voluntary Mass (Burke Hall and Kostka Hall)
- ANZAC Day Remembrance Services held at each campus
- School Assembly focus on community service in nominating external speakers
- School Awards - "Distinctive Contribution to the Life of the School" – values students who model a social conscience and promote student participation
- Participation in "Simply Sharing Dinner" in conjunction with Genazzano College
- Social Justice Week – theme of "Hope for a Sustainable Future", including Living Library presentations and various fundraising and community support activities
- Volunteering to assist with the Maytime Fair
- Year 10 Father-Son program
- Great Cake Bake
- Year 12 Service Day
- Battle of the Bands
- Youth Engagement Program (YEP) with local parishes
- Chaplaincy Interviews
- Remembrance Day Services

- Year 5 and 7 Father-Son Camp – Burke Hall and Kostka Hall
- Early Years Father-Child Camp

Other College Community initiatives:

- Fortnightly College newsletters
- Xavier News publications
- Parent Associations
- Community Development and Relations – coordination of communications, publications and events, as well as maintaining links between all members of the Xavier Community – past, present and future
- Old Xaverians' Association (OXA) – reunions, lecture series introduced in 2019, business networking and an inaugural 'Generations Breakfast'
- Xavier College Foundation – connections and activities to support students and student programs

PARENT, STUDENT AND TEACHER SATISFACTION

At the conclusion of each year, Year 12 Student and Parent Exit Surveys are conducted, and the results of the 2019 surveys indicated overwhelming satisfaction and support of the College.

A Pulse survey of the College staff also conducted in 2019, provided strong endorsement of our governance, policies and practices, as well as identifying some areas for improvement.

All feedback received from parents, students and staff continues to inform and provide structure to the College's improvement and Strategic Plan objectives.

The College's newly launched Strategic Plan, XC 150, which has been shaped through feedback and contributions by all sectors of the College Community, has helped to establish a new framework for our future directions.