XAVIER COLLEGE
A CATHOLIC
JESUIT COLLEGE
xavier.vic.edu.au

Senior Campus: 135 Barkers Road, Kew
Burke Hall Campus: Studley Park Road, Kew
Kostka Hall Campus: 47 South Road, Brighton

REGISTERED SCHOOL NUMBER: 0404

2015 ANNUAL REPORT
TO THE SCHOOL COMMUNITY
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents</td>
<td>1</td>
</tr>
<tr>
<td>Contact Details</td>
<td>2</td>
</tr>
<tr>
<td>Minimum Standards Attestation</td>
<td>2</td>
</tr>
<tr>
<td>Our College Vision</td>
<td>3</td>
</tr>
<tr>
<td>College Overview</td>
<td>4</td>
</tr>
<tr>
<td>Principal’s Report</td>
<td>6</td>
</tr>
<tr>
<td>Learning &amp; Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Leadership &amp; Management</td>
<td>22</td>
</tr>
<tr>
<td>College Community</td>
<td>24</td>
</tr>
<tr>
<td>Financial Performance – Xavier College 2015</td>
<td>26</td>
</tr>
</tbody>
</table>
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        | Dr Christopher Hayes                           |
| RECTOR           | Fr Chris Middleton SJ                           |
| TELEPHONE        | (03) 9854 5411                                  |
| EMAIL            | Principal@xavier.vic.edu.au                    |
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Minimum Standards Attestation

I, Christopher Hayes, 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our College Vision

Vision Statement

Xavier College aspires to set hearts on fire by an educational commitment to a faith that does justice.

Mission Statement

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.

Our aim is excellence in education and the formation of reflective, compassionate and articulate men and women of Christian faith, hope and love who will provide outstanding service and leadership in our world.

Guiding Principles

Education and development of 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.

Formation of 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.

Pursuit of 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.

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.

Critical engagement 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.

Striving 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.
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 practice 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

The 137th year of Jesuit education at Xavier College began with a record student enrolment across our three campuses. Our theme for the year of Striving for the Magis was drawn from a key goal of Jesuit education and is also an integral part of our Guiding Principles. It inspired the staff and students not only to do more, but in addition the focus was on doing things better and at a greater depth.

This year we congratulate Vincent Nadurata as Dux of the College and Patrick Crock and Jonathan Zhou, both receiving the Ob Insigne Meritum Award. In congratulating all of the 2015 graduating class we are indebted to the dedication and expertise of all their teachers in their years at Xavier College.

In 2015, student leaders led by Oliver Hicks, Thomas Daly and Lachlan Christie, provided inspirational guidance to our whole student body and we are indebted to them for their generosity and service in building a better, more faithful Xavier College.

At the beginning of the year we welcomed Mr Adam Lewis as the new Director of the Senior Campus. Adam was previously Director of Students at St Ignatius’ College Riverview and he has worked in Jesuit education in both Ireland and the United States. Adam made a significant contribution to the leadership and direction of the school in his first year with us.

One of our aims is to provide a wide variety of choices for our students, enabling them to grow and to achieve. We firmly believe that participation in sport, music, visual and performing arts, debating and public speaking, as well as Ignatian Service, are all vital elements in our students' total growth. I particularly thank Mr Michael Wilson and his Sports staff and Mr Greg Carey and his Music staff for their expertise and passion in guiding the path of co-curricular activities at the College. Of overwhelming significance is that we have over two thousand students involved in these activities as our focus is always on the quality and calibre of person we produce via this journey. In stating this we wholeheartedly celebrated the achievements of winning three APS Premierships (Soccer, Futsal and Water Polo) as well as coming second to St Kevin's College in Athletics.

A highlight for the year was our combined musical with Genazzano FJC College, The Sound of Music, in which the talents of the students were celebrated. The quality of these musicals continues to improve year after year. I congratulate Mr Peter Robert and his team for this outstanding production.

Ignatian Service continues to be a major component of Xavier life. How pleasing it is to know that the students, staff and parents continue to give back to the community. Our Year 12 class collectively performed 26,000 hours or service during their years at Xavier. Also closely linked to the students' involvement in service is the wonderful support given to the wider community by the Xavier Social Justice Network led by Julian Butler, Bronwen Kellett and Anne Turpin. Over four hundred parents, Old Xaverians and friends of Xavier are involved in volunteering work.

My thanks are extended to Mr Frank Peck OAM as Chair of the College Council and to all the member of the Council for their wonderful service to, and prudent governance of, our school. An exciting development for the future of Xavier was the Council signing off on a new Master Plan for the College. This will ensure that our current and future students will have outstanding facilities in which to flourish.

The College Executive of Fr Chris Middleton SJ, Adam Lewis, Peter Cooper, Kathleen Upfold, Richmond Patterson, Caroline Sheehan, Christine Fonseca, Sam Sapuppo, Val Marinelli and Dominic Calipari has been dedicated to leading the school.

I wish to thank all of the Xavier Community for its support during the year. I extend my heartfelt gratitude to the Jesuit Community, the School Council, the Executive and the staff of Xavier College for helping to realise our Vision and Mission. I also wish to thank the Presidents of the various Parent Associations; Chris Jones and Cath Ellingworth at the Senior Campus; Chris Howe of the Boarding Parents’ Association; John Clark and Kath Toohey at Burke Hall; Bruno Secatore and Alex Scanlon at Kostka Hall; also Julian Butler of the Xavier Social Justice Network. My sincere thanks to Sally Nightscales, my PA, who has brought a very professional approach to keeping me well briefed and organised for the benefit or our College. Finally, thanks to my wife Margaret and my four children for their love and support in allowing me to devote my time and energies to this great school.

Dr Christopher Hayes
Principal
Edited extract from the 2015 Xaverian
Rector’s Report

When Brendan Nelson, Federal Minister for Education, referenced his Jesuit education in Adelaide: [the Jesuits] .. taught me that four values underwrite a successful life. Commitment. You should consistently apply yourself to that in which you believe. Conscience. Continually ask yourself, ‘What is the right thing to do?’ Compassion. Always try to share another person’s pain, to place yourself in their shoes. Finally, you need courage – to have a brave heart.

Dr Nelson’s words are not a bad summary of our hopes for Xaverians in their future lives. Conscience, competence, community, compassion, a questioning mind, a brave and generous heart; these are just some of the things we would wish for the graduate of a Jesuit school or university. I would add the virtue of faith, a faith in the God who is our origin and goal, faith in a God who walks with us in Jesus, and faith in ourselves as the artwork of God.

To speak of our hopes for the graduate of a Jesuit education is not to think of some assembly line of graduates. Each student should be valued as a unique individual, and if our education is truly about the formation of the whole person, then the products of our schools will be of necessity, diverse. When we look, for example, at some of the graduates of Jesuit education in politics, to keep to the Dr Nelson theme, they are a varied lot – Charles De Gaulle and Bill Clinton, Pierre Trudeau and Fidel Castro, President Kalam of India and so on. There is no mould here! Castro closed his old Jesuit school yet he kept contact with some of his Jesuit teachers. No doubt old boys who go into politics, like all of us, do not always live out the ideals we propose, and certainly there would be many political arguments between them. But can we not discern a common thread in their sense of commitment, of the common good, of involvement beyond one’s self?

Jesuit education values the imagination, creativity and the mind – what matters in one real sense is that the graduate exercises these gifts rather than the answers they give. Thus Jesuits can value and be proud of old boys such as Voltaire or Descartes or James Joyce or Cervantes, even where many of their positions may strongly oppose the beliefs we hold precious.

Some of the boys here at Xavier hold, or will come to hold, views and beliefs quite different from those that I hold most dear as a Catholic and as a Jesuit. Does this mean that I believe our school has failed? If they are committed to what they believe and are true to those beliefs, if they are men for others and have brave hearts, then I would judge our mission here a success. Christian faith involves a sense of trust and confidence in God’s spirit at work in all and through all. Archbishop Romero wrote of ‘a future not our own’, whether it be from the perspective of teacher or parent or priest:

We plant seeds that one day will grow.
We water seeds already planted,
knowing that they hold future promise.
We lay foundations that will need further development.
We provide yeast that produces effects far beyond our capabilities.
We cannot do everything but there is a sense of liberation in realising that.
This enables us to do something,
and to do it very well.
It may be incomplete, but it is a beginning,
a step along the way,
An opportunity for the Lord’s grace to enter and do the rest.

One of the seeds that we seek to plant is the intellectual seed – a love of learning, a respect for ideas, and ability to communicate, a desire to understand. One of our tasks at the College is to inculcate in the boys a sense of their academic talents, and of the responsibility they and we have to develop those talents in line with their potential. It is a somewhat difficult task to communicate to the boys the value of achieving academically, as the high expectations we place on them in this endeavour, while at the same time stressing the aspect of them working to their potential. As parents or educators we should take as much delight in a student reaching 70% if that is the best he is able to achieve, as for a student reaching 90% if that is his best. And we should have similarly high expectations of both.

Above all then, as an educational community, the College is tasked with the formation of its students. This is our core business. Such as task goes to our identity as a school and the relationships within it. Xavier has a
responsibility to prepare its students for the world, equipping them with the competencies that will allow them to succeed in this world. But we can also seek to form young men of conscience and genuine values who will not simply fit into the world but who will seek to make a difference to it by the quality of lives they lead. We seek to obtain excellent VCE results and so give our students the marks they need to open doors for the courses they aspire to in the next stage of their journey. But we also seek to instil in them a love for learning itself, and to impart in them an ability to question merely for success, nor experience an education driven only by utilitarian considerations. We seek to shape leaders for the future – in the professions, in business, in society but also to form leaders with a strong sense of service as ‘men for others’. As well as nourishing the intellectual, physical and creative lives of our students, we seek to nourish their spiritual lives. In all this, striking a good balance, whether as a school or as individuals, is an ongoing challenge.

Fr Chris Middleton SJ
Rector
from the 2015 Xaverian
Education in Faith

Goals & Intended Outcomes

The Xavier College mission statement 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 to participate in a wide range of community service and social awareness activities.

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<th>Prayer to commence classes and meetings</th>
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</thead>
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<td>Daily voluntary Mass (Senior Campus)</td>
<td>Weekly voluntary Mass (Burke Hall and Kostka Hall)</td>
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<tr>
<td>Retreat opportunities from Years 4 - 12</td>
<td>Family House Masses</td>
</tr>
<tr>
<td>Social Justice Month activities</td>
<td>Youth Engagement Program (YEP)</td>
</tr>
<tr>
<td>ANZAC Day Service</td>
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<tr>
<td>Richmond Tutoring program – Friday Night School</td>
<td>Visiting residents at Prague House (Balwyn), St Joseph’s Hostel (Hawthorn) and St Catherine’s (Balwyn), MacKillop House (Kew Gardens).</td>
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<td>Andale School Assistance Program</td>
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<td>St Paul’s School – Musical Interludes</td>
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<td>Reclink Sport Carnivals (Burke Hall)</td>
<td>Year 8 Mini Fair – Kostka Hall</td>
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<td>Art Circle Workshops with Yooralla</td>
<td>Environment Week – including inaugural Senior Campus Ride to School Day</td>
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<td>“Here and Now” art exhibition – supporting participants of the Jesuit Social Services English language support program for asylum seekers.</td>
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Learning & Teaching

Goals & Intended Outcomes

- Review all curriculum documentation and practice in light of the Australian Curriculum. Implementation of Australian Curriculum (F – 10) in Phase 1 studies and integration of the Catholic Identity.
- Further training of staff with respect to IPP and its application to classroom practice.
- Audit of learning activities in curriculum that incorporate international mindedness and involve international and intercultural experiences across K-12.
- Completion of the roll out of the ICT devices program to students from Years 5 - 12.
- Have consistent curriculum documentation across Burke Hall, Kostka Hall and Senior Campus.
- Continue review of 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 Director of Teaching & Learning and the Director of Staff Services.
- Broaden use and functionality of the new Learning Management System (LMS) across all campuses.
- Establish 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. Create a program of cross-campus professional learning for each year.
- Review the Early Years approach to Jesuit Education. Continue the development of a Middle School approach for Xavier College to Characteristics of a Jesuit Education. Begin the development of a Senior Years approach to Jesuit Education.
- Improving teacher effectiveness by learning from the best schools in Asia. Best practice investigation.

Achievements

Jesuit education insists on individual care and concern for each person

This characteristic of Jesuit education resonates with our College Vision statement and our College theme for 2015, ‘Striving for the Magis’. During 2015, we have focused on ways to improve the learning for all students at the College. We have sought to develop programs and learning experiences that deepen the focus of students on their learning. We aspire to develop this understanding and encourage students in our care to do their best as they engage in each opportunity the College offers, both curricular and co-curricular.

At Kostka Hall all programs were driven by this motivation of ‘Striving for the Magis’. Year 5 launched into their time in the Middle Years learning a musical instrument, negotiating a well-equipped Science laboratory and utilising an iPad to maximise their learning while making sense of a timetable and new subjects. In Year 6 all the boys participated in the Catholic Education Office Student Wellbeing Festival performance. They wrote their play and designed the sets, props and costumes under the guidance of the Drama Coordinator, Ms Laura Roso.

Presenting a variety of information tasks about a notable person of their choosing, the Year 7 students excelled at their Night of the Notables. The Year 8 class of 2015 demonstrated their best efforts during their time in City Cite and also in their first attempt at mastering examinations after in-depth study of their subjects – all this in conjunction with producing creative and imaginative exhibition pieces in the Kostka Hall Art Show, performing in the biennial musical, this year Peter Pan Junior, and challenging themselves physically on outdoor education camps.

At Burke Hall the curriculum has been very much focused on the person in tandem with the material covered; boys were provided with opportunities to develop and achieve goals at a pace fitting their individual ability and learning style. Some of the highlights of the year, in terms of the curriculum, included opportunities to develop and display their creative skills: in the College’s annual production The Jungle Book and the Art Show. Languages Week for students showcased our Latin, Italian, French and Japanese programs across both Burke Hall and Kostka Hall.

A key component of the academic program has been on improving the digital learning experiences of students. To that end we have focused on best practice around e-citizenship. This educative process involves broad concepts around safety and responsibility in an online world and specific strategies for
individuals when they fail to meet expectations. Explicit teaching of public speaking and debating and the many activities during National Science Week have broadened the school-based experiences of all students.

This year many students have been able to discover a deeper delight in their learning through their participation in the broad range of co-curricular activities. These have included the Ignatian Service program, Year 7 Mission Day (fundraising for St Ignatius in East Timor), the Music program, excursions and incursions such as the Year 8 City Cite experience, the annual Year 7 Nigh of the Notables, Year 8 Medieval Day and Year 7 Ancients Day.

At the Senior Campus highlights have included the Year 11 Poetry Slam experience culminating in a presentation of the best poems in the EHPAC. These bold and brave oral presentations challenged perceptions and forced us all – teachers and students alike – to reflect deeply on what we say and do and how it impacts others. A record number of six Xaverians in Year 9 and seven in Year 10 were called into the finals of the statewide Berthe Mouchette competition run by the Alliance Francaise. We congratulate those students on their efforts.

In the Physical Education classroom the use of Visual Coaching Pro software in the design and training programs by students has seen them develop skills that they can use beyond their time at school.

In Mathematics, Year 9 students have discovered that their CAS calculators can solve equations. In so doing they come to the realisation that technology can be of educational benefit, not just for socialising.

Teachers at all campuses have continued to meet in their faculties across campuses, as well on single campuses. Burke Hall and Kostka Hall have engaged in Professional Learning (PL) to enhance utilisation of the support materials for the ACER Online Assessment and Report System. This assists in tracking the students’ capabilities in Spelling, Comprehension and Mathematics. Utilising this information is intended to better differentiate the curriculum for students in our care. All Early Years and Middle Years staff attended a special presentation by Andrew Fuller, a highly respected clinical psychologist, to complement our learning about how best to educate our students. Senior Campus teachers focused on ‘How do we encourage more positive learning outcomes for ALL students?’ at the April PL day with workshops presented by their peers on such topics as Boys as Relational Learners; Emotional Learning through Art Therapy; High Reliability Literacy Practices; Executive Function; and Differentiation and ASD.

Refocusing on our curriculum documentation around the requirements of the Australian Curriculum as well as the VCAA and the International Baccalaureate continues to be an ongoing process. Teachers across the three campuses have worked to ensure greater comparability and improved development of the knowledge and skills of all students as they go from Foundation through to Year 12.

Across all three campuses teaching staff have been involved in the redevelopment of the College Assessment policy and Reporting policy that reflect the current College vision, mission and guiding principles. In addition we have worked on the Learning Enhancement policy. The College Executive, in consultation with key staff and the College Council, has developed a document that outlines the ‘Nature of Curriculum at Xavier College’. Here is an edited version of the opening paragraph:

Above all, as an educational community, the College is tasked with the formation of its students … The College has a responsibility to prepare its students for the world, equipping them with the competencies that will allow them to succeed in this world … to form young men and women of conscience and genuine values who will not simply fit into the world but who will seek to make a difference to it by the quality of the lives they lead … We also seek to instil in them a love for learning itself, and to impart in them an ability to question and think independently .. We seek to shape leaders for the future – in the professions, in business, in society – but also to form leaders with a strong sense of service as ‘men and women for others’. As well as nourishing the intellectual, physical and creative lives of our students, we seek to nourish their spiritual lives.

Finally, we would like to thank key people who provide leadership in the area of teaching and learning; they have facilitated so many of the processes in which we have engaged. At Burke Hall we have benefited from the generous contribution on Tim Bergin and the Learning Leaders and at Kostka Hall, Christine Gilliland. Across the three campuses we would also like to acknowledge the invaluable efforts of the Heads of Faculty and Subject Coordinators.

Caroline Sheehan
Director of Teaching and Learning

Therese Lunghusen
Curriculum Coordinator (Kostka Hall)

Brendan Fraser
Dean of Middle Years (Burke Hall)

from the 2015 Xaverian
## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td>Year 9 Reading</td>
<td>99.6</td>
<td>98.7</td>
<td>-0.9</td>
<td>99.6</td>
<td>0.9</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>96.2</td>
<td>95.6</td>
<td>-0.6</td>
<td>97.2</td>
<td>1.6</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>98.8</td>
<td>97.8</td>
<td>-1.0</td>
<td>98.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>98.8</td>
<td>98.7</td>
<td>-0.1</td>
<td>98.8</td>
<td>0.1</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>99.2</td>
<td>99.6</td>
<td>0.4</td>
<td>100.0</td>
<td>0.4</td>
</tr>
</tbody>
</table>
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.

Any student at any of the tested levels who has not met the national benchmark has an individual learning plan devised.
The graphs below show the mean NAPLAN scores at Year 9 over the years 2011 – 2015.

**Xavier College Year 9 Reading, 5-year Trend**

![Scaled Score Means by Year](image)

**Xavier College Year 9 Writing, 5-year Trend**

*Please Note:*

2008 – 2010 – Narrative Writing Genre

2011 – 2015 – Persuasive Writing Genre

Direct comparisons between Narrative and Persuasive Writing should not be made.

![Scaled Score Means by Year](image)

**Xavier College Year 9 Spelling, 5-year Trend:**

![Scaled Score Means by Year](image)
Xavier College Year 9 Numeracy, 5-year Trend:

![Graph showing Xavier College Year 9 Numeracy trends from 2011 to 2015.]

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

![Graph showing Xavier College Year 9 Grammar & Punctuation trends from 2011 to 2015.]

<table>
<thead>
<tr>
<th>YEARS 9–12 STUDENT RETENTION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 9–12 Student Retention Rate</td>
</tr>
</tbody>
</table>
The class of 2015 were well represented at high ranks on the ATAR scale:
- 12 students (4.7% of the group) attained an ATAR of more than 99 (top 1% of the State)
- 45 students (17.5%) recorded an ATAR of more than 95 (top 5% of the State)
- 86 students (33.5%) attained an ATAR of more than 90 (top 10% of the State)
- 151 students (58.8%) attained an ATAR of more than 80 (top 20% of the State)

The median ATAR for 2015 was 83.85 - this means that 50% of our students scored in the top 16.15% of the State.

Perfect study scores of 50 were achieved in the studies of Biology, Chemistry, History: Revolutions, Specialist Mathematics, Music Performance, Physical Education (3) and Texts & Traditions.

The median study score was 34, with 16.7% of study scores equal to or above 40.
Class of 2015 Tertiary Destinations

Xavier College has had a very high placement rate of students being accepted into tertiary education, with 98.41% of students who had applied being granted a place in a course on their preference list. The University of Melbourne gave offers to 30% of our boys and Monash University, 21% of offers. RMIT (17%) and Deakin University (12%) were also popular courses listed.

Students overwhelmingly received an offer, with 98% of Year 12s who applied to VTAC, receiving some form of tertiary offer by mid-January. There were 24 second-round offers and one fifth-round offer. This large number of second-round offers is due to the new system initiated by VTAC, allowing students to change their preferences between offer rounds. This means students can access a range of courses that they had not previously listed.

Students’ selections by type of course changes little from year to year, however this year we did see a small growth in applications to Commerce & Management type courses, with 37.6% of the cohort being accepted into such courses. Arts and Society courses, including Bachelor of Arts and Law, remain popular with our boys, with 29.1% entering into these courses. Students going into Science-related courses also remained popular (23.5%). It is important to remember that due to new models for tertiary education for professional courses such as Medicine, Engineering and Education, the course that students go into initially after leaving Xavier, may not be the end profession they are qualified to enter upon completion of their tertiary studies.

Student Offers by Areas of Interest

<table>
<thead>
<tr>
<th>Field</th>
<th>Type of program chosen to study by students (including those in double degrees) as a percentage and as a raw number 2015 Year 12 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce &amp; Management</td>
<td>37.6</td>
</tr>
<tr>
<td>Arts &amp; Society (includes Law)</td>
<td>29.1</td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>23.1</td>
</tr>
<tr>
<td>Architecture and Construction</td>
<td>6.4</td>
</tr>
<tr>
<td>Engineering and Related Technologies</td>
<td>5.7</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
</tr>
<tr>
<td>[includes Medicine, Dental Science,</td>
<td></td>
</tr>
<tr>
<td>Physiotherapy, Nursing, Occupational Therapy]</td>
<td></td>
</tr>
<tr>
<td>Creative Arts</td>
<td>4</td>
</tr>
<tr>
<td>[Journalism, Media, Film, TV, Design,</td>
<td></td>
</tr>
<tr>
<td>Fine Arts, Music]</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>5</td>
</tr>
<tr>
<td>Agriculture / Environments</td>
<td>3.3</td>
</tr>
</tbody>
</table>

# As some students are enrolled in double degrees the total number for offers based on interest areas is higher than the total number of students gaining places.

Review of University offers by institution to 2015 Xavier College students:

<table>
<thead>
<tr>
<th>Institution</th>
<th>2015 graduates % of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Melbourne</td>
<td>30.5</td>
</tr>
<tr>
<td>Monash University</td>
<td>22</td>
</tr>
<tr>
<td>RMIT University</td>
<td>17</td>
</tr>
<tr>
<td>Deakin University</td>
<td>12</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>5</td>
</tr>
<tr>
<td>Swinburne University</td>
<td>5</td>
</tr>
<tr>
<td>LaTrobe University</td>
<td>5</td>
</tr>
<tr>
<td>TAFE</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1.5</td>
</tr>
</tbody>
</table>
1. **Students with no preferences listed through VTAC**
   There were 3 students who did not list preferences through VTAC.

2. **Students without Offers**
   Five students remained without an offer (having applied for a place) after first round. These students and their parents have worked with the career practitioner throughout the year in trying to define a pathway. Xavier career staff have offered continuing support to define future career opportunities.

Mrs Kay De Jong  
Careers Counsellor
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 in their student lives.
- Develop a more coordinated approach toward student leadership from P-12, emphasising an Ignatian style of leadership.
- Review the Ignatian outreach programs for the Early Years and Middle Years at Burke Hall and Kostka Hall to develop a more 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 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.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>90.38</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.15</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.26</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.20</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.70</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.94</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.34</td>
</tr>
<tr>
<td>Year 8</td>
<td>92.79</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.49</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.04</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>92.93</td>
</tr>
</tbody>
</table>

- 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 and any issues with non-attendance are raised with both students and parents immediately and dealt with on a case-by-case basis.
## VALUE ADDED

### Indigenous Perspectives
- Year 10 Kimberley Exchange
- Year 9 Flinders Ranges Cultural Immersion
- Reconciliation Week activities – including special Assembly

### Careers & Course Selection Advice
- Information Evenings – Years 7 & 8
- Work Experience Week – Year 10
- Subject Selection Information nights – Years 8 & 10
- Tertiary Information Evening – Year 12
- Careers Expo Evening – Years 10 & 11
- Course Selection Evening – Years 11 & 12

### Visual & Performing Arts
- 3-campus Creative Arts Festival
- Music Recitals
- Xavier & Genazzano School Musical
- Xavier & Lauriston Concert
- Xavier & Mandeville Hall Winter Play
- Cast participation in school plays at Sacré Coeur & Mandeville Hall
- Music Orchestra, Ensemble & Band performances at South Street & Mt Gambier Jazz Festival
- DVD Media Group (Burke Hall)
- Hosted Interschool “Sing Off”

### Intra School Competitions
- House Carnivals – Summer & Winter in swimming, athletics, Music & Theatre Sports

### International Perspectives
- Global Young Leaders Conference – New York & Washington
- Student Exchanges & Cultural Immersion Tours – Belgium, France, Italy
- India Scholarship
- East Timor Jesuit and Jesuit Partner Schools Immersion Program
- World Challenge Expedition – India-Himalaya
- Visiting Exchange students from Broome, French students from Paris and Belgium
- Visiting volunteer teachers from Japan
- ANZAC Tour – Gallipoli, Fromelles, Villers-Bretonneux, Ypres
- Inaugural Science and Technology Tour – USA
- North American Rugby Tour

### Academic Enhancement
- Participation in National Competitions in Mathematics, Science and Geography
- Year 10 Writers Tour to Canberra
- Eldon Hogan Creative Writing Prize
- Writers in residence
- Year 11 Poetry Slam competition
- Shakespeare performances for Years 9 and 10 students
- Spelling Bee for Year 9 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)
- Science – Hydrogen cell car project (Burke Hall)
- Australian Geography Competition (Kostka Hall)
- Asis-Wise Geography Competition (Kostka Hall)
- Homework Centre – Tuesdays – Thursdays after school during Term time
- Mathematics at Xavier (MAX) – assistance open to all Senior Campus students on Mondays & Thursdays before school
- Peak Skills study skills seminars – Year 11
- VCE Headstart Program for students of Units 3 & 4 subjects
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.
Year 11 boys volunteer to take responsibility for students with special needs at the Andale School during Social Awareness week.
Retreats at Years 6, 7, 8, 9, 10 and 12.
Lysterfield Retreat – Year 6 Kostka Hall
Manresa Day – Year 8 Burke Hall
“Dare to Dream” program – Year 8 Burke Hall
Bush Hut Transition program – Year 7 Burke Hall
The Brother John Mentoring program – Prep – Year 8 Burke Hall
The Montserrat program – Burke Hall
The Aloysius Gonzaga Experience – Burke Hall
Presentations from Theatre groups on contemporary social issues for Year 9 and Year 10 students.
Seminars for Year 12 students during Activities Week on contemporary social issues involving drugs and alcohol.
Parent/student Personal Development evenings (Kostka Hall)
“Journey” program – Year 7 (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 Leadership Camp (Kostka Hall)
Year 8 Youth Leadership Programs in conjunction with Bayside Council (Kostka Hall)
Ignatian Student Leaders’ Conference
YEP Leadership Camp (Mt Martha)

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
Bond University Mooting Competition
Plain English Speaking Award
Year 8 Public Speaking Award – (Burke Hall & Kostka Hall)
House Debating (Kostka Hall)
Monash Viewpoint Debating Competition

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

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
STUDENT SATISFACTION

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

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 and student management as possible.
- Sharing of professional learning between departmental / faculty staff is achieved through staff meetings, Ignatian Units and internal staff professional development days.

Achievements

- The direction of various initiatives across the school is overseen by a number of school bodies, including the College Council, College Executive, Campus Leadership Teams and various committees in the areas of Community Development, Curriculum, 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.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>96.23 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>92.50%</td>
</tr>
</tbody>
</table>

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>1.38 %</td>
</tr>
<tr>
<td>MASTERS</td>
<td>13.79 %</td>
</tr>
<tr>
<td>GRADUATE DIPLOMA</td>
<td>32.41 %</td>
</tr>
<tr>
<td>GRADUATE CERTIFICATE</td>
<td>2.76 %</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>84.14 %</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>27.59 %</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>9.66 %</td>
</tr>
</tbody>
</table>
STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Principal Class</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>256</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>227.16</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>184</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>158.79</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

- Various programmes / workshops for the development of the Australian Curriculum in the different subject areas
- Australian Curriculum & VCE Curriculum development / curriculum workshops
- Subject specific professional learning by various Associations e.g. HTAV, MAV etc.
- Restorative Practices
- Anaphylaxis / First Aid
- International Boys' School Coalition Conference
- Pedagogy
- Optimising student learning
- Internet Safety

NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 248

AVERAGE EXPENDITURE PER TEACHER FOR PL | $1000.00
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 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 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.
- There are a wide variety of events organised by 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 student who model a social conscience.
Participation in “Simply Sharing Week”
Social Justice Week – theme of Refugees
Volunteering to assist with the Maytime Fair
Year 10 Father-Son program
Winter Sleep-out
Year 12 Service Day
Battle of the Bands
Year 11 students took part in ‘The Cage’ initiative to raise awareness about homelessness
Youth Engagement Program (YEP) with local parishes
Chaplaincy Interviews
Remembrance Day Services
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 2015 surveys indicated overwhelming satisfaction and support of the College.

As part of the College’s 10-year Council of International Schools (CIS) review in 2010, all parents, students and staff were surveyed about all aspects of school life.

All survey results were collated and analysed by the Endicott Research Centre, Endicott College, Massachusetts USA.

Under the headings of Philosophy and Objectives, Curriculum, Governance and Management, Staff, Student Support Services, Resources and Student and Community Life all constituents were asked to indicate their response to a range of relevant standards (60 standards in total).

The results provided healthy endorsement of the policies, procedures and practices of the College in each of the areas under review.

The Council of International Schools presented its results of the review in mid 2011 and the College was re-accredited as a member school of the CIS.

The recommendations made by the 2011 CIS Visiting Team have been incorporated into the College’s Strategic Plan objectives, which are continuously being translated into ongoing projects.
### Financial Performance – Xavier College 2015

#### REPORTING FRAMEWORK

<table>
<thead>
<tr>
<th>Recurrent income</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td>School fees</td>
<td>44,487,925</td>
</tr>
<tr>
<td>Other fee income</td>
<td>2,668,311</td>
</tr>
<tr>
<td>Private income</td>
<td>3,968,149</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,788,609</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>6,326,538</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>59,239,532</strong></td>
</tr>
</tbody>
</table>

#### Recurrent Expenditure

| Salaries; allowances and related expenses | 43,315,383 |
| Non salary expenses                      | 19,183,399  |
| **Total recurrent expenditure**          | **62,498,782** |

#### Capital income and expenditure

| Government capital grants                 | 0             |
| Capital fees and levies                   | 3,091,465     |
| Other capital income                      | 386,546       |
| **Total capital income**                  | **3,478,011** |
| **Total capital expenditure**             | **1,621,176** |

### Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)

| **Total opening balance**                 | 25,354,650    |
| **Total closing balance**                 | 22,999,164    |

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school-level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.