



XAVIER
COLLEGE

School Performance Report

2025

A CATHOLIC CO-EDUCATIONAL COLLEGE
Educating in the Salesian Tradition





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We acknowledge the Kaurna people as the traditional custodians of the land on which we learn and work. We wish to pay respect to Kaurna Elders - past, present, and emerging - and acknowledge the important role all Aboriginal and Torres Strait Islander people continue to play within Australia and the Xavier College community.



Principal's Report



About Xavier College

Xavier College is an affordable Catholic co-educational Reception to Year 12 school. All three campuses are located approximately 50 kilometres north of the Adelaide CBD. The Gawler Belt Campus (Years 7-12) is located just outside the town of Gawler. The Two Wells Campus (currently Reception-Year 10 and expanding to Year 12 by 2027) is located on the northern edge of the Two Wells township. The Evanston Campus (Reception-Year 6) is located near the southern edge of the Gawler township.

Xavier College is a school within Catholic Education SA (CESA) and therefore implements the Living Learning Leading Framework and Standards that make up the CESA Learning Experience, aiming to nurture thriving people, capable learners, and leaders for the world God desires.

The College was established in 1995 in the tradition of the Salesian Order. The Salesians are a Congregation of the Catholic Church that have been involved in teaching and youth ministries around the world for over 150 years. The Salesians pass on their ethos and rich tradition in the education of young people to our modern-day College. In keeping with this tradition, the College is inspired by the example of St John Bosco, striving to be a dynamic learning community committed to the holistic development of each student.

The College maintains an atmosphere of reasonableness and kindness, fostering a nurturing environment in which each child is truly known. In line with the 'Salesian Charter for Schools in Australia', Xavier College aims to be: a home that welcomes; a parish that evangelises; a school that prepares for life; and a playground where friends meet and enjoy themselves.

The core values of the College are summarised within the Hebrew word RUAH, meaning 'Spirit of God'. It's used as an acronym to summarise our College values of Respect, Understanding, Affection and Humour. These values shape our learning environment which is relational and joyfully celebrates the unique gifts and talents of each and every student. Our highly skilled and dedicated staff work closely with our students and families to ensure each student reaches their full potential.

The vision, mission and culture of our College is enhanced by our Pastoral Care program which is designed around a House and Oratory (home group) structure. Within each House are Oratory groups made up of students from all year levels. Xavier College offers students a broad curriculum experience, with a strong academic focus in all core subjects as well as other areas of learning including Religious Education, Creative and Performing Arts, Language, Agriculture, Food and Hospitality, and Vocational Education and Training in the senior years. Students participate in a range of co-curricular activities which include, but are not limited to, interschool sport, pedal prix competitions, music and drama productions, a range of music ensembles, public speaking, and gymkhana.

Reflecting on this past year, we celebrate all those who contribute to our students' growth, including, teachers, parents, grandparents, community members, sport coaches and of course, the students themselves. Your support weaves into their journey, shaping character, wisdom, and a future with purpose.

Mark Flaherty

Principal

College Values

At Xavier College we have adopted RUAH as our core values of Respect, Understanding, Affection, and Humour. These are guiding principles that are intrinsic to our treatment of self and each other.

The mystery of God at the heart of the young, demands that those teaching within the Salesian tradition be polite, honest, genuine, and sensitive in relating to the young. The dignity of the young person should be obvious in the behaviour of the Salesian educator.

An educator in the Salesian tradition works with the limitations and potential of young people as groups and as individuals and knowing their fears and strengths shepherds them towards experiences that lead to life, preventing harm before it happens.

Engaging with young people with the heart and establishing genuine and friendly relationships is essential to the Salesian tradition. Don Bosco said that affection sets up an emotional current of confidence between adults and young people by which hearts are opened, hurts are healed and life unfolds for both.

Don Bosco saw fun and laughter as an expression of faith in the God of life. In touching what is deepest in the young he preferred noise, laughter and chaos to heavy and solemn silences. Cheerfulness in adults and young people is a sign of holiness for those in a Salesian environment.

Practical Application of RUAH

By using RUAH in our daily interactions with others we can go a long way to allowing the Holy Spirit to be our guide. By implementing these values we are helping to create the Spirit of our College.

Every single person's actions and attitudes determine the culture of our College community.

Respect

Do to others as you would like them to do to you. (Matthew 7:12)

Respect involves acknowledging the dignity of self and others and treating everyone with gentleness and loving-kindness. Mutually respectful relationships build trust, safety and wellbeing.

We show respect for the whole of God's creation, including people, places and things.

Affection

Love the Lord your God with all your heart ... and love your neighbour as yourself. (Mark 12: 30 – 31)

Affection involves promoting inclusivity and fostering a welcoming community. Affection enables the safe expression of loving-kindness and encourages the establishment of healthy relationships and friendships.

Affection extends to embracing life as a gift and living life to the full.

Understanding

Give me understanding, so that I may know your way and live it with all my heart. (Psalm 119:34)

Understanding involves recognising, developing and celebrating each other's abilities, talents and circumstances. We treat ourselves and others with compassion and show empathy to ensure everyone is known, valued and loved.

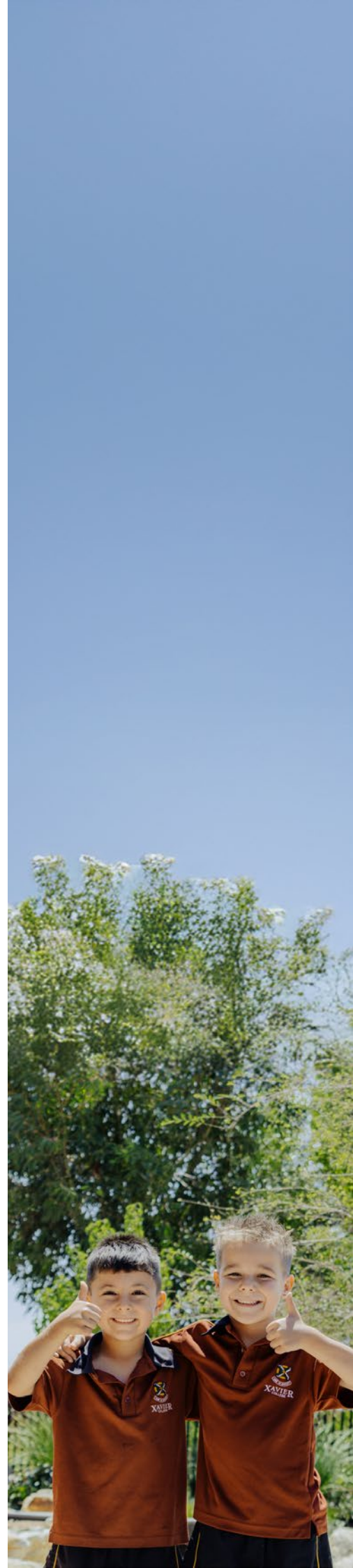
We use the God-given gift of understanding to enhance our ability to learn, nurture healthy relationships, and promote well-being.

Humour

This is the day the Lord has made. Let us rejoice and be glad. (Psalm 118:24)

Humour and happiness involve creating a cheerful and optimistic environment where all are able to have fun, laugh appropriately, and experience joy.

Genuine happiness enables us to develop inner-peace and resilience. Being hopeful assists in creating a community that rejoices in being "One in Christ."



The Xavier College Community

The Xavier College community consists of families from a diverse range of socio-economic circumstances, reflected by the College DMI (Commonwealth and State) of 95. The College had 2,615 students at the August 2025 census (1,122 Primary students and 1,493 Secondary students).

Enrolments

Year Level	TW	EV	GB	Total
Mid Year Reception	43	40	0	83
Reception	106	72	0	178
Year 1	99	83	0	182
Year 2	92	61	0	153
Year 3	82	67	0	149
Year 4	85	34	0	119
Year 5	80	57	0	137
Year 6	72	49	0	121
Year 7	105	0	247	352
Year 8	81	0	207	288
Year 9	77	0	194	271
Year 10	55	0	179	234
Year 11	0	0	170	170
Year 12	0	0	178	178
Total	977	463	1,175	2,615

The information in the August 2025 census included 158 students who identify as Aboriginal and/or Torres Strait Islander.

Using the NCCD Level of Adjustments, Xavier College had 6 students in the Extensive category, 124 students in the Substantial category, 542 students in the Supplementary category and 140 students in the QDTP (Quality Differentiated teaching Practices) category.

A number of other students were also provided with assistance with their learning by the Inclusive Education team or through differentiation strategies within subject classes.

Our Staff

By the conclusion of 2025, the College had welcomed 122 new staff across our three growing campuses.

As at 31 December 2025, our professional and dedicated staff consisted of 202 teaching staff (FTE 0.94) and non-teaching staff of 140 (FTE 0.74). We also had 49 casual OSHC (out of school hours care) staff over our Two Wells and Evanston campuses.

The average length of service of teachers currently employed at the College is 5 years and 8 months and for current non-teaching staff it is 3 years and 6 months.

Two staff members identify as Aboriginal or Torres Strait Islander.

We saw an increase in qualifications and experience of new and existing staff at the College. All teachers employed at Xavier College hold the Degree equivalent of teaching qualifications, with many holding higher or additional qualifications.

Doctorate	1
Master's Degree	47
Bachelor's Degree	202
Diploma	69
Graduate Diploma	14
Graduate Certificate	35
Cert IV	8
Cert III	8
Cert II	2

Note: Staff may have more than one qualification.

Student Attendance

The College complies with DECD requirements in relation to any concerns about truancy.

Year Level	% Attendance
Reception	89.7%
Year 1	89.1%
Year 2	88.4%
Year 3	88.7%
Year 4	89.3%
Year 5	88.1%
Year 6	87.7%
Year 7	86.9%
Year 8	83.8%
Year 9	82.5%
Year 10	82.9%
Year 11	83.4%
Year 12	87.1%
Average	86.4%

NAPLAN Results

2025 College Results

Arrows indicate a 6.5 point or greater shift from the 2024 score on the NAPLAN scale.

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	381 ↑	399 ↑	380 –	374 ↑	389 ↑
5	467 ↑	452 –	466 –	448 –	457 –
7	515 –	519 –	528 –	515 –	519 –
9	550 ↑	562 ↑	550 –	538 ↑	541 ↑

2025 National Results

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	402	414	405	408	405
5	492	480	487	497	492
7	538	538	542	539	545
9	568	575	569	559	573



Senior Secondary Outcomes

In 2025, 176 Year 12 students completed the South Australian Certificate of Education (SACE) and 100% achieved the SACE. 169 students (96% of the cohort) qualified for an Australian Tertiary Admission Rank (ATAR) and of those, 106 (63%) applied to the South Australian Tertiary Admissions Centre for a course at a tertiary institution. Of those who applied, 105 (99.1%) were offered a place in a South Australian tertiary institution.

Outstanding Achievements

Duxes of College

Jasmine Carroll and Kate Hudson

Dux Proxime Accessit

Kasey Turnbull

ATAR Over 90

Student	ATAR
Jasmine Carroll	98.95
Kate Hudson	98.95
Kasey Turnbull	98.20
Violet Moore	98.10
Zahlia Justice	97.85
Shyla Kelly	97.75
Sienna Matz	97.20
Madison Nicol	96.70
Ellie McDonald	95.65
Innay Smyth	95.60
Maya Agius	95.55
Sophie Bevis	95.45
Neve Crew	95.30
Aiden Cowley	94.45
Chloe Brown	94.00
Grace Williams	93.50
Rachel Mudge	93.45
Zoe McCarthy	92.95
Madelyn Smith	92.70
Sophie Boteju	92.45
Sophie Marafioti	92.30
Dyson Sharp	91.80
Brianna Slattery	91.30
Scarlette South	91.25
Ryan Higgins	90.90
Maisie Eccles	90.70
Grace Gallagher	90.55
Mia Panic	90.55

Merit Awards

Student	Subject
YEAR 12	
Chloe Brown	Integrated Learning A – Religious Education
Jasmine Carroll	Integrated Learning B – Religious Education
Aiden Cowley	Research Project A
Kate Hudson	Food & Hospitality Child Studies Research Project B Integrated Learning A – Religious Education
Jemima Hurst	Integrated Learning A – Religious Education
Zahlia Justice	Research Project B English Food & Hospitality
Shyla Kelly	Research Project B Integrated Learning A – Religious Education
Isaiah Panella	Workplace Practices A Workplace Practices B
Mia Panic	Creative Arts Research Project A
Kasey Turnbull	Food & Hospitality Child Studies
Savanna Zilm	English
YEAR 11	
Mahalia Cowley	Integrated Learning A – Religious Education

Vocational Studies

In 2025, a total of 71 students across Years 10 – 12 from our Gawler Belt and Two Wells campuses participated in Vocational Education and Training (VET) certificate courses delivered by various Registered Training Organisations (RTOs), both on site and off-campus. These courses varied in duration, including both one-year and two-year programs.

10 of the students undertook a VET course as part of a School Based Apprenticeship and Traineeship program. 22 students completed a certificate course in 2025, with 14 completing a Certificate III and 8 completing a Certificate II. Additionally, 25% of students who completed their SACE in 2025 graduated with a dual qualification, achieving both the SACE and a VET qualification.

Certificate Course	RTO	Yr 10	Yr 11	Yr 12	Total	
Cert. II in Animal Care	TafeSA		2		2	
Cert. II in Automotive Servicing Technology	TafeSA			3	3	
Cert. II in Construction	TafeSA		2	4	6	
Cert. II in Electrotechnology	TafeSA		4		4	
Cert. II in Engineering Pathways	TafeSA		5		5	
Cert. II in Horse Care	Australian Equine Institute			2	2	
Cert. II in Plumbing	TafeSA			2	2	
Cert. II in Retail Cosmetics	The French Beauty Academy		1	2	3	
Cert. II in Salon Assistant	Clip Joints		2		2	
Cert. III in Business	Foundation Education		1		1	
Cert. III in Early Childhood Education	Australian Child Care Career Options		1	2	3	
Cert. III in Early Childhood Education	MADEC			1	1	
Cert. III in Early Childhood Education	Foundation Education	1		4	5	
Cert. III in Dance	EmpowerDance		1		1	
Cert. III in Entrepreneurship and New Business	Queensford			1	1	
Cert. III in Individual Care	Queensford		1	2	3	
Cert. III in Individual Care (Ageing and Disability)	Australian Nursing and Midwifery Education Centre		4		4	
Cert. III in Information Technology	Tafe SA		3	1	4	
Cert. III in Music (Performance)	Music SA		1		1	
Cert. III in Rural Operation	Regional Skills Training			2	2	
Cert. III in School Based Education and Support	Foundation Education	1		1	2	
Cert. III in Hospitality	Queensford		1	2	3	
Cert. III in Sport and Recreation	Foundation Education	1			1	
Cert. III in Individual Support	HITSA Training and Employment		1		1	
		Total	4	29	29	61

School Based Apprenticeships and Traineeships

Micro credential/Partial VET course	RTO	Yr 10	Yr 11	Yr 12	Total	
Cert. III Heavy Diesel Mechanics	Tafe SA	1	1		2	
Cert. III in Construction	Civil Train		2		2	
Cert. III in Construction	Adelaide Training & Employment Centre			1	1	
Cert. III in Light Vehicle Mechanical Technology and Electric Cars	MTA Training			1	1	
Cert. III in Mobile Plant Technology	MTA Training			1	1	
Cert. III in Rural Operation	Regional Skills Training		1		1	
Cert. IV in Media and Communication	Tafe SA		1		1	
Cert. III in Early Childhood Education and Care	Australian Child Care Career Options			1	1	
		Total	1	5	4	10

Micro Credentials and External Courses

95 students have undertaken micro-credentials, partial taster certificate courses or studied with an external provider in 2024 across both Gawler Belt and Two Wells.

These options allowed students to make informed choices about applying into a full certificate course, engage in work placement, provided required evidence for Flexible Industry Pathway applications, and allowed students to pursue a subject pathway in a specialised area not offered at Xavier College.

Micro credential/Partial VET course	RTO	Yr 9	Yr 10	Yr 11	Yr 12	Total
Introduction to make up	The French Beauty Academy		2			2
Duke of Edinburgh silver award	Adelaide Zoo			2		2
SACE Integrated Learning	Tjindu Foundation	2		1	1	4
SACE Integrated Learning	Seaton High School - Diamond Sports Academy			1		1
SACE - Italian	Open Access				1	1
SACE Integrated Learning	Aboriginal Basketball Academy		1			1
SACE Integrated Learning	South Australian Aboriginal Secondary Training Academy		1			1
White Card	PEER	16	35	8	2	59
Introduction to Barista	HG Coffee		24			24
Total		16	65	12	4	95

University Extension Programs

Nine students were successful in engaging with University study as part of their SACE from either the University of South Australia, The University of Adelaide, or Flinders University.

This study contributed to the students' ATAR and in some cases, secured them a guaranteed spot at the University of their choice for 2026.

Semester 1 Subject	Semester 2 Subject	University	Yr 12 Students
Psychology 1A	Business Law	UniSA	1
Business Law	Consumer Behaviour	UniSA	1
Psychology 1A	Psychology 1B	Adelaide	1
Human Anatomy and Physiology	Human Anatomy and Physiology 1B	Adelaide	1
Human Anatomy and Physiology	Introduction to Marketing	Adelaide	1
Human Anatomy and Physiology	Introduction to Forensic Sciences	Adelaide	1
Ideas, Imitation and Originality	story: who, what, when, where	Flinders	1
Computing Programming 1	Electronics	Flinders	1
Human Functional Anatomy in Sport and exercise	Exercise prescription and physiology	Flinders	1
Total			9

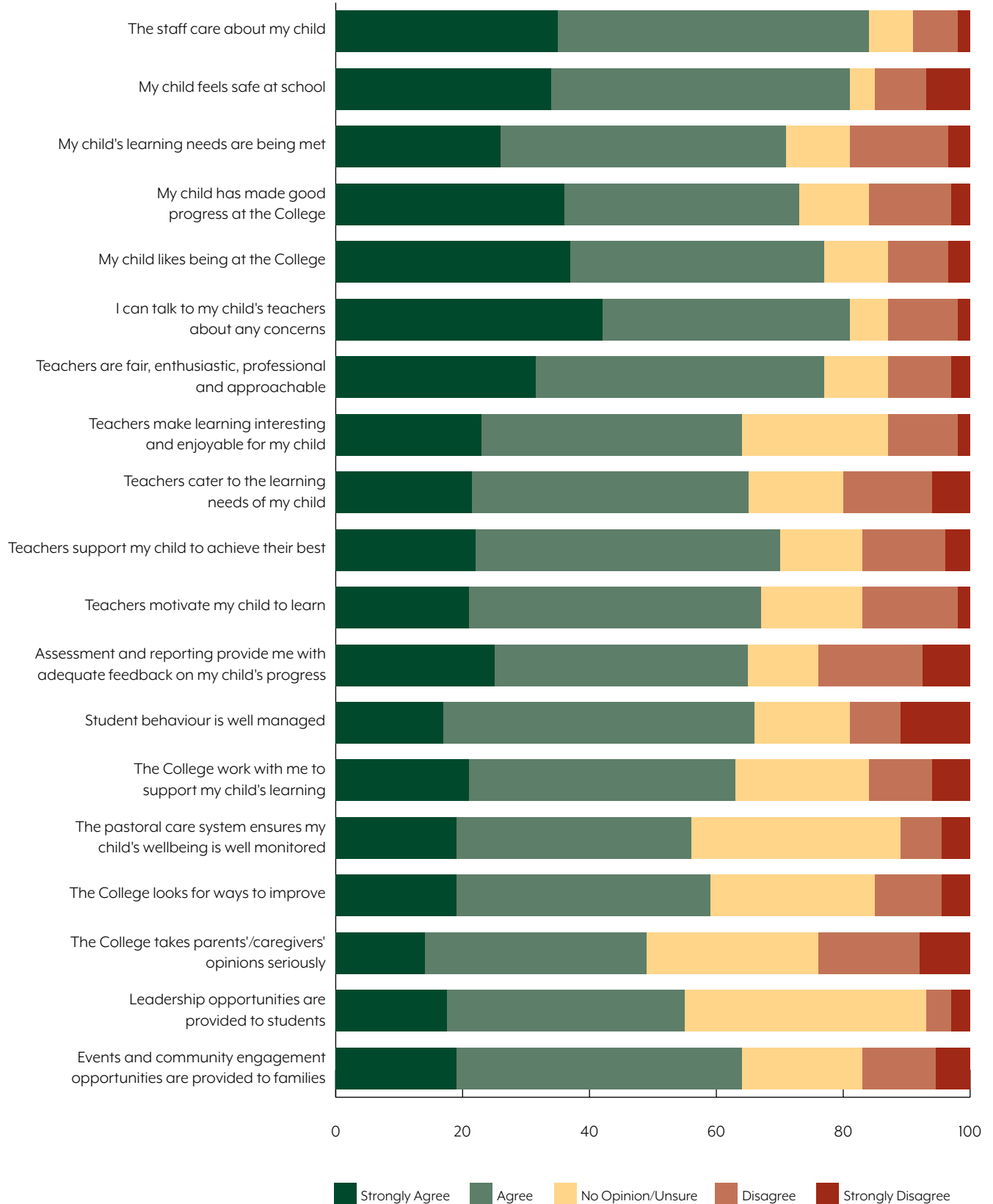
Post School Destinations

Students who completed their studies at Xavier college in 2025 pursued a variety of pathways including: full and part-time study at Universities (both local and interstate); full and part-time study at TAFE; commenced traineeships/apprenticeships or were employed working full-time, part-time or on a casual basis.

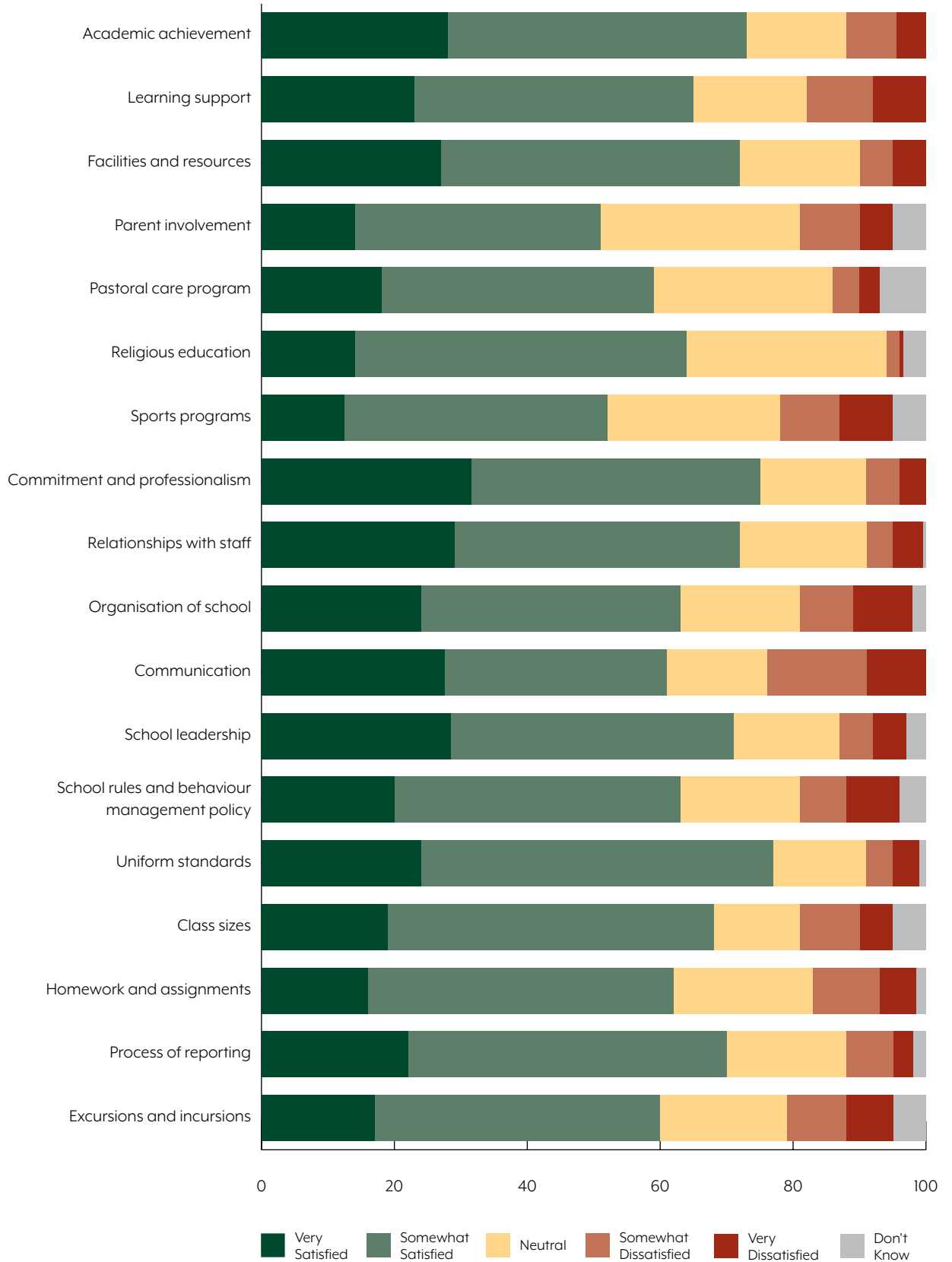
Community Feedback

Parent/Caregiver Surveys

Xavier College is a place where...



Satisfaction with education provided by the College





Living, Learning, Leading Surveys

The Living, Learning, Leading Surveys have been developed to support schools in rating their performance and progress towards meeting the intent of Catholic Education South Australia's [Living Learning Leading Framework](#). The annual Surveys gather staff, student, and parent/caregiver perceptions around the domains of Catholic Identity, Resources, Learning and Wellbeing, and Community Engagement.

As part of this survey, staff and students have given a score out of a maximum of six for different aspects of College life. The average response is shown in the adjacent graphs.

Parents/Caregivers

Parents/Caregivers of students at any campus



Xavier College Staff

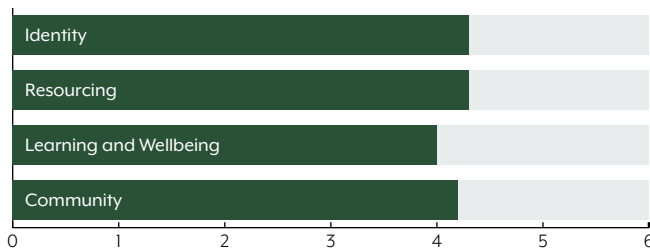
Staff at all three campuses





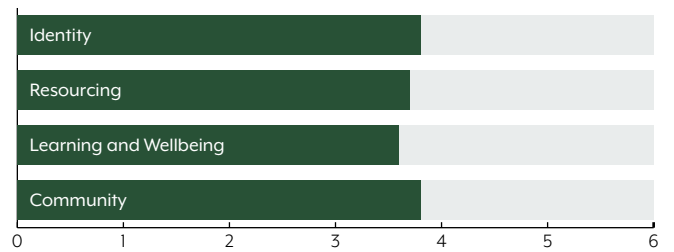
Early Years Students

Evanston and Two Wells campuses



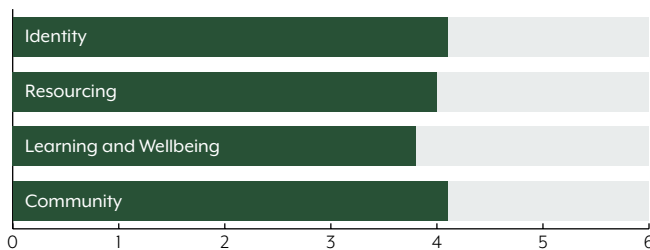
Middle Years Students

Gawler Belt and Two Wells campuses



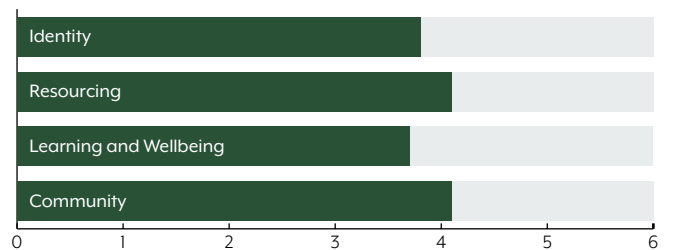
Primary Years Students

Evanston and Two Wells campuses



Senior Students

Gawler Belt and Two Wells campuses



Finance Chair Report

Mr Chairman, Board members, College staff and guests, I am pleased to present the Xavier College 2025 Finance Report.

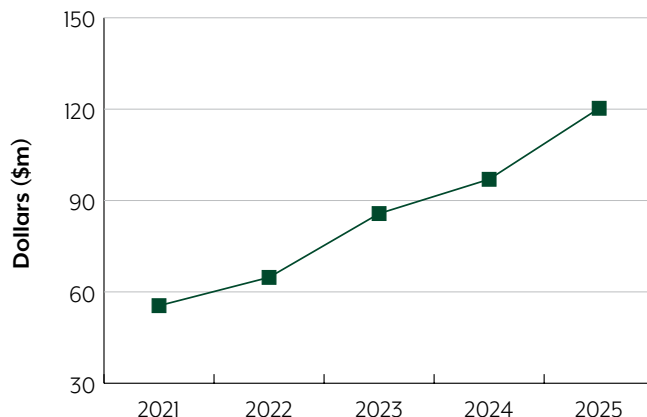
Throughout this presentation, I will refer to the tables and graphs represented in the Finance Report paper that has been distributed.

The Net Profit for 2025, representing the College's total recurrent revenue and income less total expenses, is \$23.3 million. This result includes a \$10 million capital grant from Catholic Education South Australia (CESA) to support the construction of the Riverlea Park Campus.

Net Assets

Table 1 illustrates the College's Net Assets over the past five years. During this period, Net Assets have increased by 117%. The 24% increase in 2025 is primarily driven by continued construction at the Two Wells campus and the commencement of works at the Riverlea Park Campus.

Table 1: Net Assets



Income & Expenditure

Table 2 outlines the College's income sources. Government Recurrent Grants remain the primary funding stream, contributing 64% of total income (49% from Commonwealth Grants and 15% from State Grants). A further 14% is provided by CESA in the form of a capital grant to support the construction of the Riverlea Park Campus. Net Tuition Fees represent 15% of total income. Employee reimbursements account for 2%, largely comprising Long Service Leave (LSL) reimbursements from CESA.

Trading Entities (OSHC, Uniform Shop & Canteen) contribute 4% of the total income for 2025.

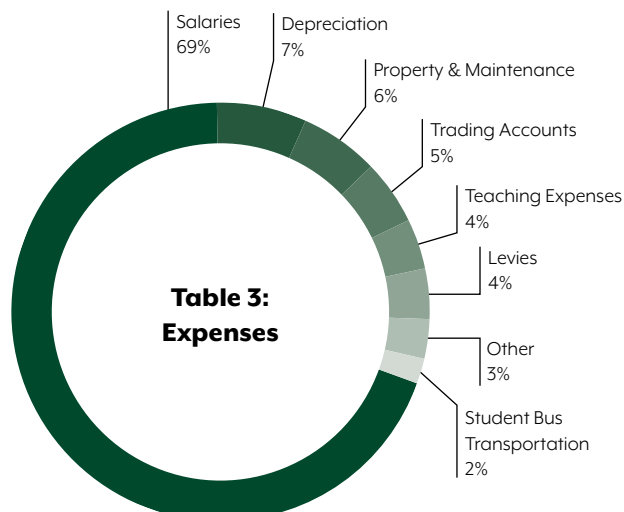
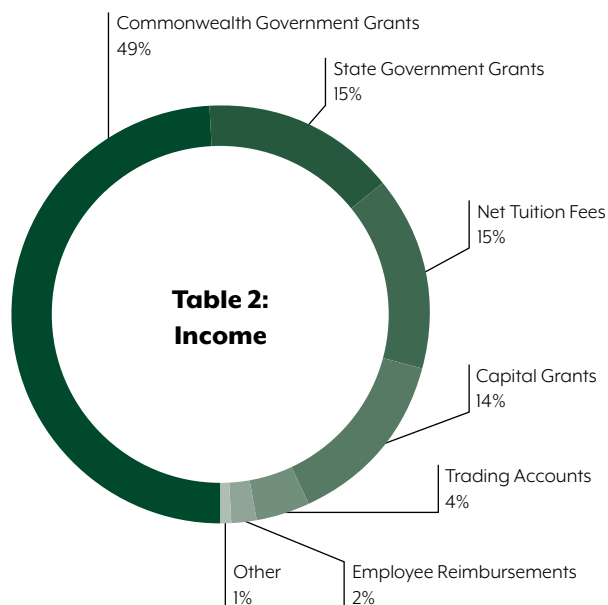
Table 3 outlined the College's expenses, with Staff Salaries representing the largest component at 69% of total expenditure. Depreciation accounts for 7%, followed by Property & Maintenance at 6%, Trading Accounts contribute 5%, Teaching Expenses make up 4%, and Levies and Other Expenses collectively account for the remaining 8%.

Overall, the net cash inflow for 2025 was \$9.5 million. This result was primarily driven by the draw-down of a loan to fund the construction of Two Wells Stage 4 Senior School, along with \$3.3 million received from CESA as part of the capital grant for the Riverlea Park Campus.

By the end of 2025, Xavier College had invested \$38.6 million in the construction of Stage 4 Secondary Schooling Facilities at the Two Wells campus, which reached completion in September 2025. A further \$13.4 million had been spent on the construction of the new Riverlea Park Campus, which is expected to be completed by December 2026.

At the Gawler Belt campus, the master plan was finalised and construction commenced in January 2026 on the new science and general learning facilities, with completion anticipated in March 2027. During the Christmas holiday period, work also commenced on the Uniform Shop extension, with refurbishment scheduled for June or July 2026.

Throughout 2025, the Evanston Campus progressed its master planning and continued significant investment in maintaining and refurbishing teaching facilities. During the Christmas holidays, the former Chapel and Community Centre were demolished, and this space will be landscaped to provide additional outdoor play areas for students.



College Fees

Table 4 presents the outstanding Tuition Fees, including Levies, as at 31 December of each year. The outstanding balance decreased by \$440K (27.5%) from 2024 to 2025, despite a 12.6% increase in enrolments over the same period.

Table 5 shows the outstanding Tuition Fee Debt per Student. In 2025, the College invested in expanding the Finance Team to better support families, establishing payment plans, following up with families who have left the College with remaining balances, and assisting those experiencing genuine financial hardship wherever possible.

Enrolments

Table 6 presents the Annual Enrolments recorded at the August Census over the last five years, showing an overall increase of 117% since 2021.

In 2025, enrolments grew by a further 292 students, bringing total attendance to 2615. This includes 463 students at the Evanston Campus, 977 at Two Wells and 1,175 at Gawler Belt.

I would like to acknowledge and congratulate Liz Polljonker (College Executive Officer), Maja Karp (Finance Manager) and the College's Finance Team for their outstanding contribution to another successful financial year for Xavier College.

Anita Futterer

Chair – Xavier College Finance Committee

Table 4: Outstanding Tuition Fees

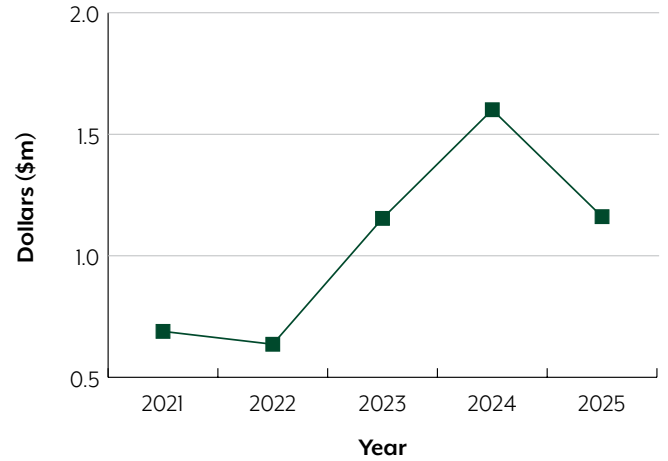


Table 5: Tuition Fee Debt per Student

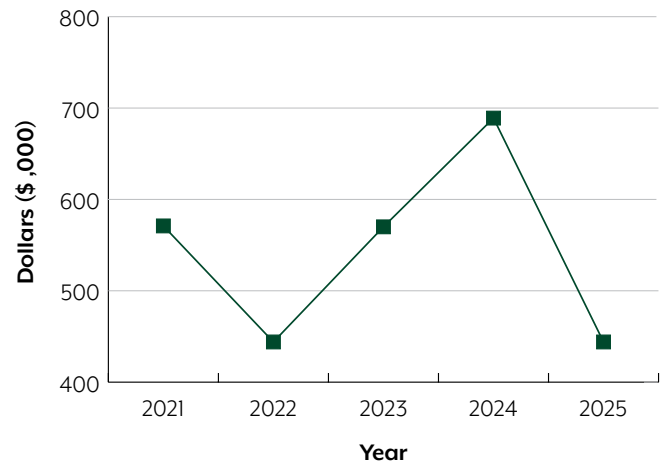
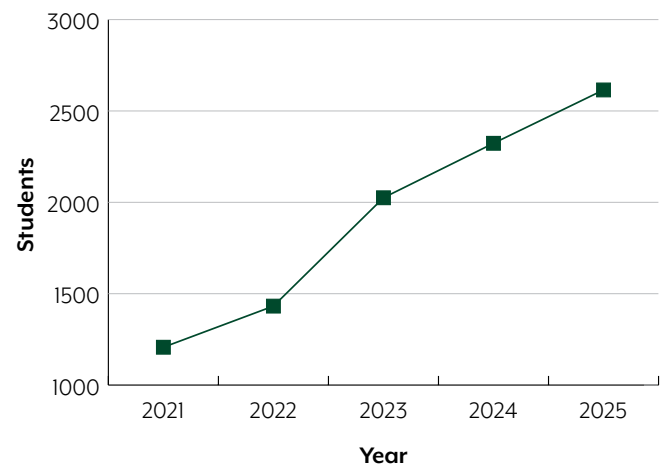


Table 6: Annual Enrolments



Stage 4 building and grounds completed at Two Wells Campus.



Construction commencement of Riverlea Park Campus.



Architects render of Stage I of the Gawler Belt Masterplan redevelopment.



Performance on the SAMMAT stage at Evanston Campus.





School Improvement Plan

Building and Development

At Xavier College, we are dedicated to continuous growth and development across all our campuses, ensuring our facilities and infrastructure meet the needs of our thriving school community.

This year has been significant for building and development across Xavier College, with improvements that strengthened learning spaces, enhanced safety, and supported the continued growth of our students and community.

A major highlight was the completion of our first senior school building at the Two Wells Campus, which welcomed classes at the beginning of Term 4. The facility features modern learning areas and specialist rooms designed for flexible, collaborative, and innovative teaching and learning. Students settled in quickly and are already benefiting from the contemporary environment created to support their education. The completion of this building marks an important step forward for the campus and reflects the College's commitment to providing high quality facilities for all learners.

Construction at our Riverlea Park Campus commenced this year and is progressing well, with the ground floor slab completed, walls now standing across the lower level, and work advancing steadily on the first-floor slab. The College looks forward to further construction milestones ahead of the campus opening in 2027.

Master planned redevelopments at both Evanston and Gawler Belt continue to move forward. At Gawler Belt, Stage 1 will commence construction in January 2026, delivering new science and STEM facilities for students. Site preparation works at Evanston commenced at the end of 2025, with further planning well under way to support the next stages of development, including a new playground.

Upgrades took place across all campuses this year. Evanston's SAMMAT building received improvements to enhance stage performances, while the Gawler Belt gymnasium was updated to support exam conditions. Clevertouch Smartboards were installed College-wide, enriching classroom learning. Refurbishments to classrooms, specialist areas, transportables, and offices continued, along with new gates and fencing at Evanston and Two Wells to improve safety.

Several system upgrades helped create a more convenient and supportive experience for families. BusMinder was launched to improve child safety and communication on buses. Bus services, including new routes, expanded to meet growing demand. Other systems have been implemented across the year, including Box of Books, the Xplore OSHC Portal, and digital enrolments through Enquiry Tracker software.

These improvements have strengthened the College's learning environments, services, and community experience, ensuring Xavier College continues to grow with purpose and care for all students and families.

Liz Polljonker

College Executive Officer



