



Xavier High School ALBURY

2014 Annual Report





1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Xavier High School continues, as a provider of Catholic Secondary Education to the families and young people of the Albury Region, to grow and develop. We are very mindful of the long tradition that our school has in Catholic education in Albury and the surrounding district. At Xavier we are blessed with energetic, positive and dedicated staff, spacious grounds and modern facilities incorporating current technology to facilitate and enhance learning.

As members of a Christian community we are called to be people of hope. I see this hope personified in our students, each one in the 'morning of their lives' and uniquely precious. We, who work with the young are privileged people.

This report endeavours to summarise for readers both general information about Xavier and particular achievements during the 2014 year.

As in any year we start out with our hopes, dreams and goals whether that be for a student commencing secondary education or one embarking on their HSC year; whether it be teaching staff setting work plans or the leadership team setting goals for the school to achieve throughout the year.

It is always a challenge to set these goals. You may have a sense of trepidation because you don't know when you set these goals as to what will help you along the way, what will hinder your progress or what will challenge you. However, when you get to the end of the year you hope that you will experience a sense of satisfaction, joy and achievement. You may have a touch of disappointment for those goals not achieved - perhaps these goals can join next year's list!

For us this year we have focussed our energies on a number of initiatives to enhance learning and teaching. The introduction of Chromebooks to our Year 7 and 8 cohorts was accepted and embraced. Our senior students have risen to the challenges study in their Preliminary and HSC courses to achieve their best. I am very pleased in the way that students from Years 7 to 12 have risen to the challenge of their studies in a very technology-based learning and teaching environment. As educators we are continually focussing on how to best assist our students to achieve their goals now and into the future.

This year our school was saddened by the passing of members of our school community - community members who still had strong links to our school. It was at these times that we were able to look at ourselves and challenge ourselves to see who we are as individuals and as a community. I am continually amazed and proud of our students and the wider community when we are able to support those around us as we journey through these difficult times.

2015 promises to be another exciting one for Xavier. The school's Leadership Team is working on programs and initiatives that will enhance the learning and teaching of your sons and daughters. We will welcome Mrs Nicole Morton to our community as Assistant Principal – Learning and Teaching and Mrs Lorraine Willis, Assistant Principal – Student Welfare. Nicole joins us from Hennessy Catholic College Young. Lorraine returns to Xavier after time in England and at Trinity Anglican College Thurgoona. We look forward to their contribution to the leadership team and the benefits of the many skills and expertise which they bring to our community.

I take this opportunity to thank Mr Dale Gleeson for his work as Acting Assistant Principal during 2014. Dale has been a great support to myself and his contributions at all levels of our school especially in the area of leadership and learning and teaching over many years is something to be valued and grateful for. I thank him.

Gavin Dykes
Principal



1.2 Message from the Parent Body

It is with great pleasure that I submit my third report as Chairman of the School Council. I would like to thank my fellow Council members for the contribution they have made over the past 12 months and the departing members and unsuccessful candidates for the interest they have shown in the school community. It is encouraging to see that we have parents in the school community that are genuinely interested in helping shape the school through their contribution at Council level.

Whilst academic achievement is a cornerstone to a successful school the development of well-rounded young adults who are ready to go out and have a positive influence in society is also critical. Being a Council member has continued to provide insights into the day-to-day running of the school community. The ability of your elected Council members to have input into the school's policy making and future direction is indeed an honor.

The past two and a half years have required us to deal with a range of issues that have been discussed at Council level. We have considered various things including, but not limited to, school capacity and enrolments, utilization of the recently completed building programs, ongoing use and funding of technology, teaching practices, school fees, class sizes, the parent-teacher interview process and staff and student issues.

At the moment as a Council we are involved in a very critical stage in the ongoing planning process for the school. The school has engaged professionals to assist in the preparation of a School Master Plan that will lay the foundations for where we want to go as a school community in the short to medium term. It involves allowing for a degree of flexibility that will allow us to adapt to change as and when necessary.

We have seen the second year of leadership from our relatively new Principal Mr. Gavin Dykes, who with the support of his executive and staff has once again done a fantastic job especially given the departure of Assistant Principal Mr. Peter Nicholls. We would like to thank Mr. Dale Gleeson for the great job he has done in his role as Acting Assistant Principal since Mr. Nicholls' departure.

Whilst it has been a steep learning curve for all involved the benefits of the new building facilities will be felt for a long time. We are continuing to explore what options are available to the school in relation to being in a world of rapidly changing technology and we are proud to have continued the concept of each student having their own device beyond the time of government funding for the same.

Once again the school is faced with the situation where we have excess enrolment applications. This reinforces the notion that we are now a school of choice.

On behalf of the School Council we wish the school students every success in their pursuit of educational excellence and in particular the Year 12 students currently studying for their HSC. We hope they achieve the results that will enable them to pursue their career choice.

Jim Suidgeest
Chairman
Xavier High School Council



1.3 Message from the Student Body (School Captains Report November 2014)

What a privilege it has been to be the School Captains of Xavier High School 2014. As we look back upon our time here at Xavier, it is clear to us that some of our fondest memories have stemmed from being your School Captains and we will forever be grateful for the opportunities that this role has created for us. From the very beginning when we received the school banner from Nicholas Clayton and Jessica Mitsch we knew that there were high hopes for the year and we could only hope that we successfully fulfilled these expectations, knowing that we gave it our very best shot.

We would like to thank the school community for helping us to grow and for being a constant support system that we could rely on for anything and everything at any time. No words could express our gratitude and we will be forever grateful for all that you have done for us. We would like to thank the staff for keeping us on track and motivated to achieve as high as we could. We are sorry we could not express our thanks during the Staff vs Students soccer match but we admire your constant attempts to fight back, despite the wet conditions and the not-so-close score (3-0). A particularly heartfelt thankyou to Mr Gavin Dykes and the entire School Leadership Team for being so welcoming and for allowing us to thrive in our leadership position.

This year we were fortunate to be offered the role of taking on the SRC and as expected we had a lot of fun alongside the help of hard working and dedicated staff members. This year the SRC ran multiple BBQ fundraisers, which included live entertainment provided by the students themselves. We have planned an 'R U OK?' day for the future and also have other exciting plans set up. The SRC couldn't have achieved all that it has without the many students involved that sacrificed their time and effort to make it work. Lastly we would like to thank the Year 12 cohort, for keeping us on our feet and for allowing us to walk away from high school satisfied with all we have achieved. We are certain that you will achieve the results that you are so deserving of and will continue to excel in all that you do.

As School Captains we have been involved in many exciting ventures including Anzac Day ceremonies, the visiting of the Chinese delegates and attending Year 7 camp. These experiences along with many others have formed memories that will remain vivid for a long time to come. We are saddened to be writing our closing report as this year has exceeded our expectations far beyond what we could have ever hoped. Although our time as Xavier School Captains is quickly coming to an end, we have no doubt that next year's captains will continue to enrich the school community and enjoy it just as much as we have.

Good luck to all with your future endeavours,

Mason Collins and Kaitlin Suidgeest
School Captains 2014



2. School Profile

2.1 Introduction

There has been a long history of Catholic education in Albury. The provision of Catholic secondary education for many years was through St Joseph's Ladies College for girls and Aquinas College for boys. It was decided in the early 1980s that the two schools would amalgamate to become a co-educational school for secondary students and in 1983 Xavier High School was formed.

2.2 Student Profile

The following information describes the student profile for 2014: (as of August 1 2014)

Girls	Boys	LBOTE*	Indigenous	Total
461	394	16	13	855

*Language background other than English

2.3 Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website <http://web.csoww.catholic.edu.au/AboutCSOWagga/Policydocuments/tabid/67/Default.aspx> or by contacting the Catholic Schools Office on 02 69370000.

2.4 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
69	-	-	69

2.5 Teacher Satisfaction

Staff meetings are conducted each week. The first twenty minutes of this meeting is an opportunity for all staff to come together for information dissemination or personal development. Backing onto this are meetings for faculty groups.



2.6 Student Attendance and Retention Rates

Year	Attendance %
Year 7	94%
Year 8	92%
Year 9	91%
Year 10	90%
Year 11	92%
Year 12	95.30%

The average student attendance rate for 2014 was 92%.

Of the students who completed Year 10 in 2012, 88% completed Year 12 in 2014.

Management of non-attendance: All absences were followed in line with expected requirements.

2.7 Student Satisfaction

The leadership structure in each of the eight Houses served to provide a density of leadership opportunities. This included the SRC – representing all Year levels and each House. A major project was the organisation of Xavier Day in Term Three - a day of celebration and involvement by all students and staff.

2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2014 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 8%.

The percentage of students in Year 11 undertaking vocational or trade training was 56%

2.9 Student Destinations

HSC students received offers across a broad range of courses to many universities. Two students gained entry to Medicine at the University of New South Wales.

HSC students received (tertiary) offers across a broad range of courses including Arts, Business, Commerce, Communications, Education, Engineering, Entertainment, Health(Radiography, Nursing, Health & Rehabilitation), Hospitality, Humanities, International Studies, Journalism, Law, Mathematics, Media, Medicine, Psychology, Science, Social Work, Tourism.

Five students received offers of Early Entry to Wollongong University with one being offered a Dean's Scholarship. At Charles Sturt University there were three offers of Early Entry and twenty conditional offers.

Three Year 10 students were nominated for the Kwong Lee Dow Scholars Program at Melbourne University with two being successful.



3. Catholic Life and Mission

3.1 Catholic Heritage

Xavier is committed to being a welcoming, compassionate and inclusive community of faith, learning, care, service and stewardship. Students are provided with opportunities to 'encounter and engage with Jesus and his message'. (Bishop Hanna's Mandate to all Involved in Catholic Schools.) In the spirit of the founding orders of the Christian Brothers and Mercy Sisters, Xavier strives to "bring good news to the poor, proclaim release to captives, give sight to the blind, let the oppressed go free and proclaim the year of the Lord's favour" (Lk 4:18). This mission is further expressed in our school motto, 'The truth will set you free'.

3.2 Religious Life of the School

The Catholic faith, life and culture of our school is evident in our regular celebrations of the Eucharist and the Sacrament of Reconciliation, in our commitment to prayer and liturgy, and in our examples of faith in action. Yet again, our year involved numerous liturgical celebrations including our Opening School Mass, Ash Wednesday Liturgy, Class Masses and liturgies, House Masses, Class Reconciliation, Remembrance Mass, the Feast of St Mary MacKillop, the Feast of the Assumption, commissioning of our Immersion Experience students and staff, Xavier Day Mass, Year 12 Graduation Mass and End of Year School Gift-Giving Mass. Our Deanery priests continue to be actively involved in the Liturgical life of our school, and are welcomed into Religious Education classes and special celebrations. All of these celebrations saw great involvement and cooperation from a large number of our students, including our school and house leaders, all of whom should be commended on their efforts.

3.3 Catholic Worldview

Our committed RE staff have continued to deliver the formal RE program with enthusiasm across Years 7-12 in 2013. The '**Sharing Our Story**' syllabus is implemented in Years 7 – 12, while the Board of Studies developed course, **Studies of Religion**, is also offered to our Preliminary and HSC students (Years 11 and 12). Part of this course includes the depth study of Christianity which the students have found both challenging and interesting. All of our Religious Education courses aim to draw forth a deeper understanding and appreciation of the Catholic faith tradition, and we look forward to the continuing learning opportunities these courses offer in the future.

Students in Years 7-11 have experienced opportunities for prayer, discussion and reflection as part of their Reflection and Spirituality Days this year. A feature of these experiences has been that senior students at Xavier have taken active leadership roles in these programs. Feedback from these events has strongly endorsed the value and importance of these initiatives in actively supporting the Catholic Identity and Religious Education program at Xavier.

Additionally, our **Year 12 Retreats** took place this year and were facilitated by a highly committed staff team. The students reflected on their lives, and hopes and fears for the future. The students found it to be an exceptionally life-giving experience and they returned content and strengthened in their understanding of their emerging spiritual journey. This year we have again focused on active faith witness including participating in the Indigenous Community Immersion Experience, and the St Vincent de Paul Society Youth team (incorporating 'Mini Vinnies'). It is clear that these experiences are fostering within our faith community a deep desire to put faith into action.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#)† which is implemented by all systemic schools in the Diocese.

Of the sixty nine teaching staff twenty one are involved in teaching religious education in the classroom and all teaching staff are formally involved in the vertical pastoral care structures which incorporates active ministry of students.



4. Pastoral Care

Pastoral Care is an integrating concept. It does not happen only in a formal pastoral program, but it underlies much of what the school does and the way it does it. It embraces the relationships between families, students, staff, administrators, community agencies and church. We are all invited to belong and to contribute to the school community.

The focus of the Pastoral Care Policy, in this format, is directed at the students.

4.1 Diocesan Policies

The Diocese of Wagga Wagga has established [Pastoral Care Policy†](#) and [Safe Schools Policy†](#) which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Over the course of the year Teach More Manage Less continued across all levels of the school. On-going monitoring and modifications were considered and adjustments to the procedures made.

4.3 Pastoral Care of Families

Both formal and informal support structures exist for families within the Xavier community. A School Counsellor is available to consult with students and parents in relation to any pastoral issue. House Co-ordinators, Assistant Principal and Principal all work closely with parents during the year to provide whatever support is required in relation to issues concerning their sons and daughters. External agencies from the community are engaged as needed.

4.4 Resolving Issues

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy†](#) which is implemented by all schools in the Diocese. The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Work, Health and Safety

Each school is required to implement and comply with the Diocesan School System Work, Health and Safety Management System (WHS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

Xavier High School staff continue to ensure a comprehensive curriculum is delivered in a vibrant and enthusiastic manner. We pride ourselves on the professional manner in which all aspects of school life are managed. Our results and student outcomes reflect this approach.

Staff consistently go above and beyond what is expected to ensure our students are given a broad range of opportunities both within and outside the classroom.

As we move to a National Accreditation Scheme for teachers, the new AITSL standards offer direction for future professional learning for teachers to maintain the high standards we aspire to.

5.1 Quality Teaching and Learning

The changes to the physical learning environments at Xavier are just part of the significant reconsideration of how we as educators can best serve the learning needs of our students. The redesign and refurbishments mirror the reconsideration of pedagogy required to engage and allow for academic success of all students at Xavier.

Current educational research demands that we plan for a strong student-centred focus in our classrooms, pursuing inquiry based learning that empowers and encourages students to take greater control and responsibility for their own learning.

Such an approach recognises and re-values the day to day learning of the classroom, offering students a clear understanding of the learning intentions and success criteria that each lesson/topic pursues. A stronger emphasis on assessment 'For' and 'As' learning also offers teachers the opportunity to individualise feedback and offer students many more opportunities to suggest achievement of learning outcomes. A move towards reporting processes that are more regular and accessible for parents is demanded and currently being considered.

Teachers play a range of roles in this process, moving between explicit teaching to become a facilitator of learning, choosing appropriate points of intervention in the teaching and learning cycle. When appropriate the 'teaming' of teachers will lend itself to offering students a greater range of expertise and experience from which to draw their understanding.

Learning will be assisted through the considered use of technology. Schoology, a common learning management system is currently being implemented, offering familiarity and consistency to advance the assistive nature of technology in teaching and learning.

As students learn to reflect on their learning and recognise how to better manage their own academic performance, they become more capable of a more independent approach that offers greater control over their own levels of achievement.

Summative assessment will continue to play its role in assisting teachers to use evidence of student learning to assess achievement against the learning outcomes and standards.

Xavier staff has pursued considered professional learning to inform them and bring them to this exciting point where they are now applying their knowledge and skills in learning spaces that offer opportunities that traditional classrooms did not.

5.2 Student Achievement

2014 was the sixth year of the National Assessment Program – Literacy and Numeracy (NAPLAN). Several points should be noted:

- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.
- In the 2014 cohort, there were 149 students in Year 7 and 150 students in Year 9.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 7 and Year 9. In Year 7, the highest band that a student can achieve is Band 9. In Year 9, the highest band that a student can achieve is Band 10.



Comparison of student performance to National performance:

YEAR 7 – 142 students completed the tests

	Xavier	State
Reading	570.1	549.4
Writing	513.5	512.7
Spelling	549.0	552.8
Grammar & Punctuation	558.4	549.8

	Xavier	State
Number & algebra	548.5	551.9
Space & Geometry	553.9	552.2
Numeracy	551.3	552.3

YEAR 9 – 144 students completed the tests

	Xavier	State
Reading	572	586
Writing	535	548
Spelling	574	590
Grammar & Punctuation	560	578

	Xavier	State
Number & Data	577	599
Measurement & Geometry	579	595
Numeracy	578	597

Higher School Certificate

Band 5 and 6 by course (HSC 2014)

Course	Band 5	Band 6
Ancient History	1	0
Biology	7	0
Chemistry	3	0
Community and Family Studies	11	4
Design & Technology	1	0
Drama	3	0
English Standard	0	0
English Advanced	6	0
English Extension 1	3 (E3)	0 (E4)
English Extension 2	0 (E3)	0 (E4)
Industrial Technology	1	0
Legal Studies	2	0
Mathematics General 2	12	2
Mathematics	3	1
Mathematics Extension 1	4 (E3)	0 (E4)
Modern History	1	0
Music 1	4	1
PDHPE	8	2
Physics	2	1
Senior Science	1	0
Society and Culture	4	0
Studies of Religion 1	13	4
Studies of Religion 2	3	0
Visual Arts	15	2

Our Dux of 2014 achieved the score of 95.85.



Of the 2014 HSC cohort 95% of those who applied for a University place were successful

HSC students received (tertiary) offers across a broad range of courses including Arts, Business, Commerce, Communications, Education, Engineering, Entertainment, Health(Radiography, Nursing, Health & Rehabilitation), Hospitality, Humanities, International Studies, Journalism, Law, Mathematics, Media, Medicine, Psychology, Science, Social Work, Tourism.

Five students received offers of Early Entry to Wollongong University with one being offered a Dean's Scholarship. At Charles Sturt University there were three offers of Early Entry and twenty conditional offers.

Three Year 10 students were nominated for the Kwong Lee Dow Scholars Program at Melbourne University with two being successful.

5.3 Extracurricular Activities

There are a broad range of extracurricular activities students are involved in. These include subject related excursions, Year level Retreats, extensive sporting activities and cultural events, St Vinnie's Youth Group and regular blood donations to the Red Cross Blood Bank. Students also have the opportunity to take part in Immersion Programs to central Australia (Yeundumu and Santa Teresa) and north west New South Wales (Moree).

5.4 Professional Learning

Staff professional development continues to be a major focus in the area of use of technology to enhance teaching pedagogy. Schoology was formerly adopted as the school's Learning Management System. Key Learning Areas fostered skills specific to their needs while whole staff gatherings continued to enhance the manner in which technology was used to consolidate student learning.

A focus on team teaching, formative assessment and Inquiry-based learning continues with the benefits of having specialist teachers combine their expertise to enhance the learning environments for students.

Additionally there were many and varied activities individual staff accessed throughout the year.



6. Strategic Initiatives

6.1 2014 Priorities and Achievements

- Introduction of Chromebooks to students in Years 7 and 8
- increased student and parent accountability – use of Schoology Learning Management system in Year 7
- goal setting sessions incorporating parent, student and House coord
- extra formalised study opportunities at school for HSC students
- information evenings for parents in early term 2 to prepare parents for HSC trials and exams
- greater emphasis on deCourcey analysis with KLA and HSC discussions
- KLA action plan for improving HSC results with and beyond deCourcey analysis
- guest speakers to assist in the motivation of HSC students eg Margaret Court
- HSC teacher meetings focussing on whole group cohort
- bringing in external examiners to free up teachers during HSC exam periods
- professional learning communities
- Improved website design and appointment of website manager
- two successful parent evenings (organised by Parent Liaison Group) focussing on
 - google docs, research and schoology
 - supporting students in their learning; mental health; bullying – prevention processes

6.2 2015 Priorities and Challenges

Strategies to be considered (but not limited to)

- Increased student and parent accountability through the use of the Schoology Learning Management system across Years 7 to 12
- Professional Learning Plans for all staff
- Parent Evening – “Building Strong” – an initiative of Parent Liaison Group
- Parent and student login portal on Xavier website
- Maintain commitment to
 - Whole school literacy and numeracy
 - DeCourcey analysis
 - Teach More Manage Less
 - @Xavier Project
- Best use of teaching space for collaborative learning
- Commitment and expansion of online reporting Years 7 to 12
- On-line enrolment process for Year 7
- Implementation of Instructional Coaching
- Progression of School’s Master Plan
- Provision of admin support to those in leadership positions



7. Parent Participation

Parent involvement in the life of the school is encouraged at all levels. It is recognised that higher levels of parental involvement promotes student learning.

7.1 Introduction

Parents are involved in the governance of the school through the elected members of the Advisory School Council and the open membership of the Parents' & Friends' Association. Both groups meet on a regular basis.

The P&F work industriously to raise valuable funds for the school – contributing to additional resources for our school. They also provide valuable assistance at school activities – eg House BBQs

The School Council has been closely involved in the continued development of the grounds, building and infrastructure.

7.2 Parent Satisfaction

The continued strong demand for places at Xavier is an indicator that parent satisfaction is generally high.



8. Financial Report

