



Xavier High School ALBURY

2009 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 region. 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 young are privileged people.**

This report endeavours to summarise for readers both general information about Xavier and particular achievements during the 2009 year.

1.2 Message from the Parent Body

The year 2009 has seen a continuation of the development of Xavier High School, in terms of both the academic and physical environments.

The commissioning of an additional resource area in the Industrial Technology building has given staff and students a much improved facility which ranks with the best anywhere in our region. The addition of an **outdoor hardcourt facility next to the stadium has further enhanced Xavier's wonderful sporting facilities.**

The recent upgrade to the 200 quad area, has made a previously stark area into an inviting and pleasant environment. This has been achieved through additional funding received from the Federal Government. Another Government grant has enabled the school to have the brickwork at the front of the school rendered and painted, which we are confident will make the school look like new.

The school's academic and cultural achievements continue their strong contribution to the school community. The students have achieved excellent results in the Year 10 and 12 external assessments, and have participated in a wide variety of interschool and community competitions.

There has also been a recent visit to China by members of the school and School Council with a view to fostering closer ties with the Jianjin High School in Nanping. This we hope will further broaden the cultural and life experiences open to our students.

The combination of an improved physical environment and the hard work and excellent results achieved by staff and students make Xavier High School an attractive and dynamic Christian community for Albury.

Chairman
Chair of School Board.

1.3 Message from the Student Body

We have attended many functions on behalf of the school, all of which we have enjoyed immensely. We were proud to represent our school to different groups and organisations of society, from the ABC Forum where they valued our **younger people's voice to ANZAC Day where we represented the school three times** through laying wreaths. We and a few other Year 12 students went to the Dawn Service which was a first for us. Yes, it was early, but it was something we will never forget and was truly amazing.

One thing that we have enjoyed immensely was working with the SRC. This year we had to take control and conduct and guide them through issues and choices. We believed we could and we have done so to our greatest ability. The SRC has raised a considerable amount of money which they have donated to the **Bhutanese people in Albury, the Women's Refuge and the Australian Red Cross Vampire Shield.** This year's SRC was amazing in their readiness to attend meetings and offer their opinion. We created a SRC suggestion sheet, planned the Year 7-9 Disco, had coloured clothes days, had SRC members bravely going up in front of the school and talking at assembly. The biggest event was Xavier Day; their organisation of that has been admirable. We are very proud to say that we got to work with the 2009 SRC representatives and will never forget any of them.



A profound thank you must be given to the teachers at Xavier. On behalf of the entire Year 12 group, we thank you for teaching and guiding us throughout our time at Xavier and contributing to the people that we have become. It is the friendship that has been bestowed upon us as students that has become increasingly important as we have progressed through our school life. There was a firm hand when required and at times some honest truths were told, but the teachers have always been a group of people with our best interests at heart.

Being school captains has been an honour for us.
2009 School Captains



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 2009:

Girls	Boys	LBOTE*	Indigenous	Total
375	353	6	0	728

*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
62	0	0	62

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 92.5%.

2.6 Teacher Satisfaction

For the first time in many years the Staff was involved in a two day residential in July. Time was devoted to recognising and celebrating staff work. There is a staff energy and motivation for change and a desire to identify a priority and to follow it through. The priority revolved around creative structures to increase engagement of our students and it seemed that IT could play a significant role in that engagement. There is cause for staff to be tremendously confident in the future of Xavier – clearly there was faith in each other and in what we do.



2.7 Student Attendance and Retention Rates

YEAR	Average student attendance rate (%)
Year 7	99.64%
Year 8	93.59%
Year 9	94.76%
Year 10	92.48%
Year 11	91.81%
Year 12	91.17%

The average student attendance rate for 2009 was 93.91%.

Of the students who completed Year 10 in 2007, 66% completed Year 12 in 2009.

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

2.8 Student Satisfaction

The extended 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. The major project was the organization of Xavier Day in term three. A day of celebration and involvement by all students and staff.

2.9 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2009 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 24%.

2.10 Student Destinations

Year 12 students received 37 offers from NSW tertiary institutions and 24 offers from Victorian institutions. Offers included Animal & Vet Bioscience, Pharmacy, Nursing, Podiatry, Arts / Law, Occupational Therapy and Biomedicine. 55% of the Year 12 class were offered places at tertiary institutions and the other 45% moved into employment.



3. Catholic Life and Mission

3.1 Catholic Heritage

The life of the school is based on Gospel values where the worth of the individual is recognised regardless of ethnic background, academic ability or social opportunity. This diversity of characteristics is viewed as an opportunity for richness.

The formation of students in Catholic discipleship is pursued in light of the heritage of both the Christian Brothers and Sisters of Mercy. Central is our motto "The truth will set you free."

3.2 Religious Life of the School

The school year at Xavier commenced with all students and staff attending Mass celebrated by our Chaplain. During Term One, House Masses and meals were held in the evenings as an opportunity for families and staff to develop stronger ties. Liturgies are held to recognise Ash Wednesday and Easter. Mass is celebrated in Term Three to celebrate Xavier Day and recognise our founders. Mass is also conducted for our Year 12 graduating class and their families in November and the general school population at the end of the year. Class Masses are held throughout the year. RE Teachers organised the theme with their classes and Mass held within scheduled classes in the Mercy Chapel.

The particular seasons of the Church and its Holy Days are recognised in each of the Religious Education classes. The Mercy Chapel is used regularly by classes as part of the routine Religious Education curriculum.

3.3 Catholic Worldview

Xavier has continued to offer the Religious Education Program adopted by the Wagga Wagga Diocese – "Sharing Our Story". Additionally students undertaking the Preliminary HSC Course and HSC Course were able to choose either the Studies of Religion Course or the Sharing Our Story Course.

Students in Year 11 and 12 attend a three day Retreat as part of their experience at Xavier.

As a Catholic school, Xavier has the particular task of presenting quality education as an expression of the Catholic world view. We therefore seek to offer opportunities to apply that world view to all aspects of school life and life outside of school. Through the House System students raise funds for overseas missions. Significant donations were made to each of Mercy Works, Christian Brothers and Caritas Australia.

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 60 teaching staff 24 or 40% 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 or 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 staff were involved in professional development involving the adoption of Restorative Practices. This included whole staff days and follow-up with middle management professional development days.

A Staged Student Management System was developed to encourage students to be more responsible and classroom teachers to manage their classrooms more effectively with support from the various co-ordinators.

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 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS 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 OHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS 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.

5.1 Quality Teaching and Learning

- See comments in the Professional Learning Section

5.2 Student Achievement

2009 was the second 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 2009 cohort, there were 123 students in Year 7 and 144 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.

Xavier students performed in NAPLAN with the following results:

Comparison of student performance to National performance:

YEAR 7 – 123 students completed the tests

	<i>Xavier</i>	<i>National</i>
Reading	557	541
Writing	543	532
Spelling	557	540
Grammar & Punctuation	563	539
Overall Literacy	553	542

	<i>Xavier</i>	<i>National</i>
Number & algebra	558	550
Space & Geometry	560	552
Numeracy	559	544

YEAR 9 – 144 students completed the tests

	<i>Xavier</i>	<i>National</i>
Reading	585	580
Writing	543	569
Spelling	557	576
Grammar & Punctuation	563	574
Overall Literacy	578	578

	<i>Xavier</i>	<i>National</i>
Number & Data	608	599
Measurement & Geometry	605	597
Numeracy	607	589



School Certificate

One hundred and thirty five students completed the external exams in English, Mathematics, Science, History , Geography and Computer Skills. Results are expressed in Bands from 1 to 6. Six being the higher end results.

Students at Xavier achieved Bands 4,5 or 6 in the following percentages:

English – 81.5%

Mathematics – 52.58%

Science – 77.02%

History – 56.28%

Geography – 65.92%

Computer Skills – 97% were either competent or highly competent.

Higher School Certificate

The Year 12 class generally met the high expectations with very satisfying results in 2009.

Band 6 (marks over 90%) were achieved in Biology, Business Studies, Community and Family Studies, Industrial Technology, General Mathematics, PD/Health/PE, Physics, Studies of Religion I, Studies of Religion II and Metals & Engineering. 21 Band 6 results were achieved.

Courses in which the statewide mean was exceeded included Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, English Standard, Industrial Technology, General Maths, PD/Health/PE, Senior Science, Studies of Religion, Visual Arts, Metal & Engineering and Retail Services.

5.3 Extracurricular Activities

Formally signing a Memorandum of Understanding with sister school Jianjing High School Nanping China. Then followed arranging email pals for those Year 8 students at Xavier with peers from our sister School.

Xavier students were particularly active in the Australian Red Cross Blood donations and placed seventh in the state compared to 400 high schools in the number of donations given.

Success in the area of sport continued during the year with the Senior Girls Basketball Team winning the NSW All Schools title, the Xavier Athletics and Cross country teams won the BISSA titles.

5.4

Professional

Learning

The dominate professional learning activity was a two residential in-service held in July. Outcomes were:

1. Recognising and celebrating our work – highlighting what we do, we do well
2. We spent time together, we enjoyed each others company and we came to know each other better – our sense of team was enhanced
3. There is a staff energy and motivation for change, a desire to identify a priority and to follow it through. The priority revolved around creative structures to increase engagement of our students and that IT will play a significant role in that engagement.

It was apparent there is cause for us to be tremendously confident in the future of Xavier – because we can have faith in each other and in what we do.

Other Professional Learning for all staff included Literacy training and input relating to Restorative Practices



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

- Conduct two day staff residential in-service to consider priorities for school development
- Expend BER funds – security fencing, rendering of external walls of buildings and landscaping of 200 quadrangle
- Implementation of class Masses and reconciliation
- Implement “Being Good News” for Year 7 and “Raising The Bar” for Year 8
- Review of TAS KLA
- Review of current Timetable structure
- Implement “Stepping Out” Literacy Program
- Continue to implement Curriculum Alignment
- Unpack and promote NAPLAN results
- Increase the number of electronic white boards in classrooms

6.2 2010 Priorities and Challenges

- The Arts KLA will be reviewed
- Refinement of the Staged Student Management System
- Exploration of ways to increase the level of student engagement – particularly curriculum and structures for Years 8/9
- Implementation of the 1 to 1 Computer Program for Years 9 - 12
- Multi – skilling of Support Staff
- Provision of laptops for all staff
- Construct new Administration / Office area



7. Parent Participation

Parent involvement in the life of the school is encouraged at all levels. It is recognized 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 – recently contributing to funding the hard surface sports court.

The School Council has been closely involved in the continued development of the grounds and planning for future building projects. This included the expenditure of the B.E.R. funds which provided security fencing, rendering of the external façade of the school and landscaping of the 200 quadrangle.

7.2 Parent Satisfaction

The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction our community has with Xavier High School.

Towards the end of the year a sample of families were surveyed and from the twenty-five respondees the following results were obtained.

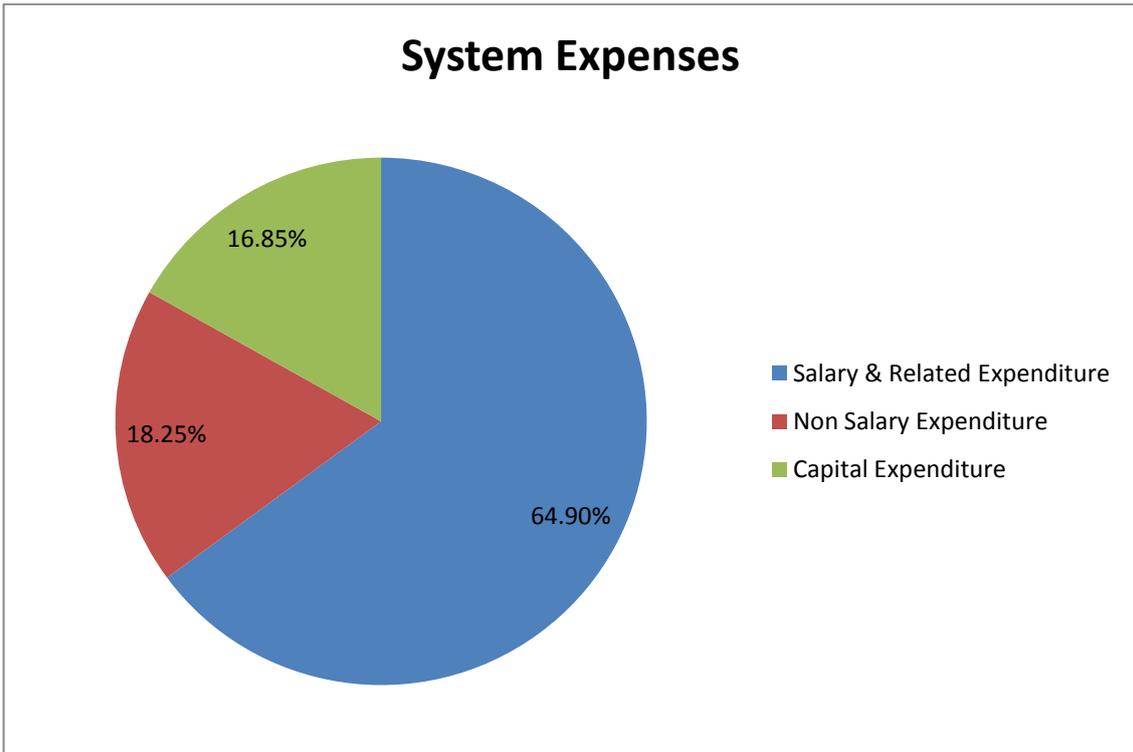
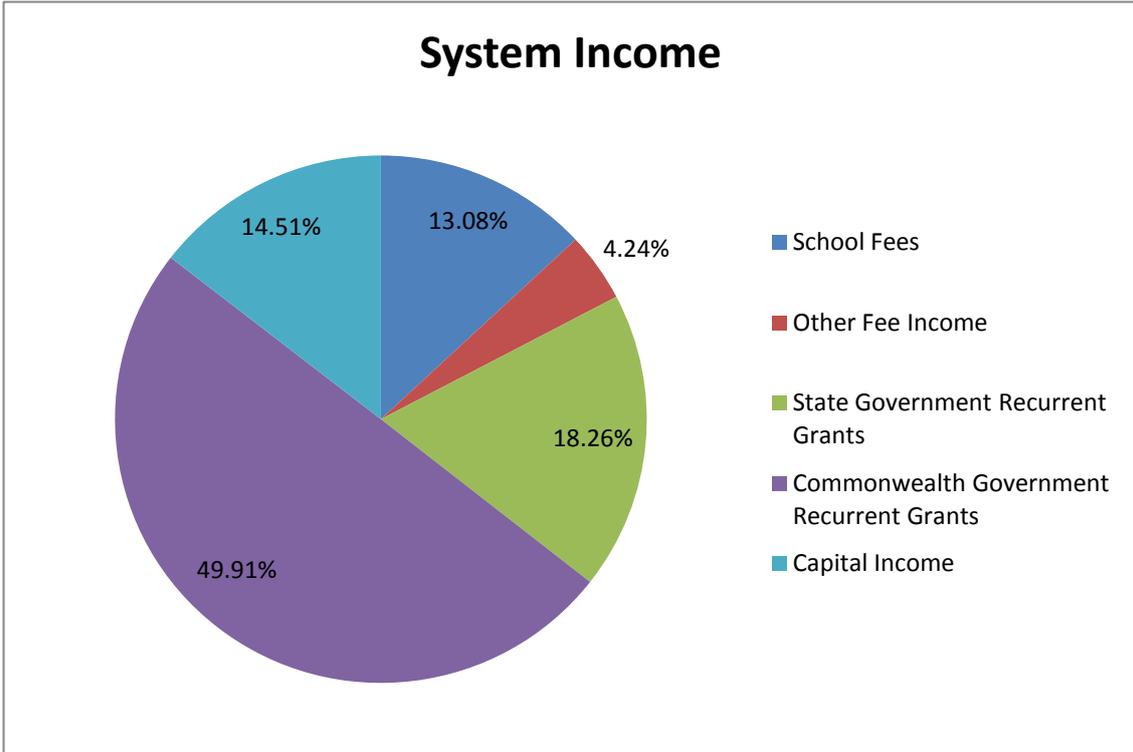
Parents

My child (son or daughter) is usually happy at Xavier High School

Strongly Agree	Agree	Disagree	Strongly Disagree
50%	50%	0 %	0 %

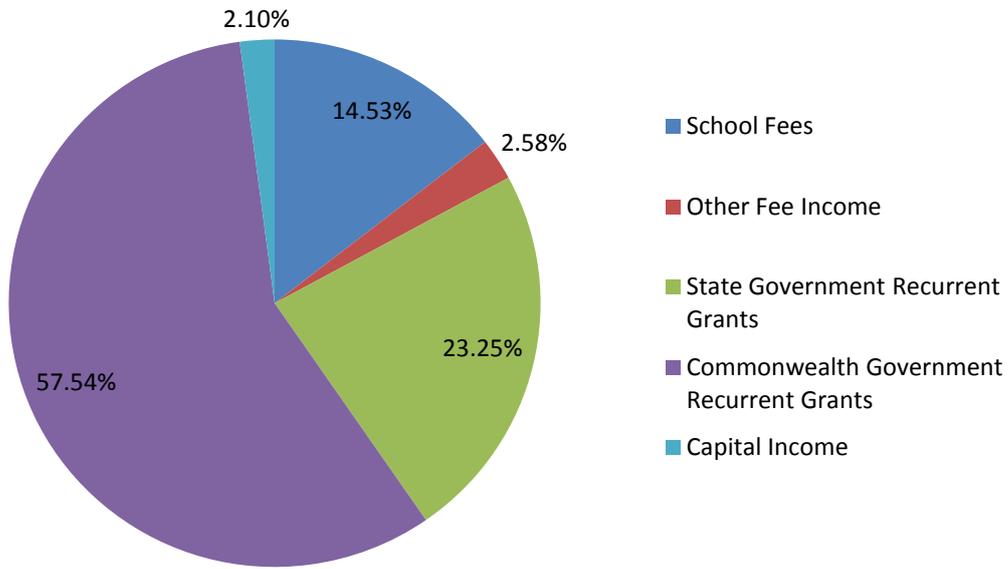


8. Financial Report





School Income



School Expenses

