

Xavier
High School
ALBURY

2012
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 2012 year.

(taken from Principal' Report printed in the 2012 School Magazine)

Thank you for welcoming me as a guest to Xavier High School for 2012. I very much enjoyed my time, and leave full of admiration for this school community.

Thank you to all who worked hard to realise the goals of Continuing the Adventure: Bishop Hanna's Mandate to all Involved in Catholic Schools. In this work you responded to Bishop Hanna's invitation to all in Catholic schools to join him in bringing good news to the poor, proclaiming release to captives, giving sight to the blind, letting the oppressed go free and proclaiming the year of the Lord's favour. While not usually undertaken in the literal sense, this work begins with a showing of kindness and compassion, and a commitment to satisfying the unique and particular needs of individuals in our school and wider community. People I saw doing this work included students, parents, teachers, support staff, clergy and friends of the school.

Rather than recall each memorable occasion of the year, our school magazine documents the opportunity, diversity and excitement encountered as we negotiated the year as the Xavier High School community.

I wish incoming Principal Gavin Dykes all the best. Gavin has visited the school and worked with the Executive on planning for 2013 and beyond. He is well-placed and highly qualified to pursue strategic intents of the Catholic Schools Office and Xavier High School. Gavin has expressed a great enthusiasm for continuing our strategic focus on teaching and learning, Catholic life, digital pedagogy, and quality assessment and feedback.

..... I am returning to Wagga Wagga as Principal of Kildare Catholic College in 2013. In this brief space I can give a collective thank you to students, parents, staff, P&F, Executive, School Council, and School Captains, for the individual support and assistance given to me and for the collective commitment to Xavier High School and its mission of quality teaching and learning in the Catholic setting.

1.2 Message from the Parent Body

It is with great pleasure that I submit my first report as Chairman of the School Council. I would like to thank my fellow Council members for having elected me to the role and for the contribution they have made to Council. As a Council we would like to acknowledge the work of our predecessors and thank them for the great work they have done.

Our children's happiness and education are a high priority and with four children currently at the school, my professional background and Xavier in the process of building the multi-purpose facility, I saw it as an ideal opportunity to join the Council to have some input into the school's policy making and future direction.

The past 6 months have been an eye-opener for me in regard to the range of issues that are discussed at a Council level. We have considered various things including but not limited to school capacity and enrolments, building programs, appropriate use of technology, school uniforms, teaching practices, school fees, class sizes, parent-teacher interview process, staff and student issues etc.

Knowing the diverse range of occupations and relative experience our children's parents have we would encourage a greater involvement by them on the Council. The more experience and diversity we have, the more likely we are to consider issues from a broader range of perspectives.



These are indeed exciting times for the school. Needing to appoint a new principal, building a major new facility and living in a world of rapidly changing technology bring with it major challenges that we need to address.

We have the advantage of strong foundations laid down by our predecessors. Rather than maintain the status quo I ask that we continually question convention. "It is impossible to discover new oceans if you are unwilling to leave the shore". With this in mind, I would like to extend a special thanks to Rod Whelan, who in his role as Acting Principal, with the support of his executive and staff, has done a fantastic job.

Chairman
Chair of School Council

1.3 Message from the Student Body (School Captains Report November 2012)

Here we stand, in our Year 12 jumpers with the sporadic red stripe, ready to walk out of the gates of our beloved Xavier High School, forever. It feels like yesterday that we were up on stage presenting our speeches for the school body, hoping to try and be inducted and now we're all almost done, in our final weeks with thoughts of Graduation, future plans and fears ahead of us.

We certainly had a colourful start – receiving the school banner at the Graduation of the class of 2011 in the Holy Spirit Church from our predecessors Chris Maher and Abbey Bahr – with Tara catching the ropes hanging off the side of the banner on a pew and waving the tassels very near the school candle, and myself missing, down the pews, when we were meant to start the procession. We'd like to think we have gradually become more eloquent in our roles, learning the grace it takes to lead a student body. Despite this, Harry's infamous phrase - "wing it" - has certainly been well implemented the whole way. From our very first role of handing out sausages at a barbeque to raising money for a staff member whose house had flooded, to the honour of representing our school, town and country by reading the Ode at the Dawn Service on ANZAC Day, we've had so much fun and gained so many experiences.

We've been involved in the setting up of the very first Captain's Council of Albury, ensuring communication between schools, sharing experiences and different leadership systems that could be introduced to better our schools. We've had the honour of tea with Her Excellency Professor Marie Bashir, acting Governor-General of Australia, where Haz made a very big impression and has remained in contact since – designing programs to help the indigenous population of Australia, inspired by his Yuendumu immersion. We've been inspired by many great people whom we have had the honour of meeting and we hope that we have passed on this sense of empowerment of knowledge and experience to our peers and student body at Xavier High School.

And if we've failed at everything else we can always hold on to the fact that we delivered on our promise of beating the staff in the Staff v Students soccer match (3-1)!

It makes us very proud to say that we've had a very hard job finding things to change this year. We couldn't have asked to captain a more friendly, cohesive school, with great staff-student relations.

We'd like to personally thank Rod Whelan, for the amazing job he has done. We were elated when we met someone with such a mind open to change. Along with our wonderful SRC team and Peter Nicholls we've had great opportunities to work towards bettering our Xavier High community and facilities. We're proud to say we've been a big part in implementing the new building soon to come, even if we are going to miss it being built. We hope students in years below us and to come all enjoy it. We always have a bit of a joke that our legacy has seemed to be the great feat of bringing hand soap into the toilets, which was received with a very melodramatic cheer.

We'd like to say a big thank you to all of our peers. Ever since we all walked through those big bus bay gates, before shade cloths, 800 or 200 quads, hard courts or our gardens even existed – back when there was a giant tree in the middle of school street and the big Year 12 sat on football grandstands – we've all seen so much change together and grown up into the people we are now, guided by the wonderful influences we have known as our parents, but also the staff.

We definitely would like to thank all of the wonderful staff at XHS for their devoted time looking over



drafts, discussing plans, and just being a great support network in general for setting us up for our futures. Many friendships have been made, and that is reflective of the great cohesive nature of people at Xavier that we are all proud of. Parents, we would also like to thank you, for the supplying of comfort food, advice, places to study, motivational words and patience when at times our attitudes may have not been deserving of such.

As we all set off into our new paths to Uni, work, TAFE or even just to hibernate for a year and catch up on some much needed sleep, we'll each take our Xavier experience with us and keep the skills and friendships we've made by our side, ready for upcoming hurdles and challenges.

Xavier High School Class of 2012, good luck in all of your endeavours.

Yours sincerely
School Captains 2012



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 2012: (as of August 9 2012)

Girls	Boys	LBOTE*	Indigenous	Total
425	359	10	6	784

*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
60	0	0	60

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 98%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 93%.

2.6 Teacher Satisfaction

Staff meetings are conducted each week. As part of the meeting there is the opportunity for any staff member to list general business. Backing onto these meetings are regular Staff Forums which once again are opportunities to raise and discuss any issue.



2.7 Student Attendance and Retention Rates

Year	Attendance %
Year 7	89.46%
Year 8	87.22%
Year 9	86.75%
Year 10	82.72%
Year 11	85.73%
Year 12	77.26%

The average student attendance rate for 2012 was 85.5%.

Of the students who completed Year 10 in 2010, 80% completed Year 12 in 2012.

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 organisation 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 2012 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 5.2%.

The percentage of students in Year 11 undertaking vocational or trade training was 6.9%

2.10 Student Destinations

The ninety six HSC students have received seventy offers across a broad range of courses including Accounting, Marine Science, Audio Production, Management, Marketing, Biomed Science, Business, Sports Management, Sports Journalism, Civil Engineering, Construction Management, Teaching, Nutrition, Graphic Design, Health and Rehabilitation Science, Medical Science, Nursing, Occupational Therapy, Physiotherapy, Podiatry, Psychology, Science, Social Work and Tourism.



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 were held to recognise Ash Wednesday and Easter. Mass was celebrated in Term Three to celebrate Xavier Day and recognise our Founders. A Mass of Remembrance is also celebrated in Term 3. Mass was 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 were held throughout the year. RE Teachers organised the theme with their classes and Mass was held within scheduled classes in the Mercy Chapel.

The particular seasons of the Church and its Holy Days were recognised in each of the Religious Education classes. The Mercy Chapel was 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 Years 11 and 12 attended 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. A group of students accompanied by two staff member travelled to Yuendumu (Northern Territory) for an immersion experience – assisting the local people and appreciating the differences in lifestyle.

Through the House System students raised funds for overseas missions. Significant donations were made to Catholic Mission, Caritas Australia and Mercy International.

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 teaching staff twenty one or 35% 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 the Staged Student Management System was implemented 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.

5.1 Quality Teaching and Learning

See comments in the Professional Learning Section (page 10 section 5.4).

5.2 Student Achievement

2012 was the fourth 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 2012 cohort, there were 144 students in Year 7 and 166 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 – 141 students completed the tests

	<i>Xavier</i>	<i>State</i>
Reading	538.8	546.7
Writing	514.9	521.1
Spelling	532.3	555.4
Grammar & Punctuation	538.7	552.7

	<i>Xavier</i>	<i>State</i>
Number & algebra	522	545.5
Space & Geometry	525.2	543.3
Numeracy	522	545.6

YEAR 9 – 164 students completed the tests

	<i>Xavier</i>	<i>State</i>
Reading	575.8	579.5
Writing	552	557.5
Spelling	575.8	586.5
Grammar & Punctuation	570	578.8

	<i>Xavier</i>	<i>State</i>
Number & Data	584.1	596.8
Measurement & Geometry	585.6	592.4
Numeracy	584.9	594.8



Higher School Certificate

The HSC class of 2012 achieved twelve Band 6 results across seven subjects and one hundred and twenty three Band 5 results across 23 courses. Thirteen students achieved an ATAR in the 90's.

Our 2012 Dux achieved the score of 92.4

The ninety six HSC students have received seventy (tertiary) offers across a broad range of courses including Accounting, Marine Science, Audio Production, Management, Marketing, Biomed Science, Business, Sports Management, Sports Journalism, Civil Engineering, Construction Management, Teaching, Nutrition, Graphic Design, Health and Rehabilitation Science, Medical Science, Nursing, Occupational Therapy, Physiotherapy, Podiatry, Psychology, Science, Social Work and Tourism.

5.3 Extracurricular Activities

There are a broad range of extracurricular activities students are involved in. These include subject related excursions, Year level Retreats and camps, extensive sporting activities and cultural events, St Vinnie's Youth Group and regular donations to the Red Cross Blood Bank.

5.4 Professional Learning

The National Secondary Schools Computer Fund provided students in Years 9 to 12 with netbook devices. Staff professional development continued to be a major focus in the area of use of technology to enhance teaching pedagogy. 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 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 2012 Priorities and Achievements

- Preparation for the National Curriculum
- Immersion experience to Yuendumu for six students and two staff
- Completion of NSW Board of Studies Registration & Accreditation
- Construction of buildings to replace portable classrooms (continuing)
- Construction of Trade Training Centre
- Appointment of Technology & Digital Learning Coordinator
- MORE Project – inclusive education
- Professional Learning Plans for all staff
- Focus on pedagogical improvement in areas of student and staff collaboration via action research using student centred model (Ross Todd)
- Staff training in Teach More Manage Less
- Ipad training to promote use of technology by staff in class room
- On-line booking system for Parent/Student/Interviews

6.2 2013 Priorities and Challenges

- Formation of Faith and Service Team
- Develop a whole school approach to Spirituality and Formation
- Staff Spirituality Day to support the whole school approach to faith formation
- Review current timetable structure
- Completion of new learning spaces
- Utilising new teaching spaces to enhance teaching and learning
- Continued coaching conversations and Professional Learning Plans for new staff and staff who did not complete a PLP in 2012
- Continue professional development on Teach more Manage Less
- Continue professional learning focus on quality formal assessment
- Continued focus on pedagogical improvement in areas of student and staff collaboration via action research using student centred model (Ross Todd)
- Professional Learning Plans for all staff
- Review the Stage Student Management Policy
- Further develop teachers use of data for improving literacy and numeracy
- NAPLAN analysis at a school and classroom teacher level
- Investigate strategies to improve HSC results
- Review and refine digital pedagogy plan objectives
- Prepare for the implementation of the Australian Curriculum in 2014
- Further staff training in Teach More Manage Less
- Further Ipad training to promote use of technology by staff in class room
- MORE Project – focus on student centred, purposeful assessment and use of language



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 outdoor furniture.

The School Council has been closely involved in the continued development of the grounds, building and infrastructure. This included the construction of the Trade Training Centre and classroom building to replace the portable classrooms currently in use.

7.2 Parent Satisfaction

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



8. Financial Report

