



Xavier High School ALBURY

2013 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 2013 year.

(Taken from Principal' Report printed in the 2013 School Magazine)

I would like to take this opportunity to thank the many people who have made this year a memorable one. In my first year as Principal I have been fortunate to meet many of you, and am very humbled by the way you have welcomed me, whether staff or student, parent or guardian.

Xavier High School is first and foremost a vibrant Christian community. The Gospel values seen through the lense of the charism's of the Sisters of Mercy and Christian Brothers are borne out in every interaction, every smile, every time we act when we see injustice. Our community is therefore a witness to the life of Jesus. I see this witness, played out every day in the lives of our students and staff as they strive for their best not only in the classroom, but in how they relate and treat each other. As the leader of this school I am extremely grateful to be able to continue to assist in realising our mission of "The Truth will set you free". In right-relationship, truth will always bring freedom, life and love.

At times being Principal takes me away from the face to face interactions with students in the classroom and whilst in the second half of the year I was able to teach a class, it has been the retreats and camps where I have meet the real "Xavier" spirit of our students. I have been continually struck by the integrity, the openness and the generosity of spirit that our students continually display. As parents and carers, you should be very proud of the sons and daughters you give us the privilege of working with. Thank-you for your trust in us!

Similarly the staff at Xavier, are not only committed to serving the needs of students - spiritually, academically, physically and emotionally; they are continually in pursuit of the best from them and assisting each and every one to achieve his or her best. We are very blessed to have such instrumental people working in our school.

Another highlight of the year for me was the opening of our new classrooms, study centres and hospitality facilities. The opening itself in August was a great occasion, with many of the people who had been involved in the project at a whole variety of levels coming together with our community to celebrate these wonderful buildings. The vision of our previous leaders has now been realised in the completion of these contemporary learning and teaching spaces. The students were reminded that they have before them, facilities that have not been seen elsewhere around the country, and I do believe that are very grateful for that, as is the rest of our community.

I thank you again, all of you, for your support this year, and for all the years you have been associated with this great school. As we pull the blinds down on another year, may we be blessed with the goodness and fortune that was bestowed on us and may it shine on us next year.

Gavin Dykes
Principal



1.2 Message from the Parent Body

It is with great pleasure that I submit my second 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 twelve months. It is encouraging to note that this year we had more applicants than positions available and have introduced two new members to Council. I would like to thank the unsuccessful candidates for their interest in the school community.

As I noted last year, our children's happiness and education are a high priority and with three children remaining at the Xavier High School, the past 12 months have 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 honour.

The past eighteen months 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, finalization of the current building programs, appropriate use of technology, school uniforms, teaching practices, school fees, class sizes, the parent-teacher interview process, and staff and student issues.

With the addition of two new Council members we have an added ability to draw on a diverse range of occupations and relevant work and life experiences. The more experience and diversity we have, the more likely we are to consider issues from a broader range of perspectives.

The past twelve months have indeed been exciting times for the school. We have appointed a new Principal, completed and officially opened three exciting new building facilities and explored what options are available to the school in relation to being in a world of rapidly changing technology. I believe that we have had tremendous success in relation to all three. We have continued to take advantage of strong foundations laid down by our predecessors.

I would like to extend a welcome and special thanks to Gavin Dykes, who in his role as Principal, with the support of his executive and staff, has done a fantastic job. We all know and appreciate how hard it is to take on a demanding role, especially when new to the job. Gavin has done tremendous service to those responsible for engaging him. His friendly, caring nature and willingness to not only listen but learn has endeared him to the school community in the short time he has been Principal.

The recent opening ceremony of the three new facilities certainly highlighted the "wow" factor – reinforced by Senator Stevens' comments. The school is now faced with the situation where we have excess enrolment applications. This clearly shows that we have become 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
Chair of School Council



1.3 Message from the Student Body (School Captains Report November 2013)

Having seen a year go past it's really hard to believe that our term of being school captains is finally coming to a close. To think that this time last year we stood in front of the past Year 12's and received the banner of the school, passed on from Harry and Tara. What a big set of shoes we had to fill. This year was a new beginning for many, for the Year 7's the beginning of their high school lives, for the Year 12 the beginning of our HSC, and for our school as we were led by a new Principal Mr Gavin Dykes. Being new to the school Mr Dykes brought with him fresh insights for the learning environment and a pronounced duty of care to the Xavier community. With the support of the teaching staff, Mr Dykes has created an educational and nurturing atmosphere with the aim of developing us as individuals. With their help and our own perseverance and commitment we have been able to overcome obstacles during our journey and write our own story for 2013.

The most evident change we have witnessed in the school is the opening of a new inquiry based area, The Hub, as well as the new study centre and Hospitality facilities. While the loud noise and the constant disruption from construction sites may have seemed that it was never going to end, the wait has been worthwhile. The new learning areas will change the structure of the classroom into a modern adaptable space to cater for the changing face of education. These rooms will form a part of Xavier's identity and will be passed on to generations of students to come.

Over this year we have been able to look into the past as well as forward into the future. Having the chance to represent Xavier on ANZAC Day alongside a hundred and thirty fellow students gave us the chance to commemorate those who had fallen before us for the protection of our country. Seeing such a great turnout portrayed Xavier's qualities of gratitude and respect to the larger community in a way that we can all be proud of. This is not to say that we don't look to the future. As seniors we were granted the chance to work alongside the younger students as role models during the running of the Mighty Men and Gorgeous Girls programs. Here we taught about the acceptance of others, the loving of ourselves as well as the celebration of the individual attributes and qualities that we all bring to this school. It is through these programs that we are given an opportunity to strengthen the relationship between the younger and older students, which then strengthens us as a whole school family.

During this year our SRC group has met on a regular basis to discuss upcoming events and school fundraising. We have been lucky enough to work with committed and proactive students who are enthusiastic in taking part in projects to improve and strengthen our school. This year we decided as a group to take on the role of working for the good of our school, having an internal focus of our funds. We thank all the members of the SRC. It turned into a great year of meetings.

We are proud to proclaim that while it came down to a fine line between us and the teachers at the Year 12 soccer match, we snatched the victory from the teachers, in a down to the wire penalty shootout. We commend the teachers for their participation and the chance to show us they still have what it takes to put up a fight. When our goal scorers stole us the victory it was we who got the chance to go and receive the famed golden shoes. This game forms a valuable part of our Year 12 experience.

Year 12, here we stand representing you for the last time. We thank you for this opportunity and wish you luck as we close the final chapter of our school life. These six years have been made up of memories that we will cherish forever and friendships we will always hold dear. To our families, thank you for your undying support through the tantrums, late nights, stressful periods, and an endless number of emotional breakdowns. We couldn't have done it without you. We can now say that we gave HSC our best shot, fought through it all and it's been a lot of fun. Thank you all.

Nicholas Clayton and Jessica Mitsch
School Captains 2013



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 2013: (as of August 2 2013)

| Girls | Boys | LBOTE* | Indigenous | Total |
|-------|------|--------|------------|-------|
| 422 | 370 | 19 | 8 | 819 |

*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 |
|----|---|---|-------|
| 76 | - | - | 76 |

2.5 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.



2.6 Student Attendance and Retention Rates

| Year | Attendance % |
|---------|--------------|
| Year 7 | 89.60% |
| Year 8 | 86.01% |
| Year 9 | 85.63% |
| Year 10 | 86.43% |
| Year 11 | 85.03% |
| Year 12 | 88.78% |

Of the students who completed Year 10 in 2011, 83% completed Year 12 in 2013.

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 2013 was 100%

The percentage of students in Year 12 undertaking vocational or trade training was 20.39%.

The percentage of students in Year 11 undertaking vocational or trade training was 10.08%.

2.9 Student Destinations

HSC students received 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

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 7-10 have experienced opportunities for prayer, discussion and reflection as part of their camp or Spirituality Days this year. These experiences have been planned and facilitated by members of our school's '**Faith and Service Team**' who have driven these initiatives. 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 11 and 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 an Accreditation Policy for staff "*To work, teach and lead*", which provides guidelines for staff to ensure they attain, and maintain currency of accreditation at each relevant category.

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 at Xavier High School is accepted as the responsibility of everyone. This is a legacy of our House system and underpins all aspects of endeavour. We see pastoral care as not only a moral obligation that infuses all relationships within our school community but that it must be embodied in all connections in our broader community.

Our students are the focus of our pastoral care. However, intrinsically this also embraces staff who implement the various policies and procedures to foster and support strong, positive and ethical relationships.

4.1 Teach More Manage Less

This initiative forms the basis of our behaviour management strategy. The philosophy underpinning this is that learning is the goal and that behaviour that interferes with learning needs to be re-focused. It incorporates restorative practices that encourage the repair of damaged relationships and addresses both learning and behaviour needs in a collaborative manner.

4.2 Pastoral Care of Families

Xavier has a School Counsellor available to consult with students and families. House Coordinators, Assistant Principal and the Principal work together to provide both formal and informal means of support. A continuum of care approach is taken in accordance with Diocesan policies.

4.3 Forums, Guest Speakers and Presentations

A number of groups and individuals have been invited to the school to provide targeted activities to support the programs already in operation. Resilience training and cyber awareness have been a particular focus.

4.4 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

2013 was the fifth 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 2013 cohort, there were 152 students in Year 7 and 137 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 – 147 students completed the tests

| | Xavier | State |
|-----------------------|---------------|--------------|
| Reading | 549.0 | 544.5 |
| Writing | 516.1 | 516.9 |
| Spelling | 556.8 | 559.4 |
| Grammar & Punctuation | 538.6 | 542.0 |
| | | |

| | Xavier | State |
|------------------|---------------|--------------|
| Number & algebra | 548.8 | 548.0 |
| Space & Geometry | 551.3 | 550.7 |
| Numeracy | 550.3 | 549.5 |

YEAR 9 – 131 students completed the tests

| | Xavier | State |
|-----------------------|---------------|--------------|
| Reading | 586.0 | 585.6 |
| Writing | 561.3 | 554.2 |
| Spelling | 579.5 | 591.8 |
| Grammar & Punctuation | 575.4 | 579.3 |
| | | |

| | Xavier | State |
|------------------------|---------------|--------------|
| Number & Data | 581.8 | 595.1 |
| Measurement & Geometry | 570.6 | 596.8 |
| Numeracy | 580.7 | 596.0 |

Higher School Certificate

The HSC class of 2013 achieved 18 Band 6 results across 12 subjects and 148 Band 5 results across 29 courses.

Our Dux of 2013 achieved the score of 92.

Subjects that achieved outstanding results include Hospitality, Construction and Industrial Technology (Timber). Vocational Education and Training courses have a strong presence at Xavier High School, with Hospitality in particular benefitting from the newly built Trade Training Centre.

HSC students received (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. Our Immersion Program continues to evolve with many students taking the opportunity to travel to central Australia and northern NSW to spend time with the indigenous people of our country.

5.4 Professional Learning

Staff professional development continued 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 2013 Priorities and Achievements

- 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

6.2 2014 Priorities and Challenges

Strategies to be considered (but not limited to)

- increased student and parent accountability,
- 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



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.

7.2 Parent Satisfaction

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



8. Financial Report

